



KEMENTERIAN  
PENDIDIKAN  
MALAYSIA

# ENGLISH

## FOR COMMUNICATION

SPECIAL EDUCATION FORM

# 4



THE STANDARD-BASED ENGLISH FOR COMMUNICATION  
CURRICULUM (SBECC)

# ENGLISH FOR COMMUNICATION Special Education Form 4

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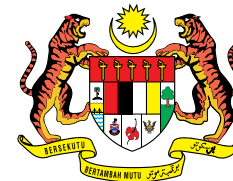
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## RUKUN NEGARA

Bahawasanya Negara Kita Malaysia  
mendukung cita-cita hendak;

Mencapai perpaduan yang lebih erat dalam kalangan  
seluruh masyarakatnya;

Memelihara satu cara hidup demokrasi;

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

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

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

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

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

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





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# INTRODUCTION

The English for Communication (Special Education) Form 4 textbook is designed to fulfill the needs of English Language requirements for Form 4 pupils with Special Educational Needs (SEN). This textbook is based on the Standard-Based Curriculum for Malaysian Special Education Secondary School (KSSMPK) and the Standard-Based English for Communication Curriculum (SBECC).

The aim of this textbook is to prepare the pupils with learning disabilities the necessary knowledge to gain information, improve English Language skills and communicate effectively using English language in various contexts of their lives.

This textbook comprises four core themes which are People and Culture, Science and Technology, Health and Environment, and Consumerism and Financial Awareness. Each theme consists of three units which considers the use of Multiple Intelligences in the enrichment and assessment activities.

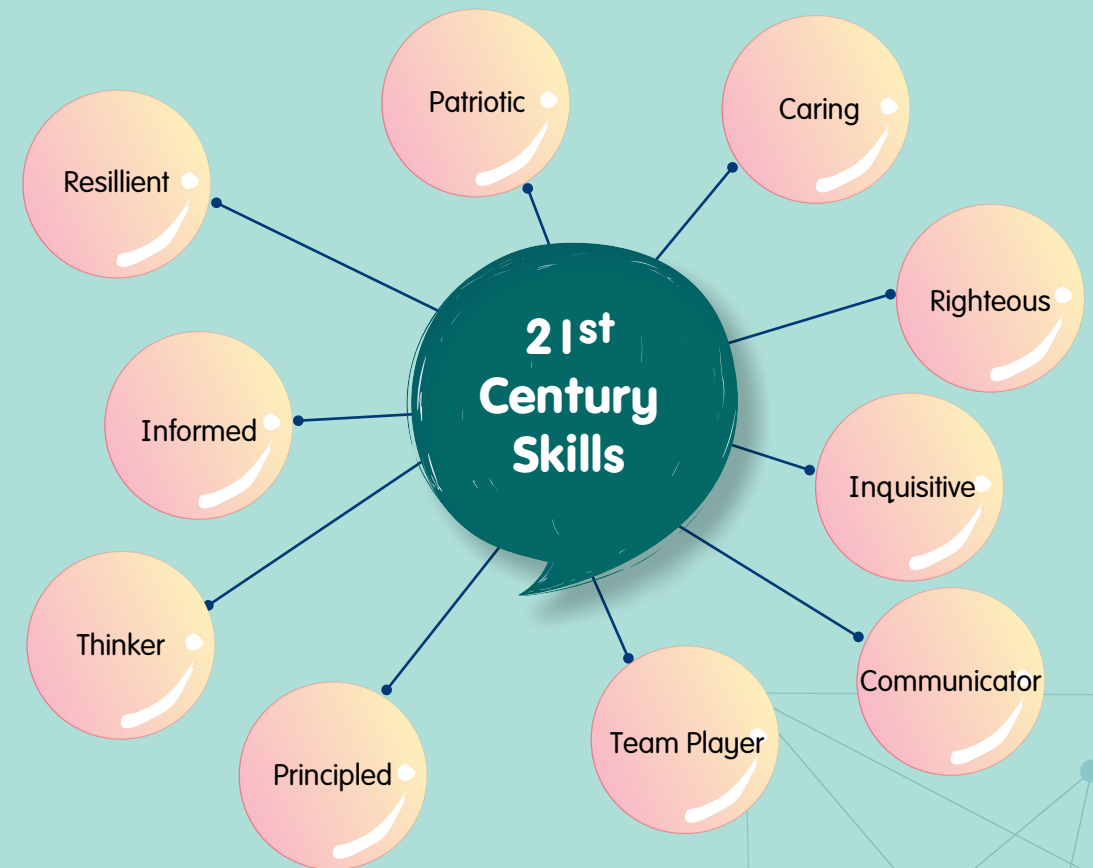
The content of this textbook is aligned to the Common European Framework of Reference (CEFR) at Revise A2 to B1 Low proficiency levels. Moral values are also integrated within the content of the textbook to promote a holistic secondary school education.

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

21<sup>st</sup> century skills embrace skills, abilities, and learning dispositions that have been identified as being required for success in 21<sup>st</sup> century society. Hence, the Standard-Based English For Communication Curriculum (SBECC) emphasises on the appropriate thinking skills as well as life skills and one's career based on pure value practices.

The main objective of the 21<sup>st</sup> century skills is to produce holistic individuals among the pupils. Not only should the pupils be prepared with adequate learning skills and literacy skills, they should also focus on the life skills as well as the creative and innovation thinking skills too.

As future leaders, pupils need to improve their proficiency in English, as well as their leadership qualities and ethical decision-making skills to be globally competitive. By adapting to the 21<sup>st</sup> century skills, pupils could develop the aimed characteristics as mentioned in the pupils' profile as follows:



# Content Map

# Theme 1: People and Culture

Unit	LS	Listening	LS	Speaking	LS	Reading	LS	Writing	Language Focus
<b>Unit 1</b> <b>Acts of Kindness</b> (Page 4 to 16)	1.1.1	Understand with support or little support the main idea in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Reciting poem</li> </ul>	2.1.2	Ask for and respond appropriately to simple suggestions <ul style="list-style-type: none"> <li>Role playing</li> <li>Sharing ideas</li> </ul>	3.1.1	Understand the main point in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Reading news article</li> </ul>	4.1.1	Explain simple content from what they have read <ul style="list-style-type: none"> <li>Writing a postcard</li> </ul>	Adjectives <ul style="list-style-type: none"> <li>Describing people</li> <li>Using adjectives to describe people</li> </ul>
	1.1.2	Understand with support or little support specific information and details in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>True/False activity</li> </ul>							
<b>Unit 2</b> <b>Real Role Models</b> (Page 17 to 30)	1.1.2	Understand with support or little support specific information and details in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Listening to a story</li> </ul>	2.1.4	Express opinions or feelings about character and personality <ul style="list-style-type: none"> <li>Talking about a person</li> </ul>	3.1.2	Understand specific details and information in a variety of text types on familiar topics <ul style="list-style-type: none"> <li>Reading about success stories</li> </ul>	4.1.1	Explain simple content from what they have read <ul style="list-style-type: none"> <li>Writing about a personality</li> </ul>	Adverbs of manner <ul style="list-style-type: none"> <li>Changing adjectives to adverbs of manners</li> <li>Using adverb of manners to complete sentences</li> </ul>
	1.2.1	Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics <ul style="list-style-type: none"> <li>Guessing the meaning of words</li> </ul>	2.2.1	Narrate short stories, events and experiences <ul style="list-style-type: none"> <li>Sharing a story</li> </ul>	3.1.3	Use with some support familiar print and digital resources to check meaning <ul style="list-style-type: none"> <li>Looking up meanings of words</li> </ul>	4.1.3	Express opinions and common feelings such as happiness, sadness, surprise, and interest <ul style="list-style-type: none"> <li>Completing sentences</li> </ul>	
<b>Unit 3</b> <b>A Culture of Peace</b> (Page 31 to 43)	1.1.1	Understand with support or little support the main idea in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Reciting poem</li> </ul>	2.1.1	Ask about and give detailed information about themselves and others <ul style="list-style-type: none"> <li>Introducing the band</li> </ul>	3.1.2	Understand specific details and information in a variety of text types on familiar topics <ul style="list-style-type: none"> <li>Reading short stories</li> </ul>	4.1.1	Express opinions and common feelings such as happiness, sadness, surprise, and interest <ul style="list-style-type: none"> <li>Expressing opinions</li> <li>Writing about future plans</li> </ul>	Infinitives <ul style="list-style-type: none"> <li>Identifying infinitives</li> </ul>
	1.2.1	Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics <ul style="list-style-type: none"> <li>Guessing meanings of words</li> </ul>	2.1.2	Ask for and respond appropriately to simple suggestions <ul style="list-style-type: none"> <li>Sharing information</li> </ul>	3.2.1	Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest <ul style="list-style-type: none"> <li>Completing texts</li> </ul>			

# Content Map

# Theme 2: Health and Environment

Unit	LS	Listening	LS	Speaking	LS	Reading	LS	Writing	Language Focus
<b>Unit 4</b> <b>Urban Farming</b> (Page 46 to 59)	1.1.1	Understand with support or little support the main idea in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Reciting poem</li> </ul>	2.1.1	Ask about and give detailed information about themselves and others <ul style="list-style-type: none"> <li>Talking about pictures</li> </ul>	3.1.1	Understand the main point in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Reading a simple text</li> <li>Completing dialogues</li> </ul>	4.1.1	Explain simple content from what they have read <ul style="list-style-type: none"> <li>Writing complete sentences</li> </ul>	Sentence connectors <ul style="list-style-type: none"> <li>Using connectors</li> </ul>
	1.2.1	Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics <ul style="list-style-type: none"> <li>Action song</li> </ul>							
<b>Unit 5</b> <b>E-Services Technology</b> (Page 60 to 75)	1.1.2	Understand with support or little support specific information and details in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>True/False statements</li> </ul>	2.1.2	Ask for and respond appropriately to simple suggestions <ul style="list-style-type: none"> <li>Role playing</li> </ul>	3.1.1	Understand the main point in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Reading simple text</li> </ul>	4.1.1	Explain simple content from what they have read <ul style="list-style-type: none"> <li>Writing steps</li> </ul>	Subordinating conjunctions <ul style="list-style-type: none"> <li>Completing sentences</li> <li>Using simple past tense to complete sentences</li> </ul>
	1.2.1	Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics <ul style="list-style-type: none"> <li>Matching words to meaning</li> </ul>			3.1.2	Understand specific details and information in a variety of text types on familiar topics <ul style="list-style-type: none"> <li>Completing texts</li> </ul>	4.2.1	Punctuate and spell written work with moderate accuracy <ul style="list-style-type: none"> <li>Writing complete sentences</li> </ul>	
<b>Unit 6</b> <b>Medical Breakthrough</b> (Page 76 to 89)	1.1.1	Understand with support or little support the main idea in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Multiple choice questions</li> </ul>	2.1.2	Ask for and respond appropriately to simple suggestions <ul style="list-style-type: none"> <li>Role playing</li> </ul>	3.1.2	Understand specific details and information in a variety of text types on familiar topics <ul style="list-style-type: none"> <li>Reading a passage</li> </ul>	4.1.2	Explain information from variety of materials <ul style="list-style-type: none"> <li>Completing paragraphs</li> </ul>	Simple past tenses <ul style="list-style-type: none"> <li>Using simple past tense to complete sentences</li> </ul>
	1.1.2	Understand with support or little support specific information and details in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Completing dialogue</li> </ul>	2.1.4	Express opinions or feelings about character and personality <ul style="list-style-type: none"> <li>Expressing opinions</li> </ul>			4.2.1	Punctuate and spell written work with moderate accuracy <ul style="list-style-type: none"> <li>Writing complete sentences</li> </ul>	



# Content Map

# Theme 3: Science and Technology

Unit	LS	Listening	LS	Speaking	LS	Reading	LS	Writing	Language Focus
<b>Unit 7</b> <b>Smart Eating</b> (Page 92 to 106)	1.1.2	Understand with support or little support specific information and details in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Listening to a dialogue</li> <li>Matching words to pictures</li> </ul>	2.1.1	Ask about and give detailed information about themselves and others <ul style="list-style-type: none"> <li>Sharing thoughts</li> </ul>	3.1.2	Understand specific details and information in a variety of text types on familiar topics <ul style="list-style-type: none"> <li>Reading a nutrition facts</li> </ul>	4.1.1	Explain simple content from what they have read <ul style="list-style-type: none"> <li>Filling in the blanks</li> </ul>	Quantifiers <ul style="list-style-type: none"> <li>Using quantifiers in sentences</li> </ul>
			2.1.4	Express opinions or feelings about character and personality <ul style="list-style-type: none"> <li>Sharing information</li> </ul>	3.2.1	Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest <ul style="list-style-type: none"> <li>Transferring information</li> </ul>	4.1.2	Explain information from variety of materials <ul style="list-style-type: none"> <li>Completing sentences</li> </ul>	
<b>Unit 8</b> <b>Wellness over Illness</b> (Page 107 to 118)	1.1.2	Understand with support or little support specific information and details in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Listening to a talk show</li> </ul>	2.1.2	Ask for and respond appropriately to simple suggestions <ul style="list-style-type: none"> <li>Role playing</li> </ul>	3.1.2	Understand specific details and information in a variety of text types on familiar topics <ul style="list-style-type: none"> <li>Transferring information</li> </ul>	4.1.1	Explain simple content from what they have read <ul style="list-style-type: none"> <li>Completing sentences</li> </ul>	Imperatives <ul style="list-style-type: none"> <li>Writing complete sentences</li> </ul>
	1.2.1	Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics <ul style="list-style-type: none"> <li>Matching words to meanings</li> </ul>	2.2.1	Narrate short stories, events and experiences <ul style="list-style-type: none"> <li>Sharing experiences</li> </ul>	3.2.1	Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest <ul style="list-style-type: none"> <li>Reading a website article</li> </ul>	4.2.1	Punctuate and spell written work with moderate accuracy <ul style="list-style-type: none"> <li>Writing a checklist</li> </ul>	
<b>Unit 9</b> <b>For the Common Good</b> (Page 119 to Page 133)	1.1.1	Understand with support or little support the main idea in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Listening to a song</li> </ul>	2.1.3	Ask about and describe future plans or events <ul style="list-style-type: none"> <li>Sharing ideas</li> </ul>	3.1.3	Use with some support familiar print and digital resources to check meaning <ul style="list-style-type: none"> <li>Matching words to meanings</li> </ul>	4.1.2	Explain information from variety of materials <ul style="list-style-type: none"> <li>Completing sentences</li> </ul>	Modals <ul style="list-style-type: none"> <li>Using modals in sentences</li> </ul>
	1.1.2	Understand with support or little support specific information and details in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Performing a song</li> </ul>	2.1.4	Express opinions or feelings about character and personality <ul style="list-style-type: none"> <li>Expressing opinions</li> </ul>	3.2.1	Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest <ul style="list-style-type: none"> <li>Reading a blog entry</li> </ul>	4.2.1	Punctuate and spell written work with moderate accuracy <ul style="list-style-type: none"> <li>Rearranging letters to form words</li> </ul>	

# Content Map

# Theme 4: Consumerism and Financial Awareness

Unit	LS	Listening	LS	Speaking	LS	Reading	LS	Writing	Language Focus
<b>Unit 10</b> <b>A Penny Saved is a Penny Earned</b> (Page 136 to 148)	1.1.1	Understand with support or little support the main idea in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Listening to a dialogue</li> </ul>	2.1.2	Ask for and respond appropriately to simple suggestions <ul style="list-style-type: none"> <li>Sharing ideas</li> </ul>	3.1.1	Understand the main point in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Reading steps</li> </ul>	4.1.1	Explain simple content from what they have read <ul style="list-style-type: none"> <li>Filling up a form</li> </ul>	Simple future tense <ul style="list-style-type: none"> <li>Using simple future tense to complete sentences</li> </ul>
	1.1.2	Understand with support or little support specific information and details in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Answering multiple choice questions</li> </ul>	2.1.3	Ask about and describe future plans or events <ul style="list-style-type: none"> <li>Telling plans</li> </ul>			4.2.1	Punctuate and spell written work with moderate accuracy <ul style="list-style-type: none"> <li>Rewriting sentences</li> </ul>	
			2.1.4	Express opinions or feelings about character and personality <ul style="list-style-type: none"> <li>Expressing opinions</li> </ul>					
<b>Unit 11</b> <b>Money Smart</b> (Page 149 to 159)	1.1.2	Understand with support or little support specific information and details in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Choosing the correct answers</li> </ul>	2.1.1	Ask about and give detailed information about themselves and others <ul style="list-style-type: none"> <li>Giving opinions</li> </ul>	3.1.1	Understand the main point in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Reading prices</li> </ul>	4.1.1	Explain simple content from what they have read <ul style="list-style-type: none"> <li>Using comparative adjectives</li> </ul>	Comparative adjectives <ul style="list-style-type: none"> <li>Using comparative adjectives to complete sentences</li> </ul>
	1.2.1	Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics <ul style="list-style-type: none"> <li>Looking up meanings of words</li> </ul>	2.2.1	Narrate short stories, events and experiences <ul style="list-style-type: none"> <li>Sharing information</li> </ul>	3.1.2	Understand specific details and information in a variety of text types on familiar topics <ul style="list-style-type: none"> <li>Stating prices</li> </ul>	4.1.2	Explain information from variety of materials <ul style="list-style-type: none"> <li>Explaining opinions</li> </ul>	
					3.2.1	Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest <ul style="list-style-type: none"> <li>Reading a flyer</li> </ul>	4.2.1	Punctuate and spell written work with moderate accuracy <ul style="list-style-type: none"> <li>Rewriting words</li> </ul>	
<b>Unit 12</b> <b>Click Wisely!</b> (Page 160 to 171)	1.1.2	Understand with support or little support specific information and details in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Choosing the correct answers</li> </ul>	2.1.3	Ask about and describe future plans or events <ul style="list-style-type: none"> <li>Talking about plans</li> </ul>	3.1.1	Understand the main point in simple longer texts on a range of familiar topics <ul style="list-style-type: none"> <li>Reading the main point</li> </ul>	4.1.1	Explain simple content from what they have read <ul style="list-style-type: none"> <li>Writing sentences</li> </ul>	Negations <ul style="list-style-type: none"> <li>Rewriting sentences</li> <li>Using negations '-not' in sentences</li> </ul>
	1.2.1	Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics	2.1.4	Express opinions or feelings about character and personality <ul style="list-style-type: none"> <li>Talking about a person</li> </ul>	3.1.2	Understand specific details and information in a variety of text types on familiar topics <ul style="list-style-type: none"> <li>Reading a flyer</li> </ul>	4.2.1	Punctuate and spell written work with moderate accuracy <ul style="list-style-type: none"> <li>Rearrange sentences</li> </ul>	



# List of Icons



**HOTS**

Stimulate pupils' higher order thinking skills.



**Listening**

Provide exercises that develop the pupils' listening skills.



**Speaking**

Enhance the pupils' ability to communicate effectively.



**Reading**

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



**Language Focus**

Highlight various grammar rules.



**Enrichment**

Provide additional exercises at the end of a unit.



**Let's Start!**

Signify the beginning of the unit.



**Group Work**

Indicate a task that needs to be done in groups.



**Writing**

Provide exercises that develop the pupils' writing skills.



**Pair work**

Indicate a task to be done in pairs.



**Moral Value**

Inculcate good values.



**Arts & Crafts**

Provide creative hands-on activities.



**Photocopiable**

Indicate pages that can be photocopied.



**Glossary**

Provide definitions for unfamiliar words.



**Learning Standard**

Refer to the pupils' expected achievements at the end of each activity.



**Game On!**

Use games to establish fun learning.



**Assessment**

Check the pupils' level of development based on the skills.



**Teacher's Note**

Provide suggestions on the lesson.



**Scan Here**

Provide links to information on the Internet.



**Interesting Fact**

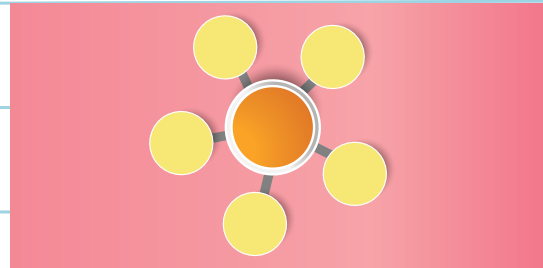
Provide information that is compelling on a topic.

# i-Think

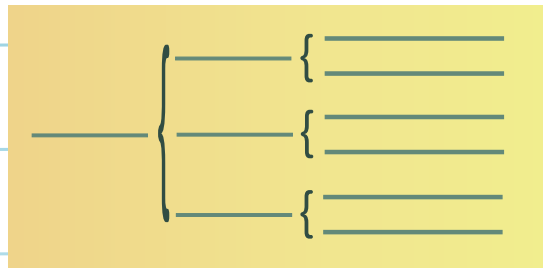
1. **Circle Map** is used for defining a content.



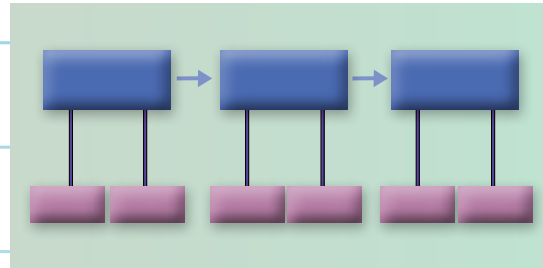
2. **Bubble Map** is used for describing ideas or concepts.



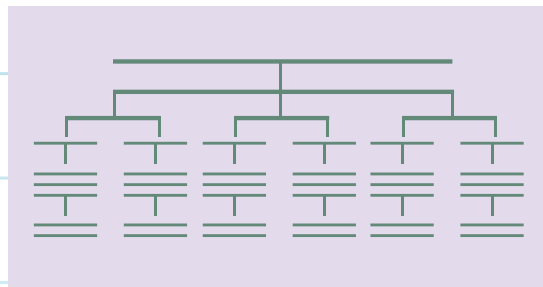
3. **Brace Map** for identifying parts or whole relationship.



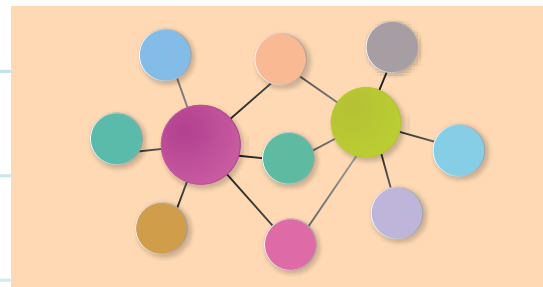
4. **Flow Map** is used for sequencing or ordering events.



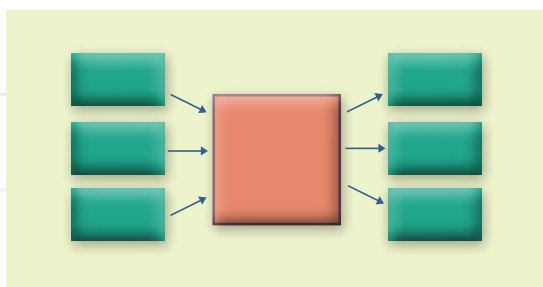
5. **Tree Map** is used for classifying and grouping.



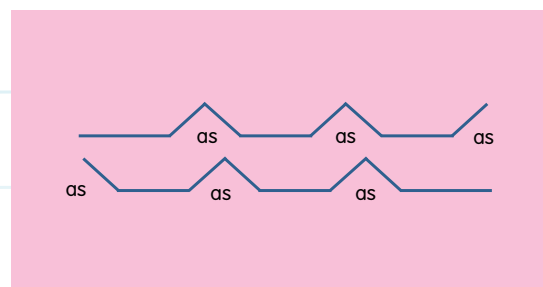
6. **Double Bubble Map** is used for comparing and contrasting.



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



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



Character Introductions

FOLLOW



362 likes

Character Names #hashtag #SpecialEducation



# Theme 1

## People and Culture

In this theme, you will learn to:

- Recite 'A Simple Act of Kindness' poem
- Listen to a story about role models
- Listen to the song 'We Are The World'
- Role play a situation to help a kitten in trouble
- Talk about role models
- Perform the 'We Are The World' song
- Read a news article about an Amazing Malaysia
- Identify act of kindness
- Read about Malaysian popular personalities
- Read about the community helpers
- Use adjectives in sentences
- Use adverbs of manner in sentences
- Write a postcard
- Write about role model
- Write about the community helpers
- Make the Kindness Crown
- Draw a picture that describes Peace





# UNIT 1

# ACTS OF KINDNESS



Be kind

Let's Start!

- Have you ever helped someone in need before?
- Describe the situation.

## Listening

- A. Listen to the poetry recital and underline the words that show 'kindness'.

## A Simple Act of Kindness

A simple act of kindness  
can stop a million tears.  
A little hug  
can give so much joy.  
A letter now and then to someone  
can save so many wasted years.  
We should hold every moment precious  
and help as many as we can  
with a simple act of kindness  
every now and then.  
The world would be a better place  
if we all cared a little more.  
Imagine how many smiling faces  
would greet us at the door  
if we extended that helping hand  
with a simple act of kindness  
that could spread across many lands.

Source: *Harris, D. (2009, March 6). A Simple Act of Kindness. Retrieved from <https://www.poemhunter.com/poem/a-simple-act-of-kindness/>*

### Interesting Fact

World Autism Awareness Day is celebrated on 2<sup>nd</sup> April every year.

### Glossary

- joy: happiness
- precious: valuable

### Scan Here



Surf <http://arasmega.com/qr-link/a-simple-act-of-kindness/>  
(Retrieved on Sep 4<sup>th</sup>, 2019)

### Teacher's Note

- Explain what is the meaning of 'kindness' before listening.
- Check the pupil's pronunciations when they are reciting the poem.



 Listening

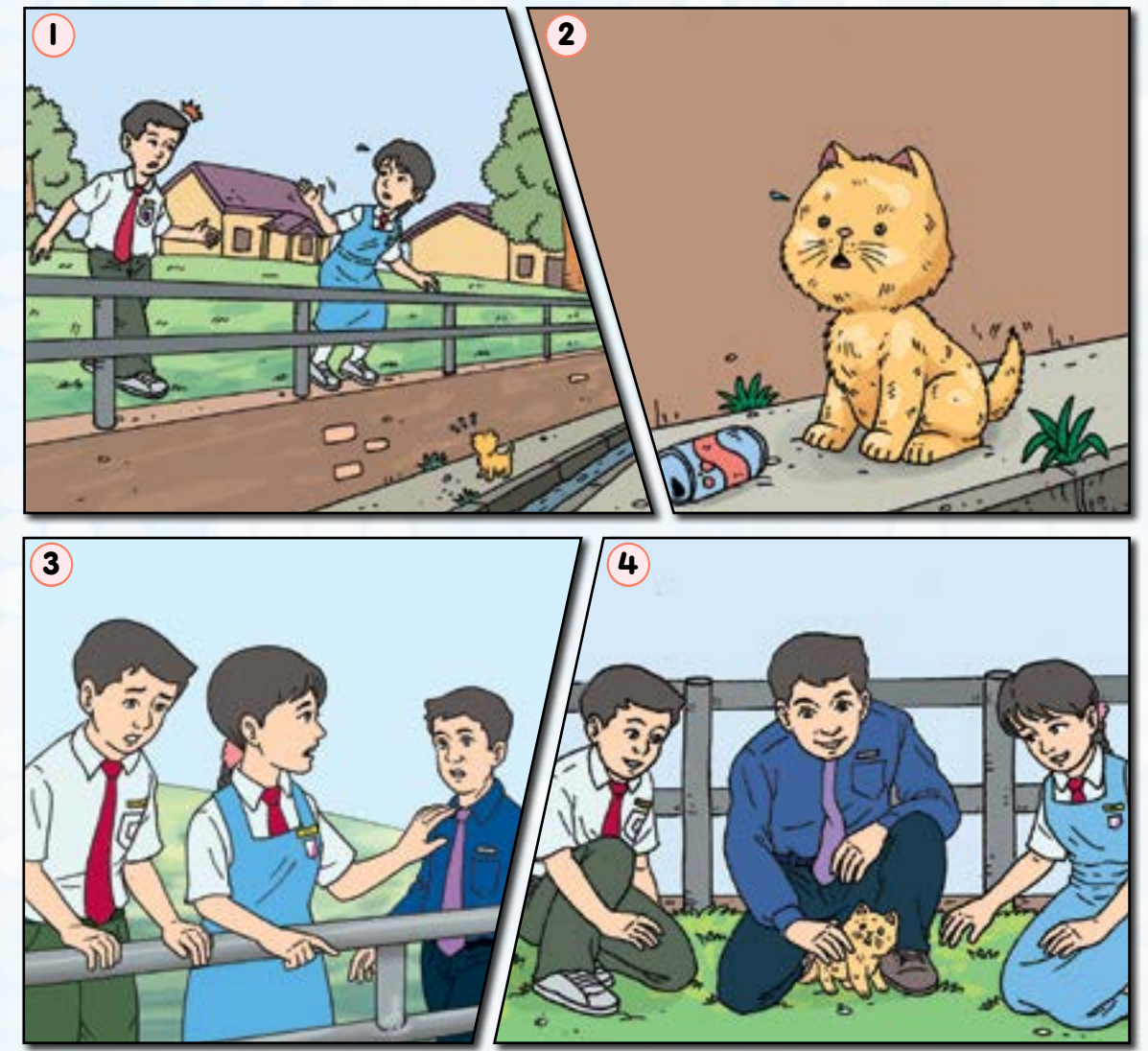
**B. Write True or False for the sentences below.**

- 1. A simple act of kindness can stop a million tears.
- 2. A hug could make people sad.
- 3. We should ignore people when they are asking for our help.
- 4. A letter to someone can save so many wasted years.
- 5. An act of kindness is unimportant and a waste of time.
- 6. People would be happy when we are unkind towards them.
- 7. The world will be a better place if we help people.
- 8. We should always do a simple act of kindness.
- 9. People would be unhappy if we help them.
- 10. A simple act of kindness could make people smile.

 Speaking

 Pair work

- A. Practice to ask for help.**  
*How could you help this kitten?*
- B. Discuss the solution based on the comic strip below.**







C. Choose the appropriate answers based on the options given.

Gina: Jugah, look! There is a **(big/small)** \_\_\_\_\_ kitten in the drain!

Jugah: Oh, no! We must help the **(poor/lucky)** \_\_\_\_\_ kitten.

Gina: How could we help it?

Jugah: We could ask for help from Mr. Naim.

Gina: Yes! That is a good idea. Mr. Naim could take it out of the drain because he is a **(short/tall)** \_\_\_\_\_ man.

Jugah: There he is. Hi, Mr. Naim. Please help us to get the kitten out of the **(shallow/deep)** \_\_\_\_\_ drain.

Mr. Naim: Sure, no problem. That is very nice of you two. We need to help the unlucky kitten.

----- 5 minutes later -----

Jugah: Thank you, Mr. Naim! You have saved the kitten.

Mr. Naim: You are welcome. We had done an act of kindness. We should always help those in need.

D. Role play the dialogue.

E. Have you ever helped those in need? How do you feel after helping them?

**Teacher's Note**

- Ask pupils to suggest new words for acts of kindness.

2.1.2



A. Read the news article below and answer the questions on page 10.

# THE DAILY NEWS

PAGE 11

March 12<sup>th</sup>, 2018

## An Amazing Malaysian Boy's Random Act of Kindness

KUALA LUMPUR: A 13-year-old Malaysian boy called Sean Tee did an amazing act of kindness at the Phuket International Airport, Thailand. He had tremendously helped Ady Sacol who was injured and sitting on a wheelchair.

He offered to buy and pay for Ady's food. When Sean Tee noticed that the wheelchair was not allowed in the elevator,



he took a cart and helped Ady to sit on it. Then, he pushed the cart until they reached the arrival counters. Sean continued to wait for him with a bottle of juice in his hand. Later, he helped Ady to put his luggage in the car.

Ady was so grateful to Sean. He described the boy as an angel and thanked him for his kindness. Although Ady was a stranger, Sean was happy to help him as if Ady was one of his friends.

"I will always remember you for the rest of my life," Ady said. Malaysians are very proud of Sean Tee's act of kindness and it will always be an inspiration to them.

Adapted from: Fong, F. (2018, March 12). Malaysian boy's random act of kindness at Phuket Airport touches netizens' hearts. Retrieved from <https://www.nst.com.my/news/nation/2018/03/344458/malaysian-boys-random-act-kindness-phuket-airport-touches-netizens-hearts>

B. What do you understand from the quote?

**"Be Kind, For Everyone You Meet Is Fighting A Harder Battle."**

- Plato

**Interesting Fact**  
17<sup>th</sup> of February is the National Random Act of Kindness Day.

**Glossary**  
• grateful: thankful

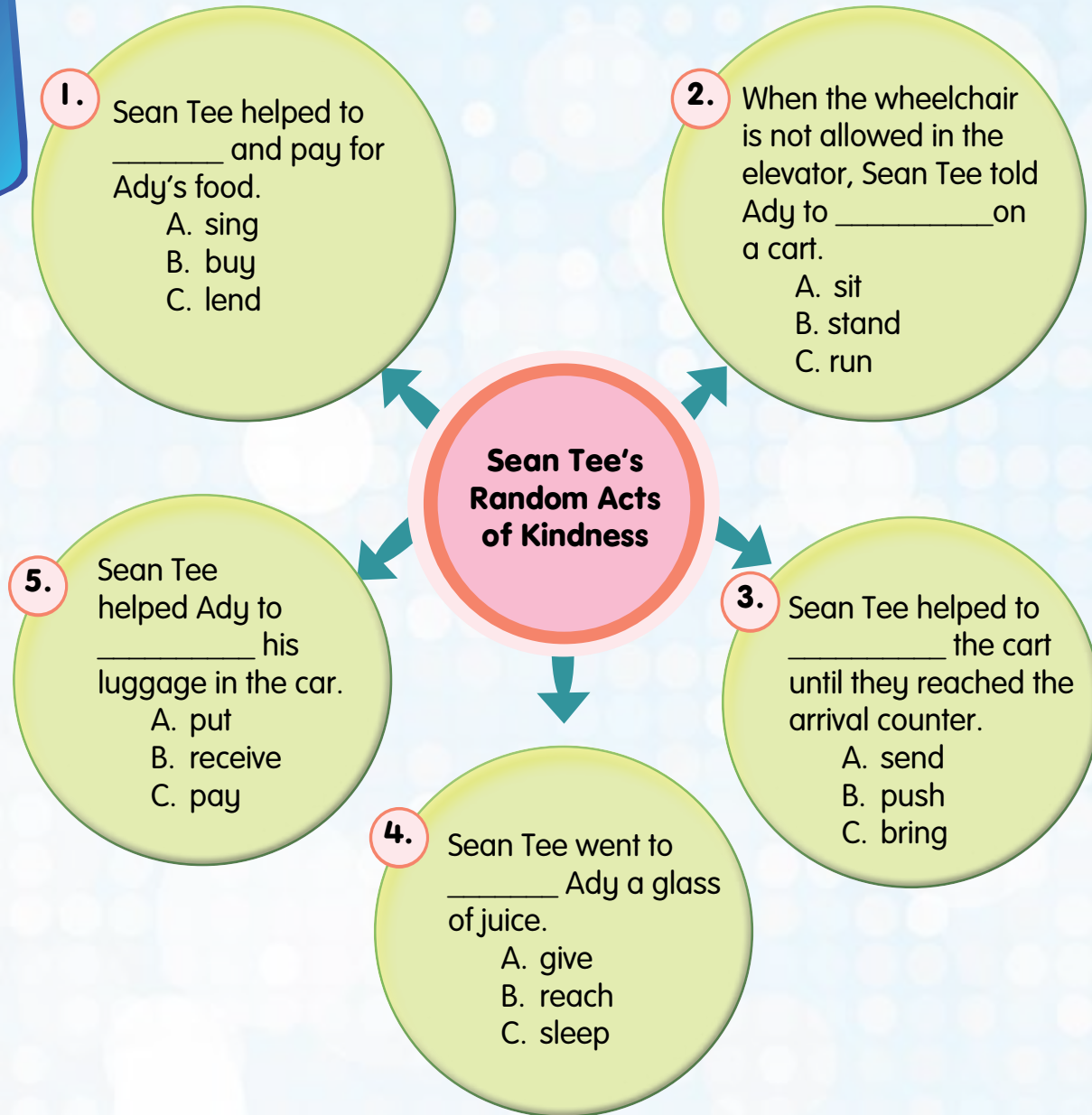
**Teacher's Note**

- Guide pupils to read aloud the news article.

3.1.1



C. Circle the correct answers.



A. Read the following explanation.

# Adjectives

The words that are use to describe nouns.

Before noun	After verb-to-be
Sean Tee is a <b>nice</b> person.	Sean Tee is <b>nice</b> .
We are <b>joyful</b> Malaysians.	We are <b>joyful</b> .
He is a very <b>smart</b> boy.	He is very <b>smart</b> .
List of verbs-to-be: is, am, are, was and were.	

B. Underline the adjectives.

**Example:** Sean Tee likes to do kind things.

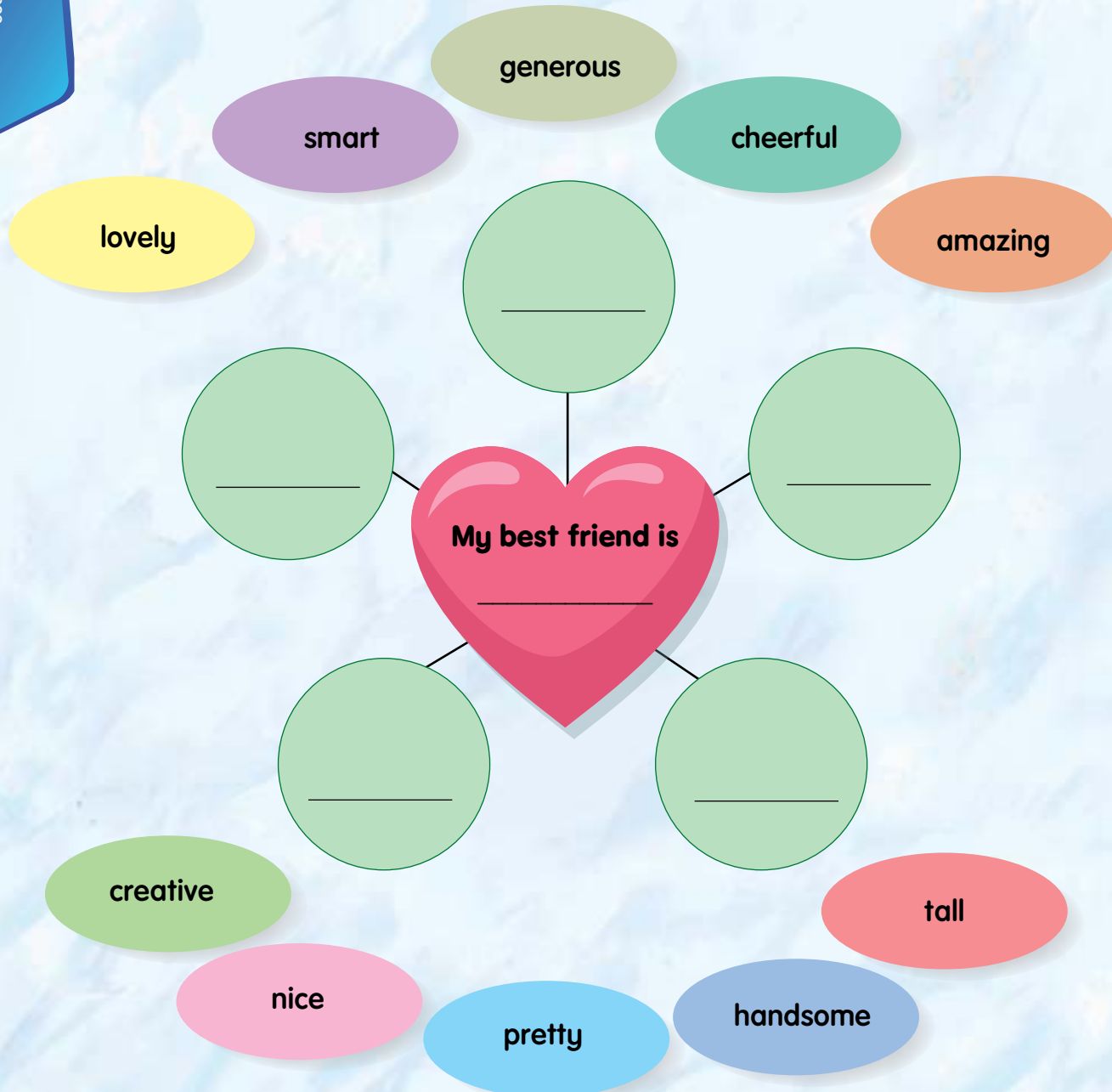
- Sean Tee is brave.
- Ady Sacol is happy.
- Sean Tee is a nice person.
- Sean Tee is a generous boy.
- Best friends help each other.
- Sean Tee is not a selfish citizen.
- Malaysians should do more good deeds.
- Sean Tee teaches us to be a better person.
- Ady Sacol is glad that he has Sean Tee as his friend.
- Ady Sacol and Sean Tee are grateful to meet each other.

Teacher's Note

- Help the pupils to read the full sentences after filling the blanks with the correct answers.



C. Write your best friend's name and choose the suitable adjectives to describe him or her.



Write a postcard to Sean Tee to compliment him on his act of kindness. Use the words below to fill in the blanks.

1. Sean Tee is a very kind boy.
2. He is very good in helping people.
3. He did not ask for any rewards.
4. Although he is young, he already helped a lot of people.
5. He will always be my inspiration.

Hi Sean Tee,  
My name is \_\_\_\_\_  
\_\_\_\_\_. I am writing this postcard to you for being **nice**. After reading the article, I think that you are a \_\_\_\_\_ boy. You are very \_\_\_\_\_ at helping people. You have done many things but you did not ask for \_\_\_\_\_. I want to be like you because although you are \_\_\_\_\_, you have already \_\_\_\_\_. I want you to know that you will always be my \_\_\_\_\_.

Sincerely,  
\_\_\_\_\_

Address  
No. 34 Jalan Murni Desa,  
Kampung Pandan Jaya,  
43000 Bangi, Selangor.  
\_\_\_\_\_  
\_\_\_\_\_



Teacher's Note

- Encourage the pupils to describe their best friends.
- Teacher explains that the pupils may use other adjectives beyond the adjectives given.



Teacher's Note

- Teacher ask the pupils to do Activity A and decorate the class board with their postcards.



**CLASS PROJECT: Act of Kindness**

Observe your friend's Acts of Kindness in the school.  
Tick (✓) when he or she has done an act of kindness in the following checklist.

**Acts of Kindness Checklist**

Friend's name: \_\_\_\_\_

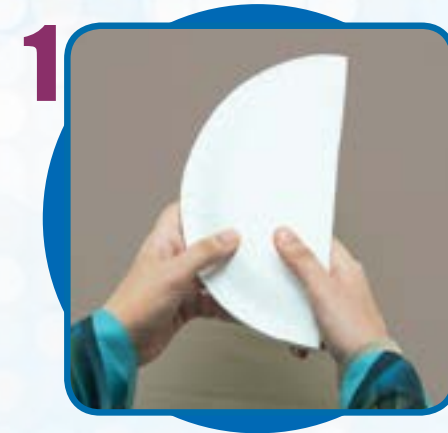
- |  |                          |
|--|--------------------------|
| 1. Smiles at a person from another class   | <input type="checkbox"/> |
| 2. Praises a person for any good deed      | <input type="checkbox"/> |
| 3. Helps a teacher                         | <input type="checkbox"/> |
| 4. Holds a door open for classmate         | <input type="checkbox"/> |
| 5. Says hello to someone                   | <input type="checkbox"/> |
| 6. Picks up rubbish in the school compound | <input type="checkbox"/> |
| 7. Cleans the classroom                    | <input type="checkbox"/> |
| 8. Shares food with a friend               | <input type="checkbox"/> |
| 9. Gives a present to someone              | <input type="checkbox"/> |
| 10. Lets someone else go first in line     | <input type="checkbox"/> |
| 11. Says 'Good morning' to classmates      | <input type="checkbox"/> |
| 12. Assists someone with their homework    | <input type="checkbox"/> |
| 13. Queues up to buy food                  | <input type="checkbox"/> |
| 14. Talks to someone new at school         | <input type="checkbox"/> |
| 15. Cheers up a sad friend                 | <input type="checkbox"/> |

# A Crown for Your Kindness

**A. Follow the step below to make the kindness crown for that friend.**

**Materials:**

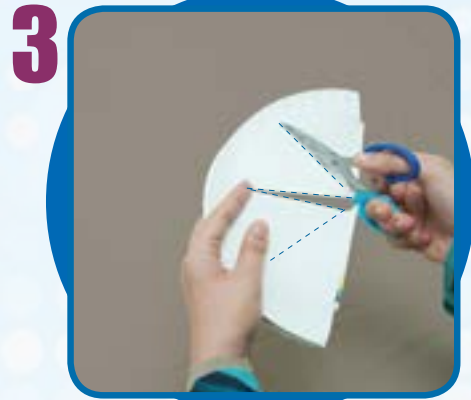
- A paper plate
- A pair of scissors
- Marker pens
- Water colours
- Colourful buttons of many sizes
- Hot glue gun
- Paint brush

**Instructions:**


Fold the paper plate into half.



Cut halfway through the middle.



**3** Fold again in the other direction and cut.



**4** Colour the paper plate.



**5** Decorate the paper plate with the colorful button.



**6** Fold the parts upwards.



**7** Try it on.


**B. Present the crown as an award for your kind friend.**

# UNIT 2

# REAL ROLE MODELS



Let's Start!

- Who is your role model?
- Why does the person inspire you? 



A. Listen to the audio and fill in the blanks with the correct adverbs.

cheerfully

properly

gladly

bravely

proudly

neatly



My Father, My Role Model

Hi! I am Sarah and this is my father, Encik Azmi. Many people have role models or people they look up to in their lives. My father is my role model.

My father is a doctor. He always works diligently at the hospital. Sometimes, he comes home late at night. I could see that he is tired. He would just smile \_\_\_\_\_ and tell me to study hard and get enough rest. He never complains that he is tired, and he always does his work \_\_\_\_\_ and \_\_\_\_\_.

I would love to be like my father because he is a nice person. I often see him \_\_\_\_\_ helping sick people. They would \_\_\_\_\_ thank him for his kindness.

I hope that I can \_\_\_\_\_ be like him when I grow up. He is my ultimate inspiration!



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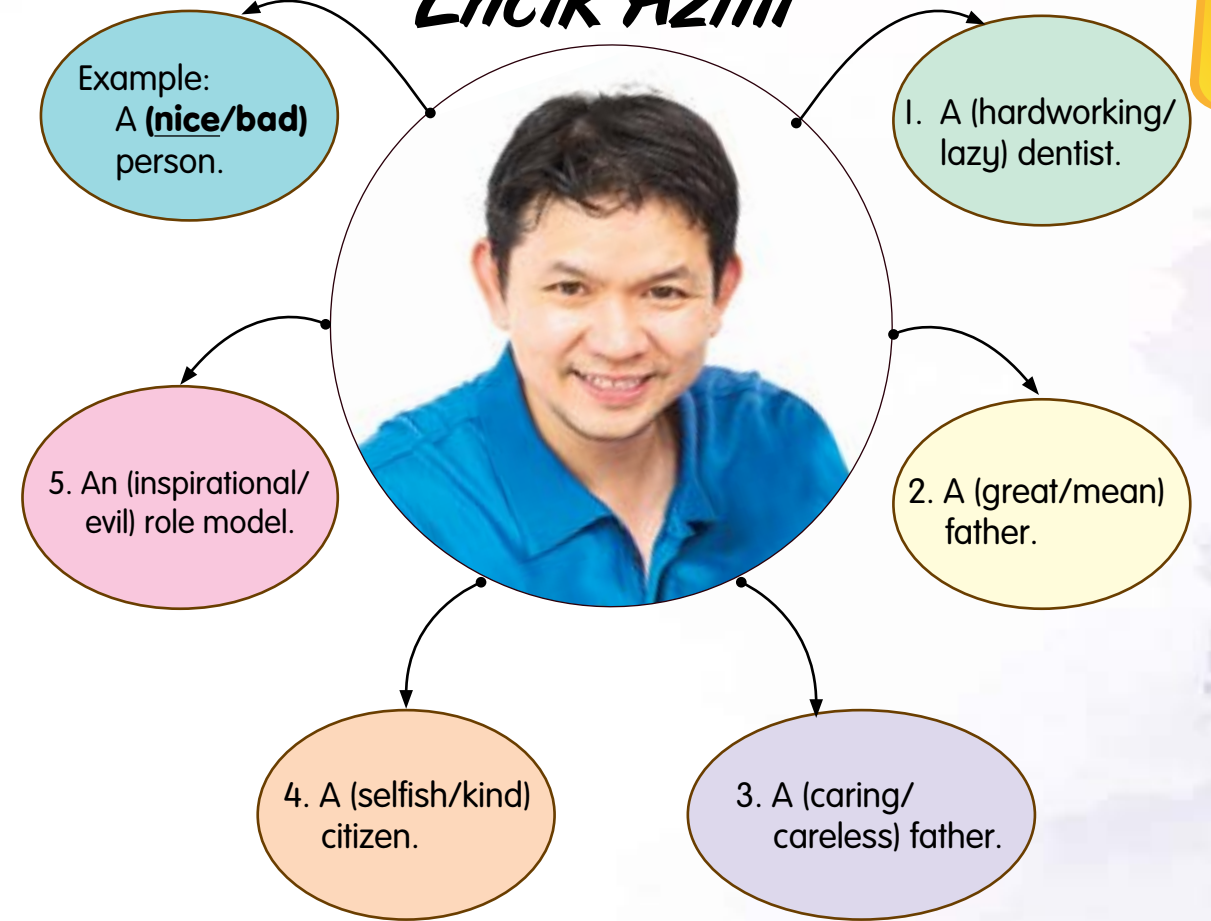
Surf <http://arasmega.com/qr-link/my-father-my-role-model/> (Retrieved on Sep 4<sup>th</sup>, 2019)

Teacher's Note

- Ask pupils to use other suitable adverbs for the story.
- Refer to page 24.

B. Based on the audio, underline the correct description of Encik Azmi.

Encik Azmi



C. Would you visit a doctor like Encik Azmi? Why?



Glossary

- selfish: caring only about yourself rather than about other people

A. Practise talking about your role model using the table below.

My role model He She	is	my father my sister my teacher
	helps works smiles	others diligently cheerfully
	likes	to rescue animals to cook for others to volunteer of shelters

B. Write a short paragraph based on the table.

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A. Read the following texts.

# Hall of Fame



## The Paralympic Hero

Mohamad Ridzuan bin Mohamad Puzi is a paralympic athlete who bravely competes in classification sprint (running) and long jump events. He was born in Padang Besar, Perlis in 1987.

He has actively competed in sports since he was in school despite being diagnosed with cerebral palsy.

Since 2014, he has deservedly received gold medals for various sports events such as 2016 Rio Summer Paralympic and 2018 Asian Para Games. This world champion is truly a Malaysian treasure.

## The Ballad Divetta

Jaclyn Joshua Thanaraj Victor is a singer and actress in Malaysia. She was born in 1978 in Kepong, Kuala Lumpur.

In 2004, Jaclyn has competed in the Malaysian Idol and ultimately became the winner of the singing show.

Her song 'Gemilang' has been extensively played at many events since then. The song was named 'Song of the Year' at an annual song competition. Not only the song was uplifting, Jaclyn's amazingly high voice made it more meaningful towards the listeners.





## The Musical Prodigy



Clarence Kang is an extraordinarily talented young man with autism. He was born in 1998 in Kuala Lumpur.

Clarence has overcome obstacles in becoming a pianist and artist. In fact, he is the first pianist with autism that has held his own recital concert.

At 10 months old, Clarence has already known the alphabet by heart. By now, he incredibly memorise musical notes and arrange complicated musical chords on his own.

## The Diver Medalist

Pandelela Rinong Pamg is a diver who specialises in the 10-metre platform event. She was born in 1993 in a Bidayuh village in Bau, Sarawak.

At such a young age, Pandelela started to train at the Bukit Jalil Sports School. She was the first Malaysian athlete who has successfully won an Olympics medal and she also has won four medals at the World Championships.

Despite being severely injured for many times during competitions, Pandelela is still determine to win more gold medals for Malaysia.



### B. List down the adverbs of manner from the text that you have read.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Teacher's Note

- Encourage pupils to say aloud their additional knowledge about the role models in the Hall of Fame.

### C. Write sentences based on the substitution table.

Mohamad Ridzuan bin Mohamad Puzi	sings	extremely fast on the tracks.
Jaclyn Joshua Thanaraj Victor	competes	incredibly good songs.
Clarence Kang	runs	awesomely great melodies on the piano.
Pandelela Rinong Pamg	plays	successfully among the best divers.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### D. Look up the meaning of these words in the dictionary.

Word	Meaning
1. treasure	
2. uplifting	
3. talented	
4. recital	
5. severe	

### Teacher's Note

- Guide pupils to look up the meaning of the words using the dictionary.

# Adverbs of Manner

- An adverb of manner describes how we do something.
- It is usually formed by adding **-ly** to an adjective.
- If the adjective ends in **-y**, replace the **y** with **i** and add **-ly**.

## Adjective

- He is a very diligent dentist.
- The music is slow.
- She has won a large trophy.
- He is brave.
- The idea is interesting.

## Adverb of manner

- He works diligently at the clinic.
- The pianist is playing slowly.
- Her trophy largely fills in the room.
- He bravely competes among the best athletes.
- His explains interestingly about his ideas.

## B. Change the following adjectives to adverbs of manner.

Example- happy : happily

1. nice: \_\_\_\_\_
2. beautiful: \_\_\_\_\_
3. soft: \_\_\_\_\_
4. easy: \_\_\_\_\_
5. quick: \_\_\_\_\_

## C. Based on activity B, fill in the blanks with the correct adverbs of manner.

1. Sarah \_\_\_\_\_ helps her brother to finish his homework.
2. Clarence plays the piano \_\_\_\_\_.
3. Encik Azmi speaks \_\_\_\_\_ to his patients.
4. Jaclyn \_\_\_\_\_ sings the high notes on the song.
5. Pandelega quickly \_\_\_\_\_ becomes one of the world youngest divers.

## A. Choose the correct adverbs of manner for the following sentences. Write your answer in the blanks.



gladly



cheerfully



sleepily



stylishly



sadly



angrily

1. Eliza yawns \_\_\_\_\_ because she has not slept last night.
2. Mei Ying smiles \_\_\_\_\_ at her mother before she goes to school.
3. Kamal \_\_\_\_\_ cries because he misses his brother.
4. Anika \_\_\_\_\_ thanks her friends for helping her clean the classroom.
5. Kiran dresses \_\_\_\_\_ before going to the interview.
6. Mrs. Yong \_\_\_\_\_ scolds the people who has littered.



**B. Choose one personality from the Hall of Fame to be your role model. Explain why. Use the phrases below as guidance.**

Sample answer:

I choose Clarence Kang to be my role model because he is very talented and special. He could also easily memorise musical notes. He is autistic, he has managed to successfully perform his own recital concert.

One day, I wish I could be just like Clarence.



I choose \_\_\_\_\_ (who) to be my role model because \_\_\_\_\_ (why), \_\_\_\_\_, and \_\_\_\_\_ (why).

One day, I wish I could be like \_\_\_\_\_ (who).

# Gallery Walk: Role Model

1. Each station will display different role models. Example:



Station 1 - Pandelega Rinong Pamg



Station 2 - Mohamad Ridzuan bin Mohamad Puzi

2. Each pupil displays his or her work on page 21 and 22 in the correct station.

Station 1 : \_\_\_\_\_

Station 2: \_\_\_\_\_

3. Pupils then carry out the Gallery Walk to see their classmates' work.

Station 1 : \_\_\_\_\_

Station 2: \_\_\_\_\_

4. Pupils will write down as many adjectives and adverbs of manner as possible used in the activity on page 21 and 22.

Station 1 : \_\_\_\_\_

Station 2: \_\_\_\_\_

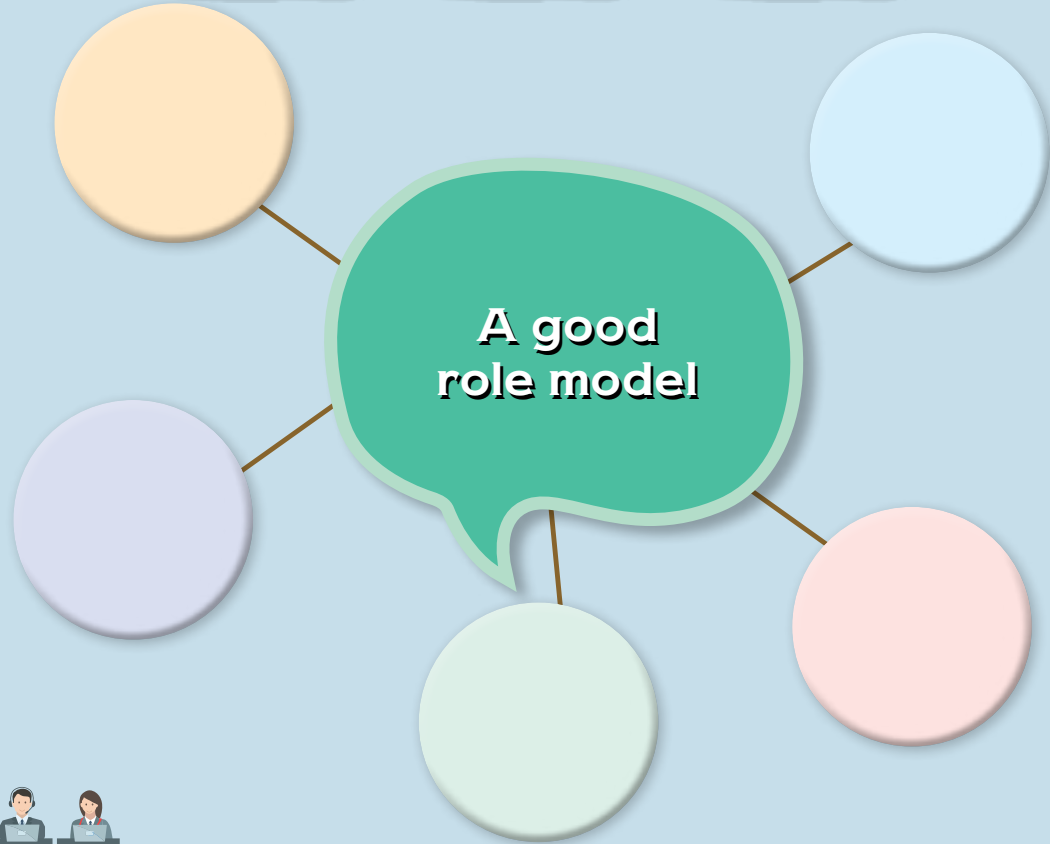
5. Teacher can carry out a simple contest such as "Whoever is able to collect the most number of adjectives and adverbs of manner will win a star sticker".

Station 1 : \_\_\_\_\_

Station 2: \_\_\_\_\_

A. In your opinion, what are the qualities of a good role model. You may choose five of the following words and fill in the map.

- talented
- active
- delicate
- timid
- creative
- mean
- focused
- diligent
- lazy
- stubborn

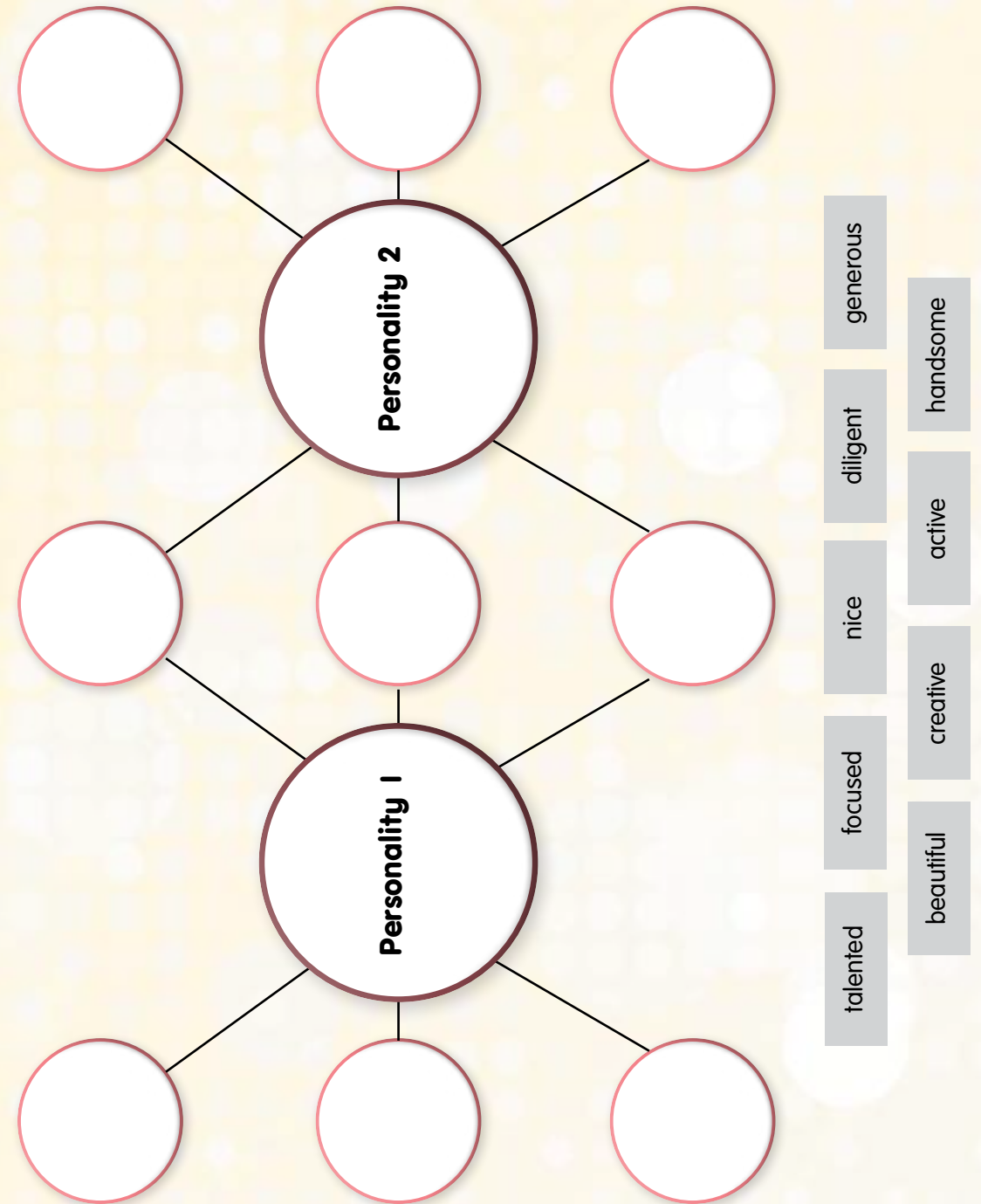


B. Practise giving opinion about a person.

1. **I think** a good role model should be...
2. **I feel that** a good role model should be...
3. **In my opinion**, a good role model should be...

2.1.4

C. Complete the double bubble map with their qualities below.

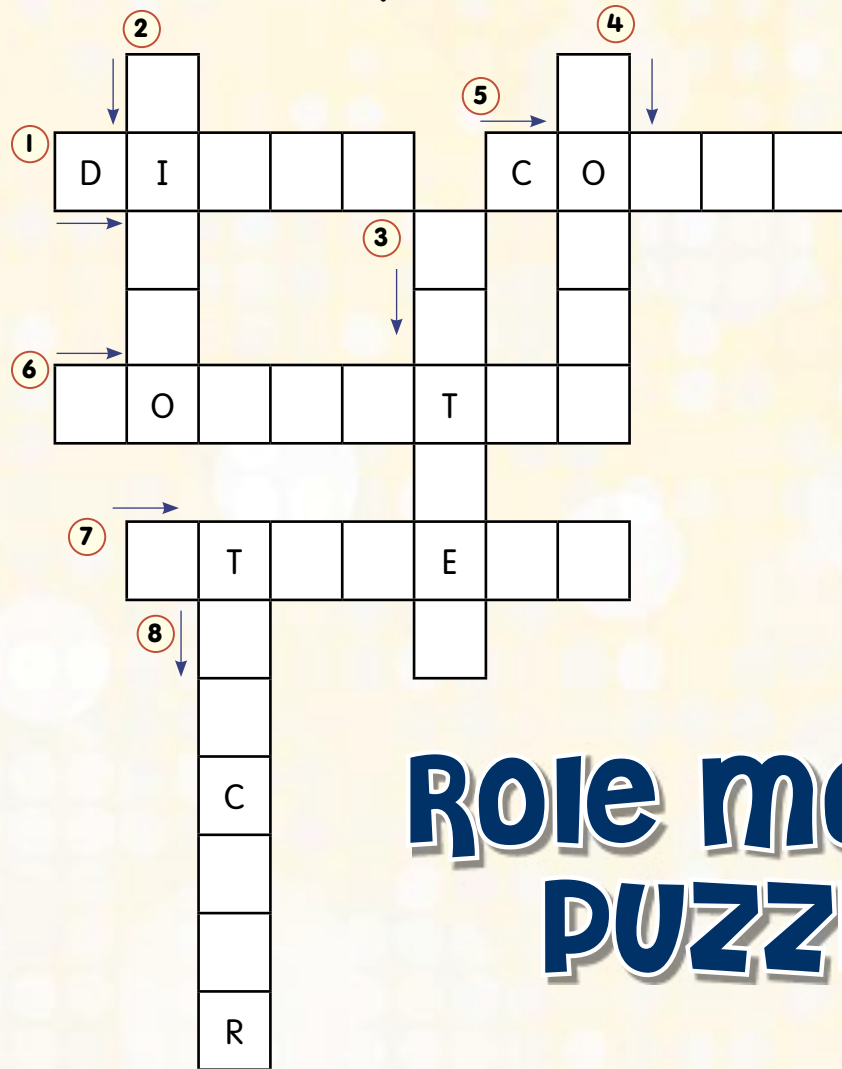


**Teacher's Note**  
 • Refer to activity on page 22.





Fill in the crossword puzzle with the correct answers.  
Please refer to the clues provided.



# Role model PUZZLE

## Across

1. Pandelega Rinong Pamg
5. People who train the athletes
6. Encik Azmi's workplace
7. Mohamad Ridzuan bin Mohamad Puzi

## Down

2. Clarence Kang's instrument
3. Sarah's role model
4. Role \_\_\_\_\_
8. Pupils' role model at school

# UNIT 3

# A CULTURE OF PEACE



Be peaceful



- List and discuss celebrations in Malaysia that you know.





Listening



Photocopiable

A. Listen to the song and sing along.

# We Are The World

[Verse 1]

There comes a time when  
we heed a certain call  
When the world must come  
together as one  
There are people dying  
And it's time to lend a hand to life  
The greatest gift of all

[Verse 2]

We can't go on pretending  
day by day  
That someone, somewhere will soon  
make a change  
We are all a part of God's  
great big family  
And the truth, you know  
Love is all we need

[Chorus]

We are the world, we are the children  
We are the ones  
who make a brighter day  
So let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day  
Just you and me

[Verse 3]

Send them your heart so  
they'll know that someone cares  
And their lives will be  
stronger and free  
As God has shown us  
by turning stone to bread and  
So we all must lend a helping hand

[Chorus]

[Bridge]

When you're down and out, there  
seems no hope at all  
But if you just believe there's  
no way we can fall  
Let us realize that a change  
can only come  
When we stand together as one

[Chorus]



### Interesting Fact

21<sup>st</sup> of September is the International Day of Peace.



### Scan Here



Surf <http://arasmega.com/qr-link/we-are-the-world/>  
(Retrieved on 7<sup>th</sup> of May)

1.1.1

### Teacher's Note

- Guide pupils to sing along to the song.
- Refer to page 39.



Listening



Photocopiable

B. Circle the correct answers.

1. There will come a time that we must \_\_\_\_\_.  
A. go on separate ways  
B. come together as one
2. The greatest gift of all is \_\_\_\_\_.  
A. to lend a hand to people in need  
B. to ignore people in need
3. We should not just wait for \_\_\_\_\_.  
A. someone to make a change  
B. someone to stay the way they are
4. We are the people who could \_\_\_\_\_.  
A. make the earth  
B. change the earth
5. We should love each other \_\_\_\_\_.  
A. to make a change  
B. to hurt people



# MUSIC

**A. Get into a group of three.  
Decide on a band name.**

**B. Practise introducing your band.**

1. Hi! Our band name is...
2. Hello everyone, we are...
3. Greetings! We are from...

**C. Perform the song**

**‘We Are The World’**

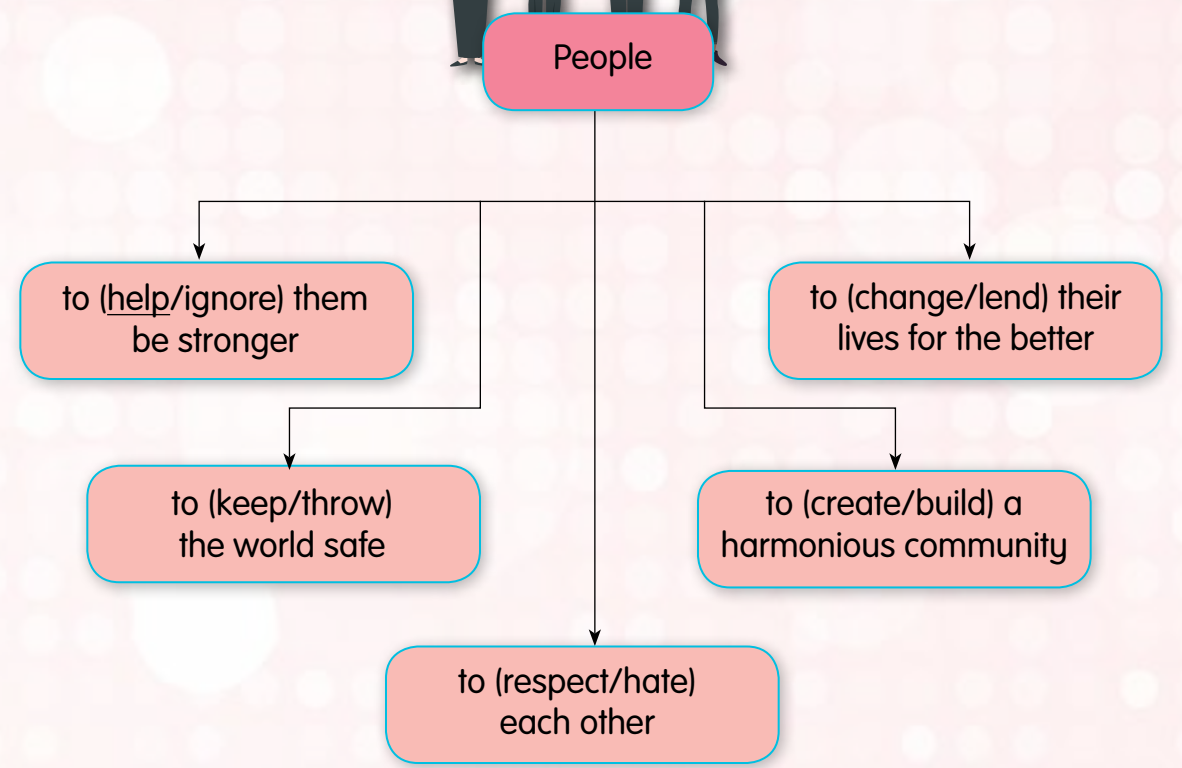
**Teacher’s Note**

- Check pupils’ pronunciation.
- Provide examples of gestures that pupils could use while performing the song.

2.1.1  
2.1.2

**D. Work in pairs and choose the correct answers.**

**Stand together for..**





A. Read the following short story and underline the phrases or sentences that show a caring community.

# The Caring Community

1.



There was an old man called Pak Mat who lived alone in a house. He did not have any family nor pets living with him and he did not speak to people around him.

2.

One day, Pak Mat was riding his motorcycle to his farm when a cow was crossing the road. Shocked, Pak Mat immediately stopped his motorcycle. "Ouch!" he screamed loudly when he fell to the ground.



3.



At the same time, Ravi saw Pak Mat laying on the ground with a bleeding knee. "Oh, no! Pak Mat, what happened? Please don't move. I will call an ambulance for you!" Ravi exclaimed. Meanwhile, Ah Chong was walking with his little brother at the side of the road. They rushed up to Pak Mat to see if he was doing alright. "Please hang in there, Pak Mat," Ah Chong said.

4.



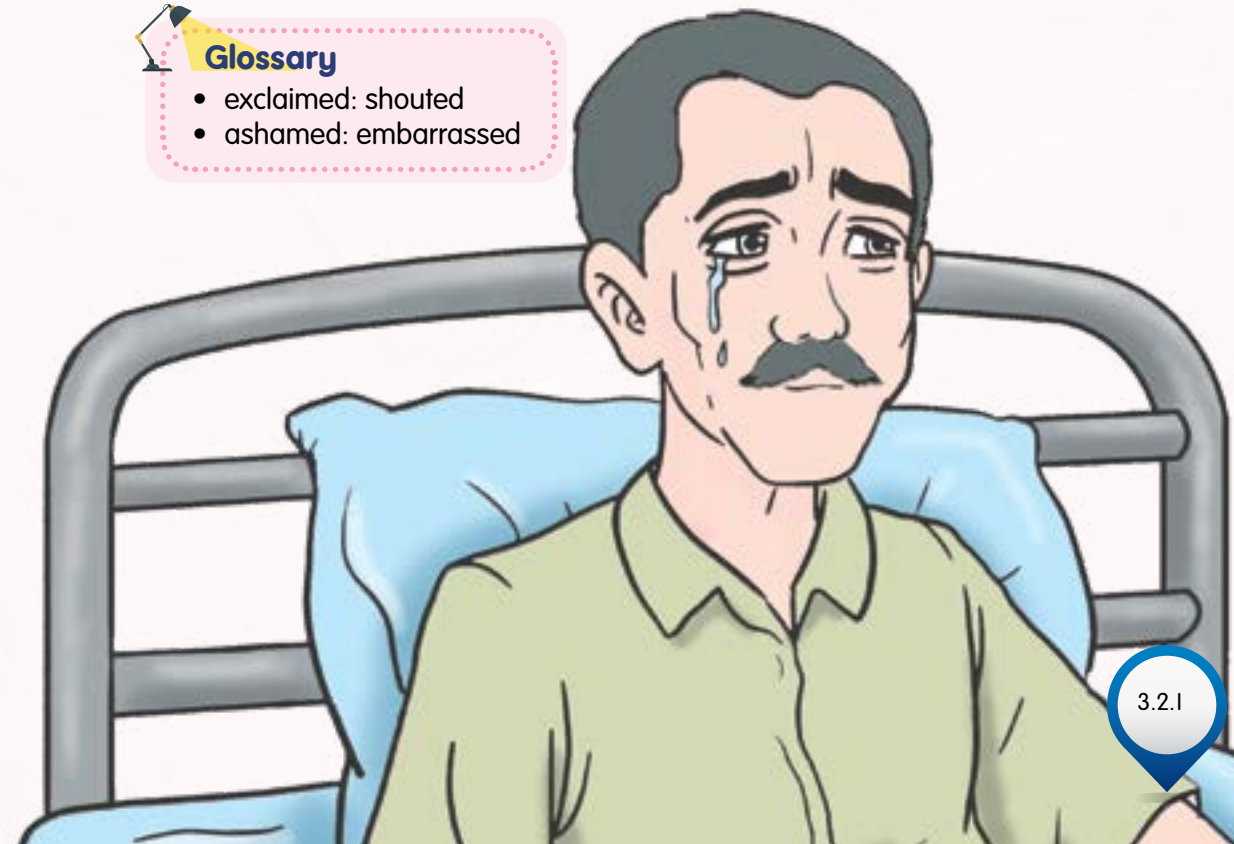
Pak Mat was so touched. He cried and thanked them for coming. He was also ashamed of himself for being selfish all this while. He promised himself that he would be friendlier and would do his best to be a part of the community.

5.

Later, Pak Mat spent one day resting on the hospital bed. Suddenly he was surprised. When the villagers came to visit him. "It has been years since I last spoke to anybody in that village?" Pak Mat was puzzled. "It's okay, Pak Mat. You have us. We will take care of you," Ah Chong said.

### Glossary

- exclaimed: shouted
- ashamed: embarrassed



3.2.1



**B. Answer the following questions.**

1. What is the moral value of the story?

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2. In your opinion, why does Pak Mat feel ashamed of himself?

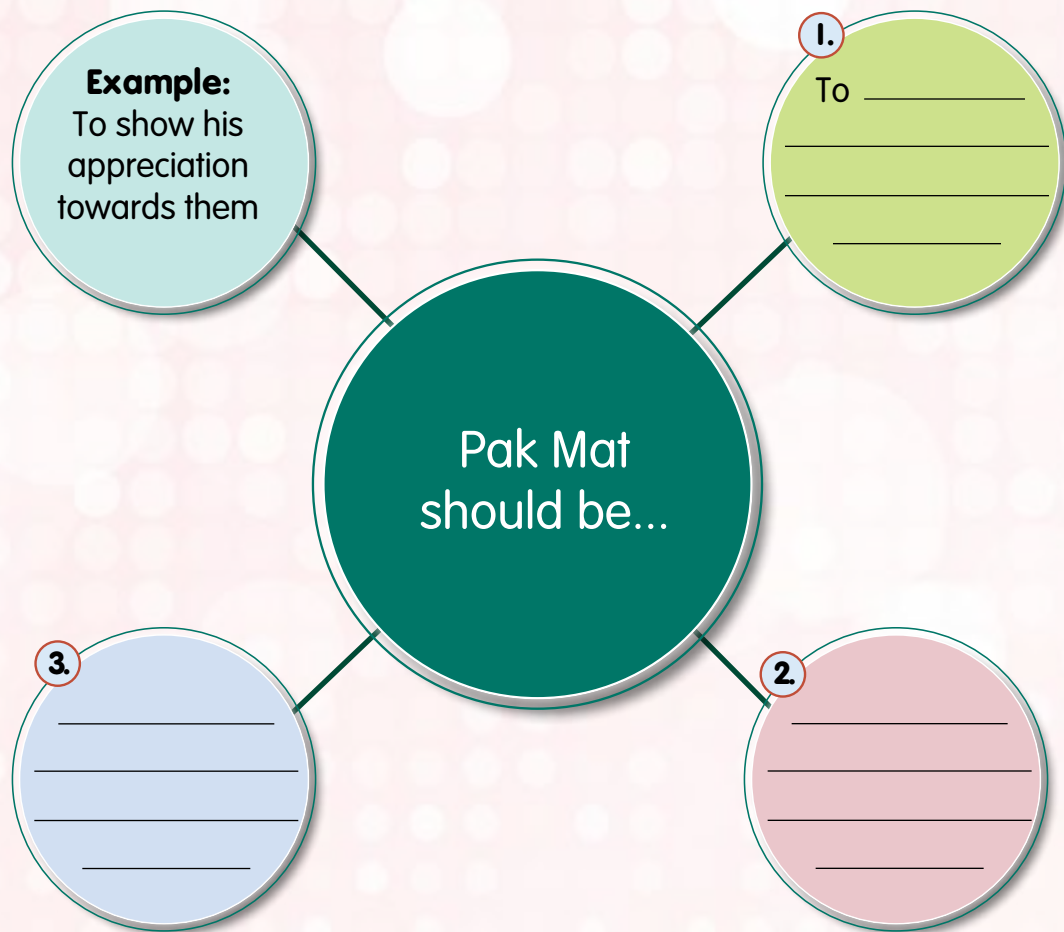
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3. Why should Pak Mat be friendlier to the people around him?

Fill in the map with your answers.



**A. Read the following explanation.**

# Infinitives

A word that describes a person or thing.

- An infinitive is a verb form that acts as other parts of speech in a sentence.  
Examples: **to buy, to work**
- Most infinitives always begin with **to** followed by the simple form of the **verb**, like this:  
to + verb = Infinitive  
Example:  
Question: Why do you go to school?  
Answer: I go to school **to study**.
- But we use infinitives without **to** after **do** or **does** or **did** in questions and negatives.  
Example:  
Does she speak Mandarin?  
She did not understand.
- We also use infinitives without **to** after modal verbs (**can, could, might, will, would, shall, should, must**)  
Example:  
I cannot swim.  
Must you eat later?
- We make negative infinitives in a sentence.  
Example:  
Try not to sleep during the evening.  
Be careful not to drop the glasses.

**Teacher's Note**

- Give explanations regarding infinitive with examples.
- Refer to page 40.



**B. Choose five verbs from the song 'We Are The World' and change them to infinitives.**

Example: come → to come

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**C. Write 'to' for sentences that need it and '-' for sentences that do not.**

1. I do not want \_\_\_\_\_ go to school.
2. Could you please be kind \_\_\_\_\_ each other?
3. Do you \_\_\_\_\_ respect one another?
4. Extinction could happen if we do not \_\_\_\_\_ take care of the animals.
5. Pak Mat seems \_\_\_\_\_ be tired today.

**Choose one item that you think means peace. Use the example below to explain why you choose it as a symbol of peace.**

**Example:**

I have chosen a ball a symbol of peace. The reason why I choose a ball as a symbol of peace is because of its round shape. Another reason is because of its different colours. I think this is the best symbol of peace.

I have chosen \_\_\_\_\_ as a symbol of peace. The reason why I choose \_\_\_\_\_ the symbol of peace is because \_\_\_\_\_ . Another reason is \_\_\_\_\_ .  
 I think this is the symbol of peace.







Arts & Crafts



Photocopiable

Draw a picture that describes peace.

Large empty rectangular box for drawing a picture that describes peace.



Assessment

Answer the question below.

1. State three reasons to be kind to one another.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_



2. Write three words to describe your role model in life.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_



3. Write three words that show the meaning of peace to you.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_



Teacher's Note

- Picture could be an object or a symbol.



# Theme 2

## Health and Environment

In this theme, you will learn to:

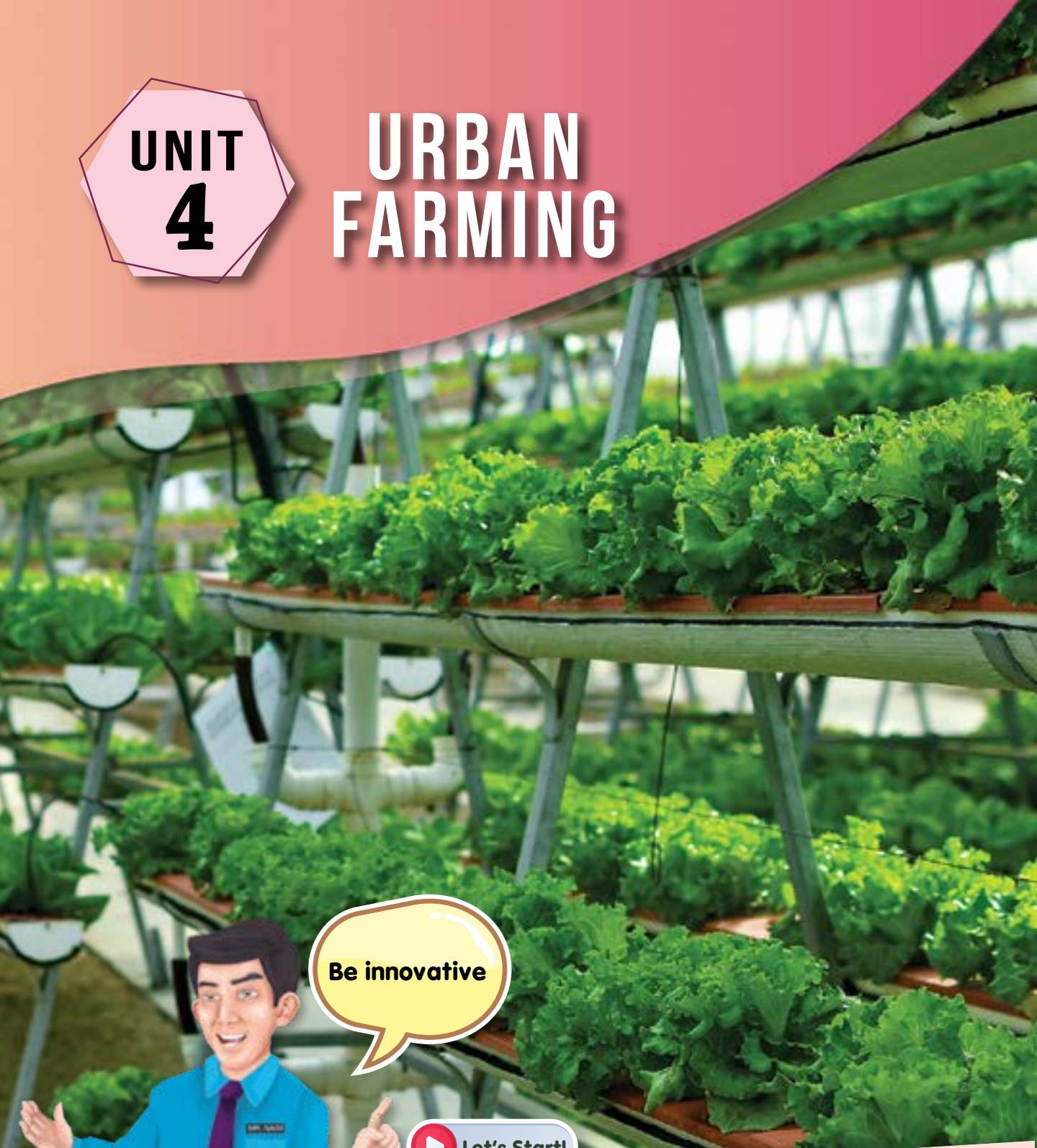
- Recite the poem "What Makes a Garden Grow, Grow, Grow?"
- Listen to a dialogue about e-hailing
- Listen to a dialogue about a clinic appointment
- Role play a dialogue about e-hailing
- Role play a conversation between a patient and a doctor
- Talk about traditional farming and urban farming
- Read about urban farming
- Read about e-hailing services
- Read about René Laennec
- Write about the advantages of urban farming
- Write the steps to use e-hailing application
- Write about the invention of stethoscope
- Use sequence connectors in sentences
- Use prepositions of direction in sentences
- Use subordinating conjunctions in sentences
- Make a plastic bottle planter
- Make a stethoscope






# UNIT 4

# URBAN FARMING



Be innovative

Let's Start!

- Look at the picture above. What do you know about urban farming? 



Listening

Listen and recite the poem.

## What Makes a Garden Grow, Grow, Grow?

What makes a tree in a garden grow, grow, grow?  
Lots of work with a rake and hoe,  
Seeds gently planted in a row,  
That makes a garden grow, grow, grow.

What brings the seedlings up from the ground?  
Rain from the sky coming down, down, down,  
Bright yellow sunbeams shining round,  
Help bring the seedlings up from the ground.

Source: Garner, P.E. (N.D) What Makes a Garden Grow, Grow, Grow?.  
Retrieved from <http://www.canteach.ca/elementary/songspoems22.html>

### Glossary

- hoe: a garden tool with a long handle and a short blade
- rake: garden tool with a long handle and long, pointed metal

Scan Here



Surf <http://arasmega.com/qr-link/what-makes-a-garden-grow-grow-grow-2/>  
(Retrieved on Sep 4<sup>th</sup>, 2019)


### Teacher's Note

- Teacher guides the pupils to listen and recite the poem correctly.



**B. Let's make reciting this poem more fun by acting out the poem.**

Poem	Suggested Action
What makes a tree in a garden grow, grow, grow?	Raise hands high and imagine the plants are growing.
Lots of work with a rake and hoe	Pretend to rake and hoe.
Seeds gently planted in a row	Pretend to plant seeds.
That makes a garden grow, grow, grow	Raise hands up many times.
What brings the seedlings up from the ground?	Hold both hands up to the air.
Rain from the sky coming down, down, down	Raise hands high and imagine the rain is falling.
Bright yellow sunbeams shining round	Make a big circle using the fingers above the head.
Help bring the seedlings up from the ground	Put your hand downs and move them up three times.



**Glossary**

- plucking: to pull out
- balcony: a platform

**Work with a partner and talk about the secret to a great garden based on the tips below.**

# The Secret to a Great Garden?

The first thing you need to know is anyone can have a green thumb. It's really all about paying attention to the plants in the garden. There's an old saying, "The best thing for your garden is your shadow." Spend time in your garden and things will grow well.

## 1. Choose the right location

A perfect garden needs a lot of sunshine and a little afternoon shade.



## 2. What type of beds do you want?

### Raised or Square Foot Beds

Raised or square foot beds are one of the simplest ways to start a garden.

### Pots

If space is limited then using pots is a great solution. Large, medium, and small pots are great for growing all sorts of plants.

### Soil

People have used this method of gardening for centuries.





### 3. Plan for watering

Get some hoses and watering nozzles and plan to spend a few minutes every day in your garden to water the plants.



### 4. Fertilizer

If you want plants that produce healthy fruits you will need to fertilize those plants. It is suggested to use natural and organic fertilizers.



### 5. What and when to plant?

Choose plants that grow well in your area and knowing the right time to plant is also important.



### Reading

#### A. Pre Reading

Watch a video [http://youtu.be/jP470\\_pVw9A](http://youtu.be/jP470_pVw9A) (City Farmer: Documentary of Urban Farming in Kuala Lumpur) What did you just watch? Discuss.

#### B. Read the text below to complete the dialogue on page 52.



Scan Here



Surf <http://arasmega.com/qr-linkdocumentary-of-urban-farming/> (Retrieved on Sep 4<sup>th</sup>, 2019)

## Eight Easy Ways to Achieve a Beautiful Balcony Garden

You don't need a yard to create a beautiful garden. Follow these expert tricks and make your own balcony garden.

**Firstly**, before you buy anything, take the time to learn how many hours of sunlight per day your balcony receives. Pay attention to indirect light as well — that is, no trees or walls blocking the sky. **Secondly**, check your planters. Make sure the containers you plan to use are suitable with the growth habits of your plants. **In addition**, make sure they have adequate drainage as well. **Thirdly**, for planting do not use just any dirt. Use a potting soil that is designed for containers — these kinds of soils are very light.

**Next**, make sure to water your plants daily. If you are in a windy area your plants will need more watering, most likely once per day. **Moreover**, plants planted in terra cotta pots require more frequent watering than plastic or fibreglass. **Finally**, make sure when watering, water slowly and thoroughly until excess water drains out from the bottom of the container.

Adapted from: <https://www.chatelaine.com/home-decor/top-10-balcony-gardening-tips/>



### Teacher's Note

- Introduce urban farming to pupils.
- Use the video as a Pre Reading activity.
- Inform pupils that balcony garden is one of the examples of urban farming.



**C. Read the social media conversation between Roslan and Yu Mei. Choose the correct phrases to fill in the blanks.**

**Roslan**  
Online

Hi, Roslan. I really enjoyed the video that Miss Lim showed this morning. After watching it, I think I want to start my own balcony garden.

Oh! I missed it! I want to start my own garden too! How do we start?

First, we must know \_\_\_\_\_ our balcony receives. We must also pay attention to \_\_\_\_\_.

Okay! That's true. Plants do need a lot of sunlight. How about the containers to plant?

The containers that we plan to use must be \_\_\_\_\_ of the plants that we plan to plant. In addition \_\_\_\_\_.

How about the soil?

We must use potting soil that is designed for containers because \_\_\_\_\_.

Do they need a lot of watering?

Yes, they do. And finally, when watering, \_\_\_\_\_.

Thanks a lot Roslan for the tips. I might as well start planning now.

Type a message

how many hours of sunlight per day

make sure they have adequate drainage as well

it is lighter

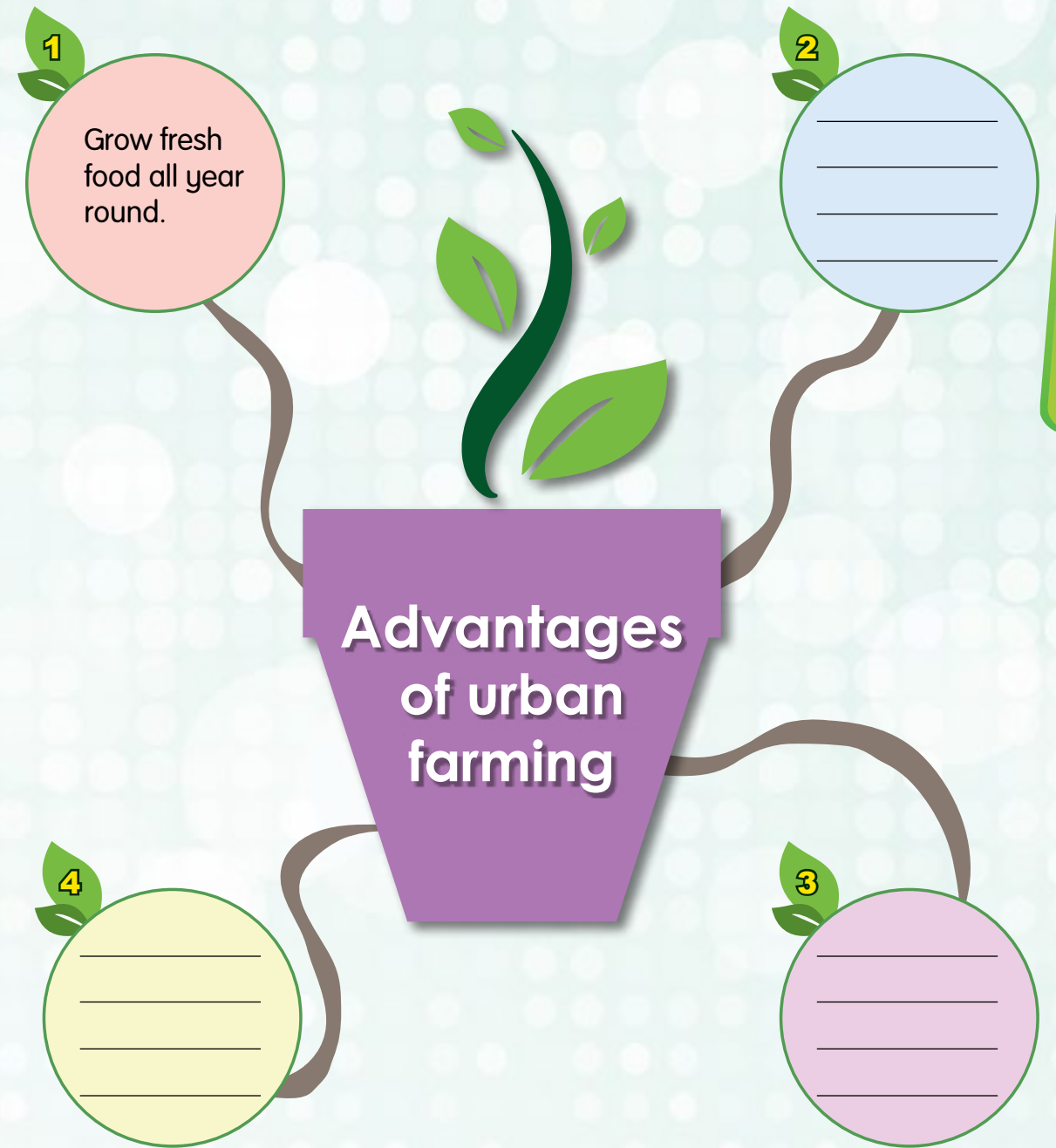
indirect sunlight

water slowly and thoroughly until excess water drains out

suitable with the growth habits

3.1.1

**Brainstorm the advantages of urban farming.**



**Teacher's Note**

- Use or refer to the video and text used earlier.
- Allow other ideas from pupils related to the task.

4.1.1

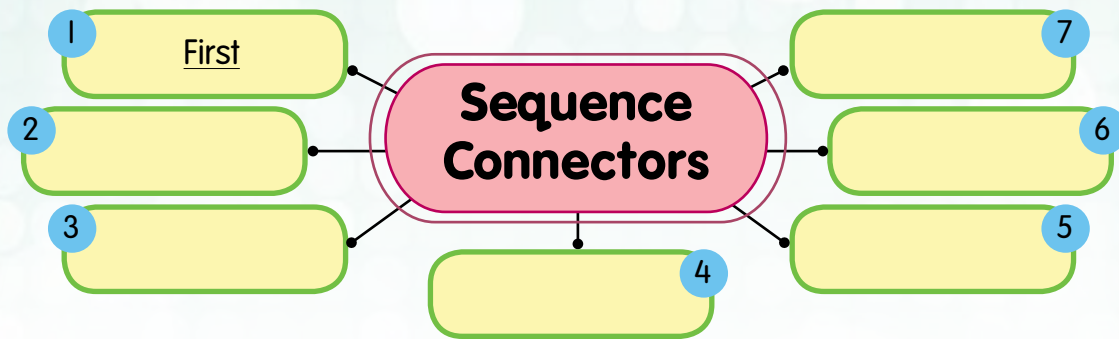


A. Read the following explanation.

# Sequence Connectors

Sequence connectors are used to link ideas from one sentence to the next and to give paragraphs coherence. Sequence connectors perform different functions and are placed at the **beginning** of a sentence. They are used to introduce, order, contrast and sequence ideas. Some example of sequence connectors are firstly, secondly and in addition.

B. From the article page 51, write other sequence connectors you find.

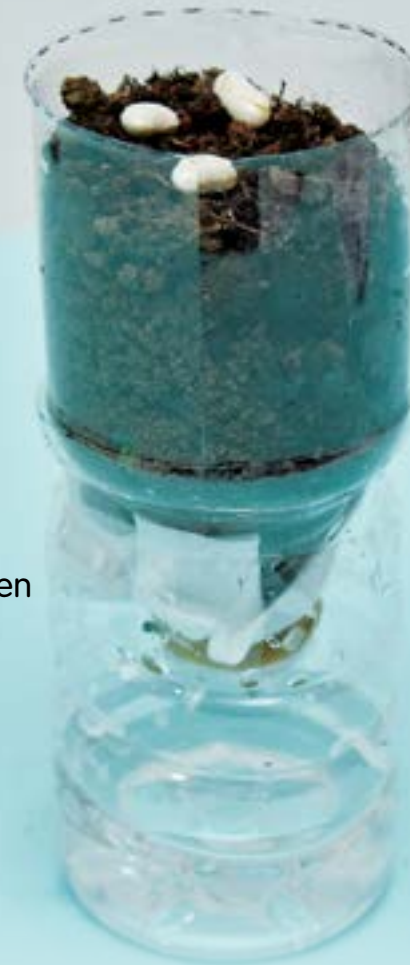


C. Fill in the blanks with the correct sequence connector.

\_\_\_\_\_, before you start planting, take the time to learn how many hours of sunlight per day your balcony receives. \_\_\_\_\_ make sure the containers you plan to use are suitable with the growth habits of your plants. \_\_\_\_\_, make sure they have adequate drainage as well. For planting do not use just any dirt. Use a potting soil that is designed for containers. \_\_\_\_\_, do not forget to water your plants. If you are in a windy area your plants will need more watering, most likely once per day. \_\_\_\_\_, plants planted in terra cotta pots require more frequent watering than plastic or fibreglass. \_\_\_\_\_, make sure when watering, water slowly and thoroughly until excess water drains out from the bottom of the container. \_\_\_\_\_, make sure when watering, water slowly.

4.1.1

# Plastic Bottle Planter



**Materials:**

- a. A plastic bottle
- b. A cutter (Be careful when using a cutter)
- c. A ruler
- d. A muslin fabric
- e. Seeds, vegetables, or any other plants
- f. Rubber bands
- g. Soil



## Step 1



Measure and mark at the half of the bottle.

## Step 2



Cut the plastic bottle into half.

## Step 3



Take the muslin fabric and cover the mouth of the bottle. Tie the muslin fabric to the mouth of the bottle using the rubber bands.

## Step 4



Put soil into the top half of the bottle and water into the bottom half. Put the top half of the bottle on to the bottom half.

## Step 5



Place the seeds onto the soil and water to the soil.



## Enrichment

Conversation about plastic bottle planter.

Roslan wants to learn how to make a simple plastic bottle planter from his teacher. Complete the conversation between Roslan and his teacher using the correct sequence connectors.

Firstly

Then

Next

Finally

After that

Teacher, can you help me make a plastic bottle planter? I am staying in an apartment and I am thinking of starting a small garden.

That's good Roslan. Well, I have all the things to make a simple plastic bottle planter.

What do we do with this bottle, teacher?

\_\_\_\_\_, measure and mark at the half of the bottle.

That's easy teacher. After measuring what am I supposed to do?

\_\_\_\_\_, using the scissors, cut the plastic bottle into half.

Done, teacher.

Good. \_\_\_\_\_, take the muslin fabric and cover the mouth of the bottle. Tie the muslin fabric to the mouth of the bottle using the rubber bands.

Okay.

\_\_\_\_\_, put soil into the top half of the bottle and water into the bottom half.

\_\_\_\_\_, put the top half of the bottle on to the bottom half.

Thank you teacher, Now I can start my small garden at home.

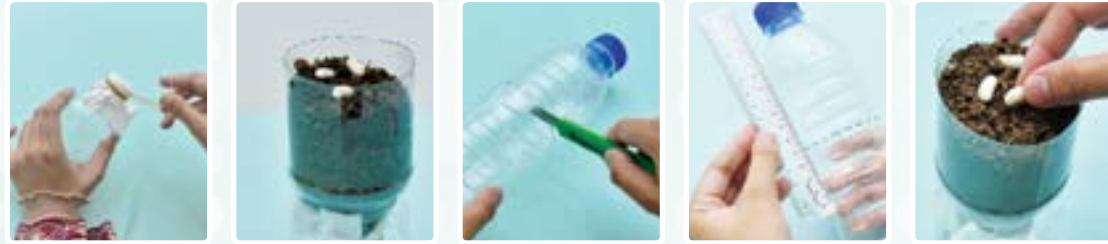
3.1.1





### Assessment

A. Rearrange the pictures below correctly.



Five empty square boxes for labeling the steps.

B. Based on activity A, write the instructions for each step.

Step 1 : First, measure and mark at the half of the bottle.

Step 2 : \_\_\_\_\_

Step 3 : \_\_\_\_\_

Step 4 : \_\_\_\_\_

Step 5 : \_\_\_\_\_



### Game On!

#### Things needed:

- Numbered cards (1 to 10)

#### Instructions:

- Pick a numbered card.
- Answer the questions correctly to pick another card.
- If you fail to answer correctly, you will miss a turn.





# UNIT 5

# E-SERVICES TECHNOLOGY



Be resourceful

Let's Start!

- Look around you, can you identify public transportation that use e-services technology?



## Listening

A. Listen to the dialogue and tick (✓) True or False for the statements below.

1. The "e" in e-services stands for electronic.  
 True  False
2. The companies use bluetooth as the main channel for e-services.  
 True  False
3. To use the e-hailing services, we need to have the e-hailing applications.  
 True  False
4. We cannot buy our tickets online.  
 True  False



Scan Here



Surf <http://arasmega.com/qr-link/e-healing-technology/>  
(Retrieved on Sep 4<sup>th</sup>, 2019)



## Teacher's Note

- Guide the pupils to check meaning of words via online dictionary.

1.1.2



**B. Listen to the dialogue again.  
Answer the questions below.**

1. What are the pupils talking about?  
A. Applications  
B. Smartphones  
C. E-services technology



2. What must you download before using e-hailing services?  
A. Games  
B. Smartphones  
C. E-hailing application

3. Is this e-hailing application free?  
A. Yes  
B. No

4. How do you think e-hailing services save time?




---



---



---



 **Speaking**

**Role play the dialogue.**

**Roslan:** Anju, have you heard about e-services technology?  
**Anju:** I've never heard about it.  
**Roslan:** Well, "e" is short for electronic. It is the use of electronic technology by companies to provide services to its customers.  
**Anju:** Electronic technology? But how?  
**Roslan:** Well, they use the Internet as the main channel for e-services. For example, to order car services, we need to download the e-hailing application **into** our smartphones **from** the Internet.  
**Anju:** That easy? Are you sure?  
**Roslan:** Yes! After downloading the apps all we have to do is just type **from** where we are and **to** where do we want to go.  
**Anju:** Wow, this saves a lot of time! Besides e-hailing what other e-services are there?  
**Roslan:** Hmm...we have e-ticket services where you can purchase movie tickets, bus or train tickets online or buy them through automated kiosks. Even job application can be made through online now.  
**Anju:** Wow, thanks Roslan for the information! Well, I'm going to ask my father to download the e-hailing application. Who knows we might need it later?  
**Roslan:** Yes. Anju, but we also must be careful. It would be best for us to travel with our parents or friends.  
**Anju:** I will remember your advice Roslan.



Reading

A. Read the text below and identify the types of e-services.

# E-services

Many people use e-services now because the services allow customers to compare prices online. Since e-services allow customers to do various transactions at the comfort of their homes, customers do not have to wait in queues anymore. Learning has also become easier because students can learn from anywhere and at any time. In general there are four types of e-services that are commonly used.

1



E-commerce refers to the buying and selling of products, supplies and services over the internet. Examples of e-commerce are e-tickets, food delivery services and grocery shopping.

2



E-banking allows you to manage your money online. You can perform various transactions from anywhere through Internet banking.

3



E-government is the use of Internet to provide government services to the public. One of the common services provided is university entry application. You can also check whether you have outstanding summons from the Police or the Road and Transport Department through the Internet.

4



E-learning refers to learning via the Internet or working through a disc-based tutorial.



B. Based on text that you have read, fill in the bubble with e-services that you know.



A. Read the following explanation.

# Subordinating Conjunctions

“Because” and “since” are subordinating conjunctions that show cause-and-effect relationships. The subordinating conjunction is a conjunction that joins an independent clause with a dependent clause.

**Example:**

Learning has become easier now **because** students can learn from anywhere and at any time.

Learning has become easier now **since** students can learn from anywhere and at any time.

**Try to complete the sentences below with the conjunctions given.**

because

since

1. I applied to enter the university using the Internet \_\_\_\_\_ it was quicker.
2. \_\_\_\_\_ she had no access to the Internet, she was unable to buy the movie e-ticket.
3. \_\_\_\_\_ we do not have time to go to the supermarket, let's order some delivery.

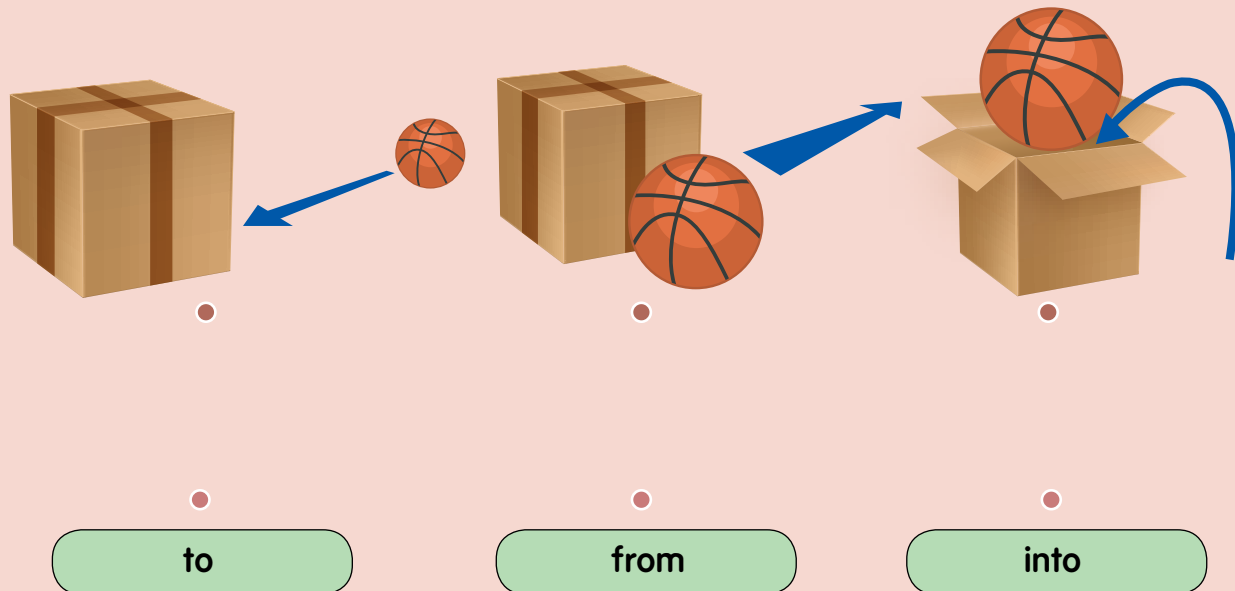
**B. Read the following explanation.**

**Prepositions of direction**

**Prepositions of direction** show where or how an object moves.

- **into** : a place within something
- **from** : the place where it starts
- **to** : specific direction of movement

**C. Match the pictures to the correct preposition.**



to                      from                      into

**D. Work in pairs to fill in the blanks with the correct prepositions of direction.**

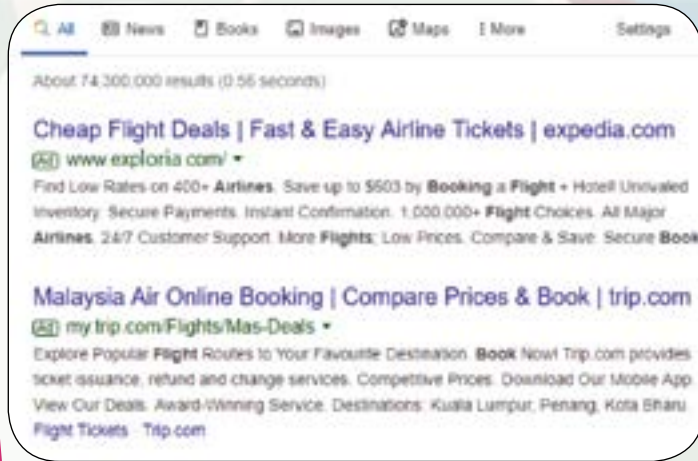
1. Kumil has returned \_\_\_\_\_ his home town.
2. Najihah downloaded the application \_\_\_\_\_ her smartphone.
3. I went \_\_\_\_\_ the supermarket using the e-hailing services.
4. Anju and Roslan ordered a car service to go \_\_\_\_\_ the public library \_\_\_\_\_ their school.
5. Juno paid the e-hailing driver RM5.00 for sending him \_\_\_\_\_ his house \_\_\_\_\_ the public library.

**E. Circle the correct preposition of direction.**

1. It took Najihah 30 minutes to walk (from, into) her house (to, from) her school.
2. She walked up (to, from) the door and rang the door bell.
3. Kumil kicked the ball (from, into) the net.
4. We walked (into, from) the library and sat down to study.

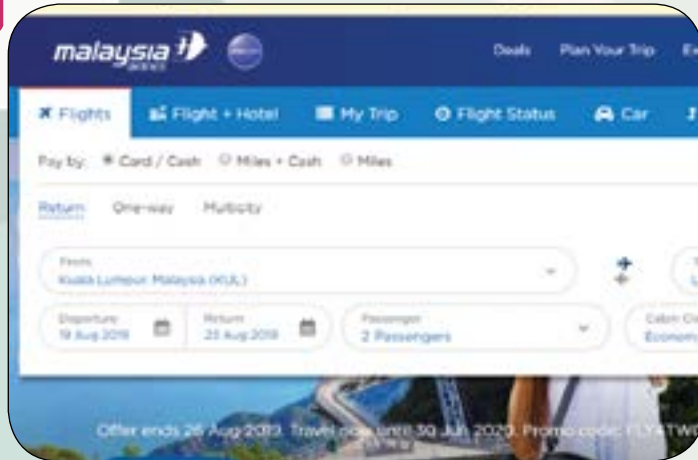


A. Roslan's father wants to take his family for a holiday to Langkawi Island. Roslan and his father are browsing through the Internet to purchase tickets from Kuala Lumpur. Now, let us help both of them to find their flight tickets.



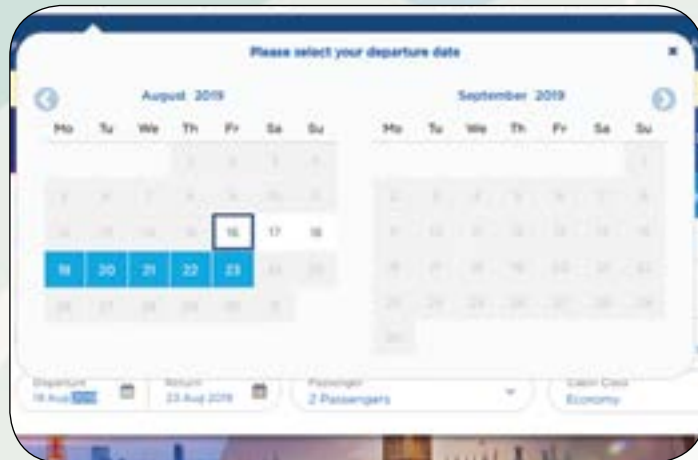
STEP 1

On the Internet, type "Flight to Langkawi from Kuala Lumpur" and press "Enter".



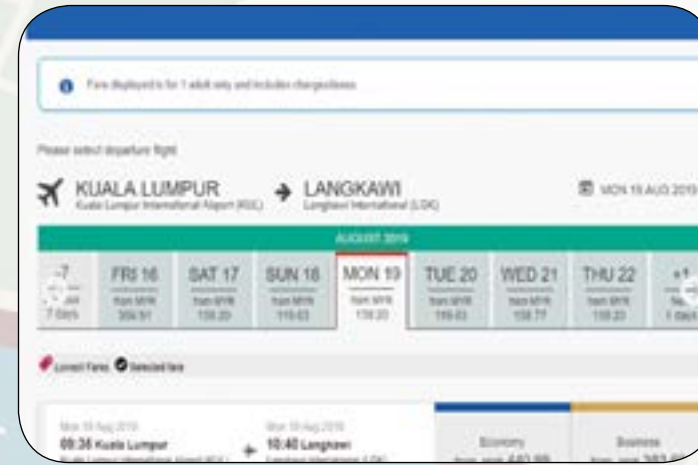
STEP 2

Next, click on one of the choices provided by the search engine. You will be taken to the airline website.



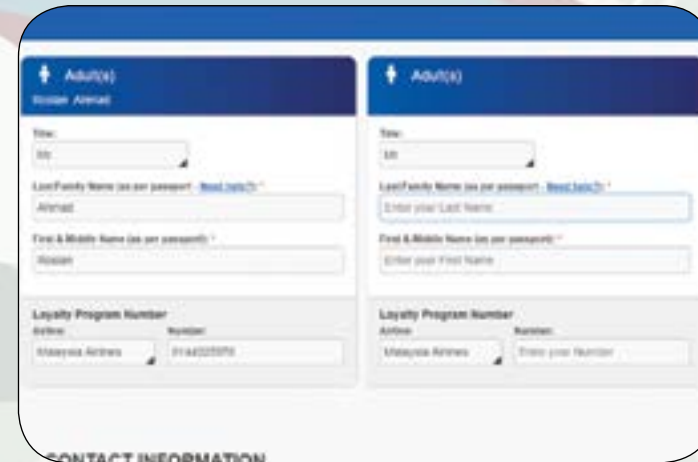
STEP 3

Then, choose your date of departure and date of return.



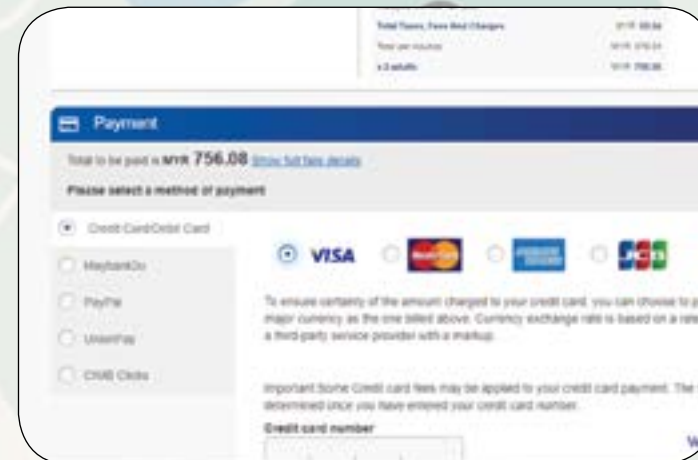
STEP 4

After that, you can choose the time of your flight. If you are satisfied with the price, press "Continue".



STEP 5

Next, you are required to fill in the guest's details and press "Continue" again.



STEP 6

Finally, you are required to pay for the tickets. You can use online banking to pay for the tickets.



**B. Roslan and his father have finished buying their souvenirs in Langkawi Island.  
Using the same steps as above, write the steps needed for them to return back to Kuala Lumpur.**

Steps 1 : \_\_\_\_\_  
\_\_\_\_\_

Steps 2 : \_\_\_\_\_  
\_\_\_\_\_

Steps 3 : \_\_\_\_\_  
\_\_\_\_\_

Steps 4 : \_\_\_\_\_  
\_\_\_\_\_

Steps 5 : \_\_\_\_\_  
\_\_\_\_\_

Steps 6 : \_\_\_\_\_  
\_\_\_\_\_



**Answer the questions below.**

1. We need to buy a new car \_\_\_\_\_ our car has broken down.

- A. while
- B. so
- C. because

2. \_\_\_\_\_ her mother lives in Port Dickson, she goes there a lot.

- A. Since
- B. Therefore
- C. However

3. \_\_\_\_\_ I have some extra time, I will help you with your homework.

- A. While
- b. Because
- C. However

4. The movie was great \_\_\_\_\_ of the actor and the actresses were very good.

- A. while
- b. so
- C. because

5. I finished my test quickly \_\_\_\_\_ it was very easy.

- A. while
- B. since
- C. however





### Assessment

Rearrange the steps to purchase a flight ticket.

1

Next, you are required to fill in the guest's details and press "Continue" again.

2

Finally, you are required to pay for the tickets. You can use online banking to pay for the tickets.

3

On the Internet, type "Flight to Langkawi from Kuala Lumpur" and press "Enter".

4

After that, you can choose the time of your flight. If you are satisfied with the price, press "Continue".

5

Then, choose your date of departure and date of return.

6

Next, click on one of the choices provided by the search engine. You will be taken to the airline website.



### Things needed:

- 6 cards numbered from 1 to 6

### Instructions:

- Play in groups of 3 to 4
- Pick a card
- The group that completes the most task within 30 minutes wins.

1

I would like to buy a flight ticket from Kuala Lumpur to Kuching. Which e-service would I use?

2


What is the most important thing that you need to have to download e-hailing services?

3



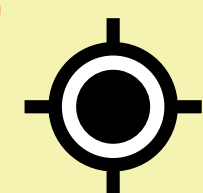
This picture shows the preposition \_\_\_\_\_

4




This is the symbol for intended \_\_\_\_\_

5



This is the symbol for current \_\_\_\_\_

6



This picture shows the preposition \_\_\_\_\_



# UNIT 6

# MEDICAL BREAKTHROUGH

Be well-informed

Let's Start!

- What do you understand from the term "medical"?



Listening

- A. Listen to the telephone conversation and fill in the blanks with the correct verbs.

come

hurts

sprained

move

Receptionist: Hello. Good morning, Sinar Hospital. Can I help you?

Ahmad: Yes, I am Ahmad. I would like to make an appointment to see Dr. Siva.

Receptionist: Is this your first visit?

Ahmad: Yes it is.

Receptionist: Encik Ahmad, could you please tell me what happened?

Ahmad: I fell and \_\_\_\_\_ my ankle yesterday in a football game.

Receptionist: Did you put ice on it immediately after that?

Ahmad: Yes, I did, but it still \_\_\_\_\_ and I can't \_\_\_\_\_ my leg. It is so painful.

Receptionist: In that case, Encik Ahmad you need to \_\_\_\_\_ in today. Can I have your phone number, please?

Ahmad: 014-9704025.

Receptionist: I will set an appointment for you to see Dr. Siva at 3:00 p.m. today.

Ahmad: Okay. I will come today. Thank you.



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Surf <http://arasmega.com/qr-link/medical-breakthrough/>  
(Retrieved on Sep 4<sup>th</sup>, 2019)



 **Listening****B. Listen to the telephone call and answer the questions below.**

1. What is the doctor's name?
  - A. Siva
  - B. Sam
  - C. Ahmad
2. What time did he schedule an appointment to see Dr. Siva?
  - A. 9:00 a.m. on Friday
  - B. 7:30 a.m. on Tuesday
  - C. 3:00 p.m. on Thursday
3. Why did Ahmad want to see the doctor?
  - A. He sprained his hand while gardening.
  - B. He sprained his ankle while playing football.
  - C. He hurt his knee when climbing down the stairs of his office.
4. What did the receptionist say when Ahmad said he sprained his ankle?
  - A. Please come in today.
  - B. Well, did you put ice on it immediately after that?
  - C. I don't think you should delay to see the doctor.
5. What did the receptionist suggest at the end of the conversation?
  - A. Ahmad should rest a few days.
  - B. Ahmad should put some ice on his injury.
  - C. Ahmad needs to come into the clinic right away.

 **Speaking****A. Role play the dialogue.**

Encik Chuang, what happened to you?

I fell and I think I sprained my knee when playing football yesterday.

Now, let's have a look. It looks really bad. I need to have an x-ray done on your knee.

Okay. Doctor, I do have a little bit of cough and fever.

Let me check. You do have fever and your cough sounds bad. I will give you some medicine for that.

Thanks again, doctor. I really feel weak.

Now let the nurse take you to the x-ray room. I will see you again in fifteen minutes.

Okay, doctor.

 **Teacher's Note**

- Replay the audio on page 77.
- Guide pupils to listen attentively for details.
- Let the pupils read the questions before listening.

 **Teacher's Note**

- Encourage the pupils to use gestures and props for a role play.

**B. Use the following expressions to show your concern. Try practising using this expression to show your concern to Encik Chuang.**

1. I hope you are feeling better Encik Chuang.
2. I'm so sorry you're feeling sick.
3. How are you feeling now Encik Chuang?
4. Is there anything I could do to help you?



**A. In pairs, talk about this invention.**



- What is this?
- Who uses this?
- What is it used for?
- Where do you see this?



B. Read the passage below.

# René Laennec



The stethoscope is a common instrument to all doctors. This instrument may even be **considered** as the symbol of medicine. The inventor of the stethoscope is René Theophile Hyacinthe Laennec (1781–1826). He was a French doctor who **invented** the stethoscope in 1816. Here is the story of how this remarkable medical invention **came** to be. In September 1816, during a cool morning, while walking in Paris, Dr. René, **observed** two children sending signals to each other using a long piece of solid wood and a pin. With an ear to one end, the child **received** an **amplified** sound of his friend scratching the opposite end of the wood with the pin. It was this observation that inspired his invention of the stethoscope. He **tested** this idea by rolling up a piece of paper and then used it to listen to his patient’s chest. He was **surprised** that he was able to hear his patient’s heart beat more clearly. He later made his first stethoscope using wooden cylinders. He **called** this instrument “the cylinder”.

Adapted : Roguin, A. (2006). Rene Theophile Hyacinthe Laennec (1781–1826): The Man Behind the Stethoscope. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1570491/>

C. Complete the text using the words or phrases below.

- doctors
- listen to the heart beats
- invented the stethoscope in 1816
- he saw children playing with a long wood that transmitted sounds
- rolling up a piece of paper and then using it to listen to his patient’s chest

A stethoscope is used by \_\_\_\_\_.

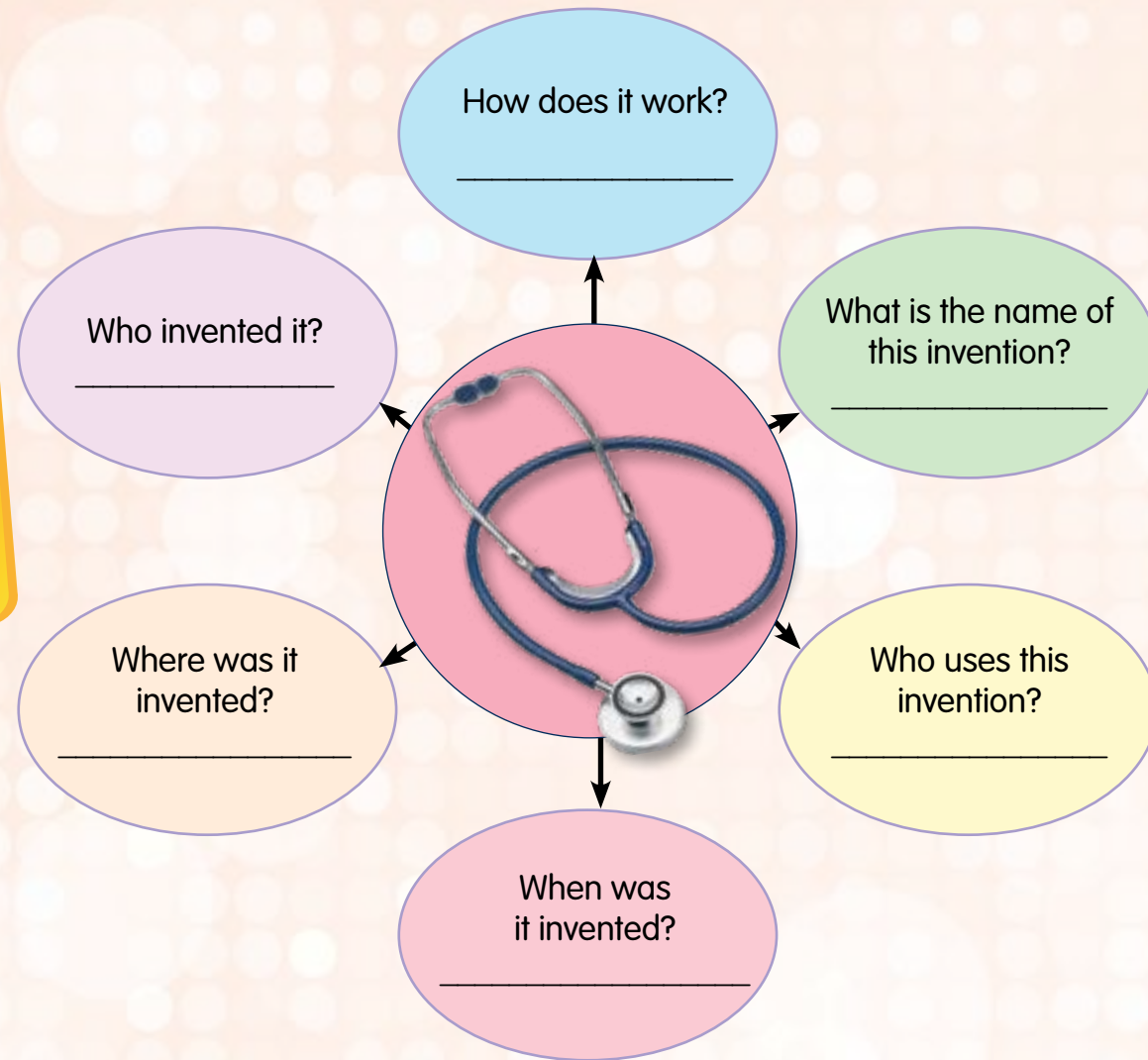
A stethoscope is used to \_\_\_\_\_  
\_\_\_\_\_

René Laennec \_\_\_\_\_.

The idea of creating a stethoscope came to him when \_\_\_\_\_

\_\_\_\_\_ He tested this idea by  
\_\_\_\_\_  
\_\_\_\_\_.

D. Complete the diagram below.



France	1816	René Theophile Hyacinthe Laennec
Doctors	Stethoscope	Amplifies the sound of heart beats

**Glossary**

- amplifies: increase the volume of sound by using an amplifier

A. Read the following explanation.

# Simple Past Tense

We use simple past tense to talk about past events and finished actions.

## FORMING THE SIMPLE PAST TENSE

### (a) Regular verbs

With most verbs, the past tense is formed by adding **-ed**

Verb ending in...	How to make the simple past	Examples
e	Add <b>-d</b>	live : lived date : dated
Consonant +y	Change <b>y</b> to <b>i</b> , then add <b>-e</b>	try : tried cry : cried
One vowel + one consonant	Double the consonant, then add <b>-ed</b>	tap : tapped commit : committed
anything else including w	Add <b>-ed</b>	sprain : sprained call : called

### (b) Irregular verbs

Irregular verbs usually change the spelling for their past tense form. There are a lot of irregular past tense forms in English. Here are the most common irregular verbs in English, with their past tense forms.

Verbs	Simple past tense
come	came
swell	swollen
go	went



**B. Complete the table below.**

Regular Verbs		Irregular Verbs	
Verbs	Simple past tense	Verbs	Simple past tense
receive		come	
happen		fall	
sprain		swell	
surprise		bring	
consider		drive	
invent		leave	
amplify		eat	
observe		meet	

**C. Fill in the blanks with the correct form of the simple past tense verbs.**

- Encik Ahmad \_\_\_\_\_ (receive) proper medical treatment using modern medical inventions.
- I \_\_\_\_\_ (sprain) my ankle when I \_\_\_\_\_ (fall) from the staircase at school.
- Roslan \_\_\_\_\_ (look) after his father when he was warded.
- Encik Ahmad \_\_\_\_\_ (meet) with Dr. Siva in the hospital.
- Roslan's friends \_\_\_\_\_ (come) to the hospital to visit his father.

# How to Make a Stethoscope

**Materials:**



**STEP 1**



Insert the funnel into the cardboard tube.

**STEP 2**



Attach the funnel to the cardboard tube.

**STEP 3**



Your stethoscope is ready.

Place on a friend's back and listen to HIS or HER heart beat. Can you count how many times the heart beats in one minute?

# Heart Beat Data Stethoscope Activity

Working in pairs, use your stethoscope and complete the activity below.

Activity
Number of heart beat per minute : _____
<p><b>Jump ten times.</b></p> <p>How many times does your friends' heart beat when they have just finished physical activity?</p> <p><b>Answer:</b></p> <p>Friend 1 : _____</p> <p>Friend 2 : _____</p> <p>Friend 3 : _____</p>
<p>How does your heart beat rate compare to others? Circle the answer.</p> <p>Friend 1 : Faster/ Slower</p> <p>Friend 2 : Faster/ Slower</p> <p>Friend 3 : Faster/ Slower</p>

### Teacher's Note

- Teacher demonstrates the right place to check the heartbeat.



**15** The stethoscope is used to \_\_\_\_\_ **15**

**14** The stethoscope was invented in the year \_\_\_\_\_ **14**

**5** Who invented the "stethoscope"? **5**

**4** What is past tense of "invent"? **4**

**16** Make a simple sentence using "fell". **16**

**13** How old was Dr Rene when he died? **13**

**6** What machine do you use to determine a bone is broken? **6**

**3** Give one sentence that shows concern **3**

**17** Pronounce the word "invention" correctly **17**

**12** When do we use (simple past tense?) **12**

**7** What is past tense of "come"? **7**

**2** What is the past tense of "swell"? **2**

**18** The first stethoscope was called \_\_\_\_\_ **18**

**11** Give two examples of regular verbs. **11**

**8** Give two examples of irregular verbs. **8**

**1** Pronounce the word "stethoscope" correctly. **1**

**THE END**

**10** What is the past tense of "amplify"? **10**

**9** Dr René died in... **9**

**START**

### Game On!

#### Things needed:

- Cards numbered 1 until 18

#### Instructions:

- Play in groups of 3.
- Pick a card.
- Move the tokens according to the number on the card.
- Perform the activity stated where your token stops.
- If your token lands at the bottom of a **ladder**, you can move up to the top of the **ladder**.
- If your token lands on the head of a **snake**, you must slide down to the bottom of the **snake**.
- The group that reaches the "The End" first wins the game.



# Theme 3

## Science and Technology

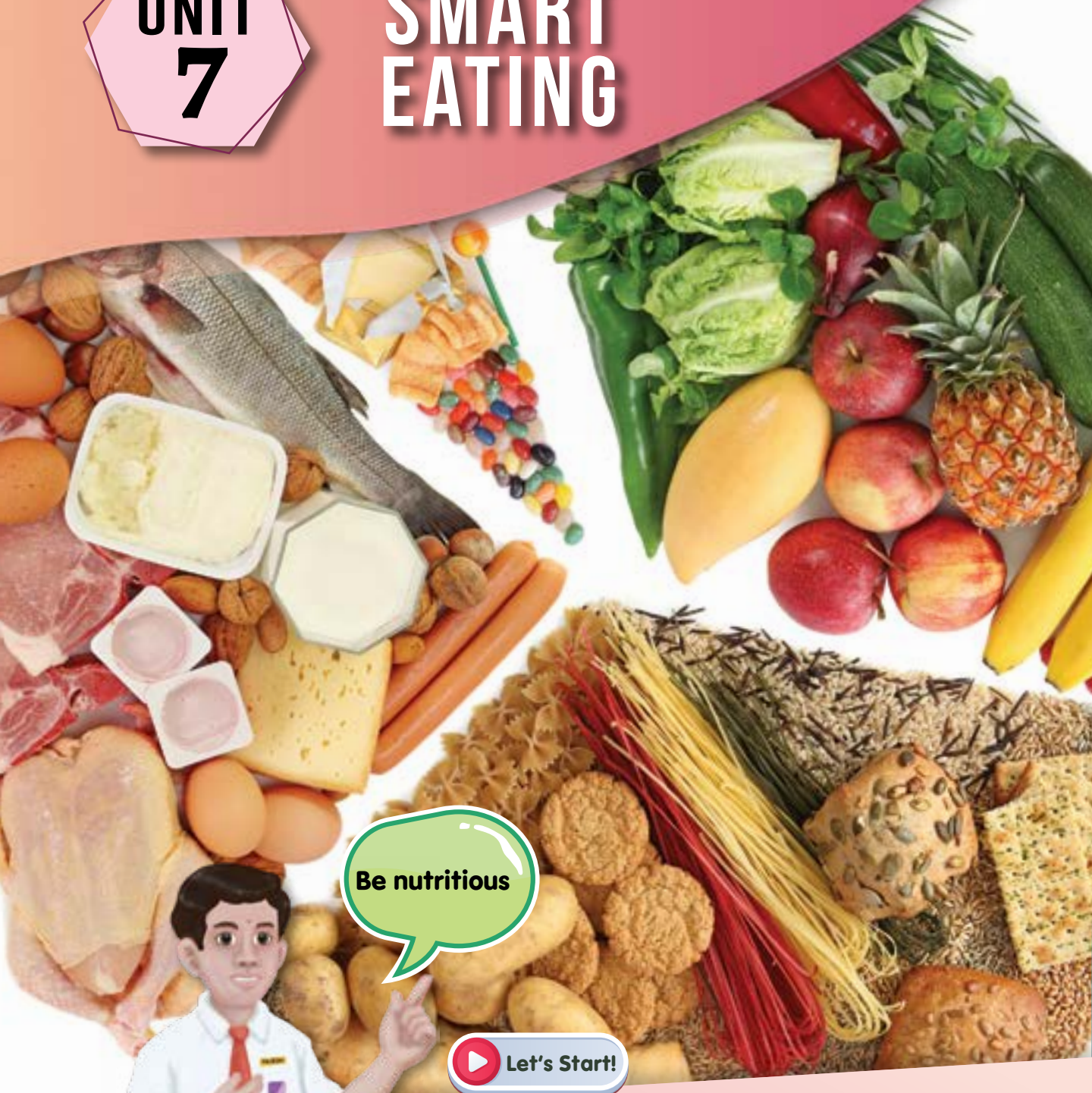
In this theme, you will learn to:

- Listen to an interview with a nutritionist
- Talk about favourite food
- Listen to the 'Earth Day' song
- Listen to a radio talk show about high fever
- Role play a dialogue about high fever
- Role play a dialogue about conservation
- Use quantifiers in sentences
- Use imperatives in sentences
- Use modals in sentences
- Read about dengue fever
- Make a table top menu
- Read a blog entry about conservation
- Write about food
- Write about dengue fever prevention
- Unscramble letters to make words
- Write a pledge to save the earth
- Make a flyer to prevent dengue fever



# UNIT 7

# SMART EATING



Be nutritious

Let's Start!

- Look at the picture. Discuss the nutrients for each food.

## Listening

A. Circle the name of the food in the dialogue and circle the name of the food mentioned.

# Nutrition Facts

Lina: What is your opinion on a balanced meal, Dr. Ita?  
Dr. Ita: A balanced meal should contain a proper amount of all the nutrients to maintain good health.  
Lina: In that case, are fat and carbohydrate bad for our health?  
Dr. Ita: No, Lina. Your body needs fat for muscle and cell growth. It could be found in many types of nuts, avocado and yogurt. Meanwhile, carbohydrate is the main source of energy for your body. So, you must also eat rice and bread too, Lina.  
Lina: Rice? My favourite! So, what about protein?  
Dr. Ita: Fish, chicken, beef and some beans are filled with protein to help keep your muscles strong.  
Lina: Is it the same with cheese, milk and soy?  
Dr. Ita: No, Lina. Cheese, milk and soy are full of calcium and you do need them to build strong bones.  
Lina: I see. Is there anything else that we should eat to be healthy?  
Dr. Ita: Of course! Do not forget to eat fruits because it contains fibre. Vegetables provide a lot of vitamins for your body. An apple a day keeps the doctor away!

Scan Here  
Surf <http://arasmega.com/qr-link/nutrition-facts/>  
(Retrieved on Sep 4<sup>th</sup>, 2019)

**Glossary**

- nutrient: any substances that living things need to maintain life and for growth
- source: a place, person or something that things originate from

**Teacher's Note**







- Provide other examples of food for each type of nutrient.




THEME 3  
Science and Technology






 **Listening**

B. Based on the dialogue on page 93, label the types of nutrient contained in each of the food.

 fibre       vitamin       protein       calcium       carbohydrate       fat

C. Suggest a nutritious meal that you can prepare using some of the ingredients above.



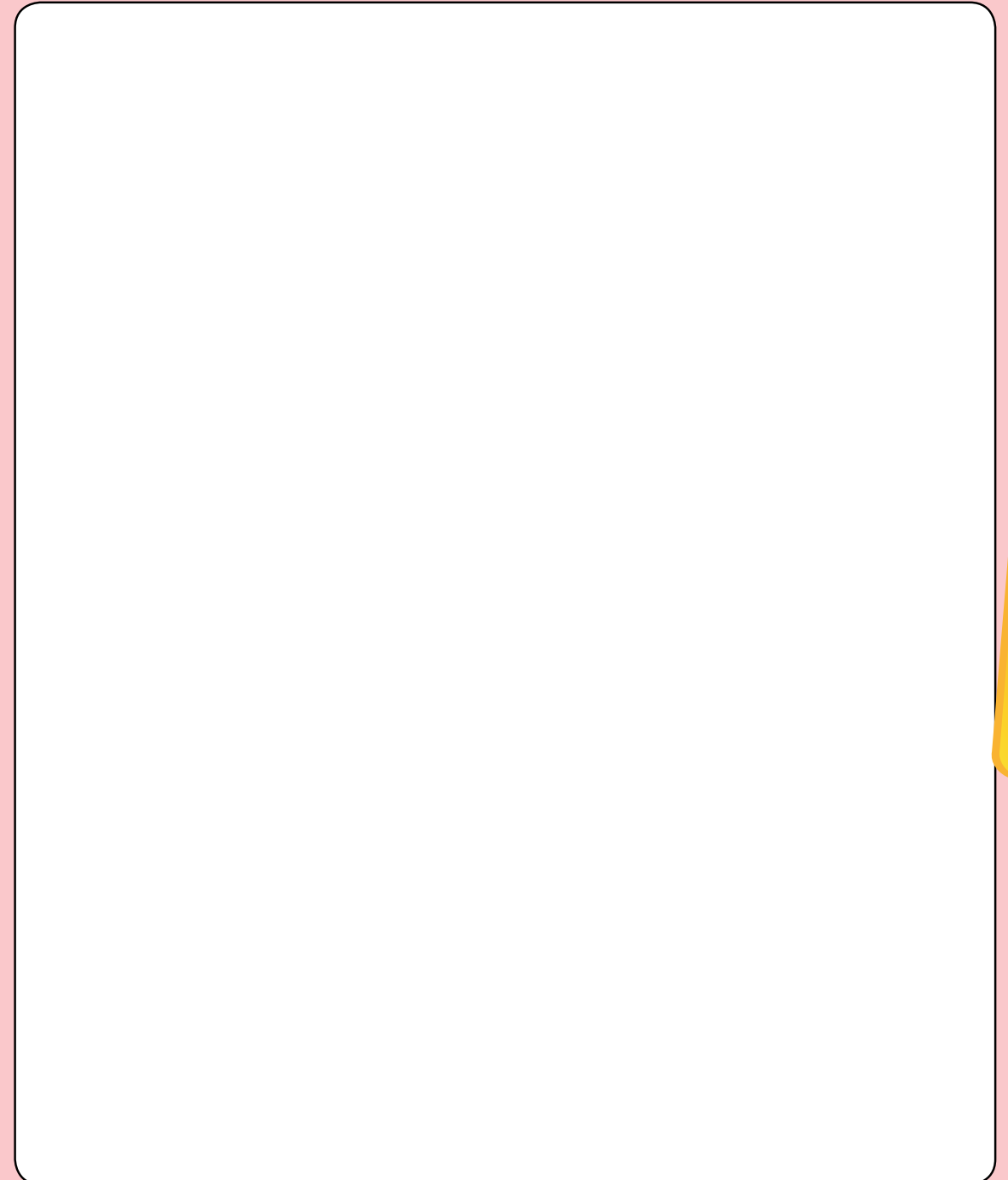
 **Teacher's Note**

- Provide example of a type of food with many nutrients.

1.1.2

 **Speaking**

A. Draw your favourite food and share with your friends why do you like it and why it is healthy?







Pair work

B. Read the comic strip below and number the dialogue bubble on page 97 in the correct order.



**Example:**  
Rajesh, are you okay?  
You look pale.

What did you have for breakfast today?

Why did you need that?

No wonder. This snack contains high amounts of sodium and fat. You need nutritious food especially during breakfast, Vino.

My stomach aches so bad, Shahril. I think I am going to vomit.

Let me have a look at the food label for a while.

I just ate this snack.

C. Do a role play of the dialogue with your friend.

D. Why breakfast is the most important meal in a day?



Teacher's Note

- Ask pupils to pick another type of food and do a role play about it.



A. Read the food labels.

# Nutrition Facts

Serving Size 1 cup (228g)  
Serving Per Container 2

---

**Amount Per Serving**

**Calories 250** Calories from Fat 110

---

	%Daily Value*
<b>Total Fat</b> 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
<b>Cholesterol</b> 30mg	10%
<b>Sodium</b> 470mg	20%
<b>Potassium</b> 700mg	20%
<b>Total Carbohydrate</b> 31g	10%
Dietary Fibre 0mg	0%
Sugars 5g	
<b>Protein</b> 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300mg	375g
Dietary Fibre		25g	30g

Start here

**1. Check the serving size**

- Tells you how many servings in that food package.

Check Calories

**2. Look at the calories**

- Tells you how much energy you will get from one serving of this food.
- If you do not use up that energy, it gets stored as fat.

Quick guide to % Daily Value

- 5% or less is **low**
- 20% or more is **high**

Limit these

**3. Take note of fat, cholesterol and sodium**

- Keep the fat, cholesterol, and sodium at only 5% or less.

Get enough of these

**4. Make sure to get enough of dietary fibre and potassium**

- Choose product with higher vitamin, calcium, iron, and fibre.

Footnote

**5. Read the footnote**

- This part contains the general information about the recommended daily amount of nutrient you should take.

**Glossary**

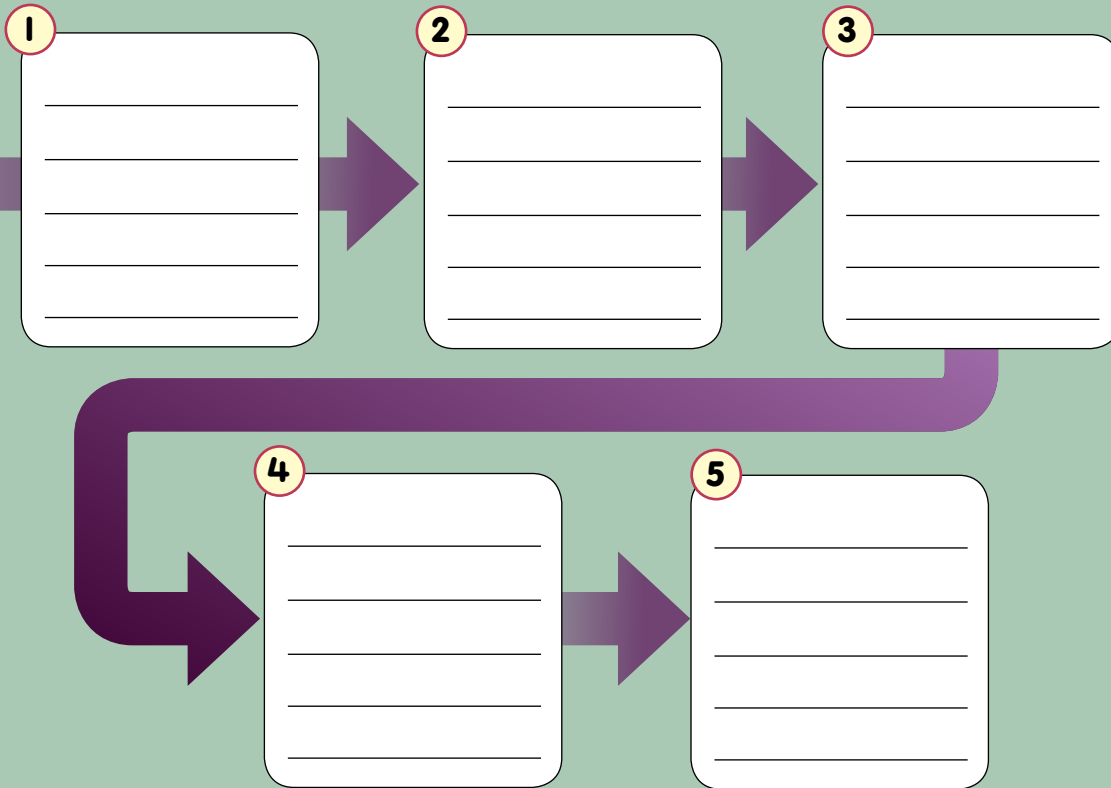
- serving: an amount of food that is given to one person in a meal.

**Teacher's Note**

- Provide real life examples.
- Guides the pupils to read the food packaging label.



B. Fill in the flow map with the steps on reading the food packaging label.



C. Write a message to your friend on the importance of reading nutrition fact.

Hi, \_\_\_\_\_ (friend's name). I just want to remind you that reading nutrition fact is important because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.2.1

A. Read the following explanation.

# Quantifiers

Quantifiers are used before a noun to indicate the amount or quantity.

For examples:

- He does not put any sugar in the juice.
- There are some chips on the table.
- The store sells many types of healthy food.
- He puts so much salt in his food.
- This cake contains a lot of sugar.
- She only uses a few healthy ingredients in her cooking.

Some quantifiers can be used with both countable and uncountable nouns.

For examples:

- any
- some
- many
- much
- a lot of
- a few

B. Colour the boxes with the correct use of quantifiers.

1. We must drink   water.
2. Food with   fat is good for our body.
3.   types of vitamins could be found in vegetables.
4. Food with dairy contains   fat.
5. We should not take too   salt in our food.



A. Choose the healthier food based on the label and provide your reasons. You may use the words given below.

**Tuna Fish A**  
(canned in oil)

**Tuna Fish B**  
(canned in water)

Nutrition Facts	
Serving Size 1 cup 178g (178g)	
Serving Per Container 1	
Amount Per Serving	
<b>Calories</b> 331	Calories from Fat 129
%Daily Value*	
<b>Total Fat</b> 14g	22%
Saturated Fat 3g	15%
Trans Fat	
<b>Cholesterol</b> 55mg	18%
<b>Sodium</b> 89mg	4%
<b>Total Carbohydrate</b> 0g	0%
Dietary Fibre 0mg	0%
Sugars 0g	
<b>Protein</b> 47g	
Vitamin A 3%	Vitamin C 0%
Calcium 1%	Iron 6%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300mg	375g
Dietary Fibre		25g	30g

Calories per gram:  
Fat 9      Carbohydrate 4      Protein 4

NutritionData.com

Nutrition Facts	
Serving Size 1 cup 172g (172g)	
Serving Per Container 1	
Amount Per Serving	
<b>Calories</b> 220	Calories from Fat 46
%Daily Value*	
<b>Total Fat</b> 5g	8%
Saturated Fat 1g	7%
Trans Fat	
<b>Cholesterol</b> 72mg	24%
<b>Sodium</b> 648mg	27%
<b>Total Carbohydrate</b> 0g	0%
Dietary Fibre 0mg	0%
Sugars 0g	
<b>Protein</b> 41g	
Vitamin A 1%	Vitamin C 0%
Calcium 2%	Iron 9%

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

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300mg	375
Dietary Fibre		25g	30g

Calories per gram:  
Fat 9      Carbohydrate 4      Protein 4

NutritionData.com

healthier

higher

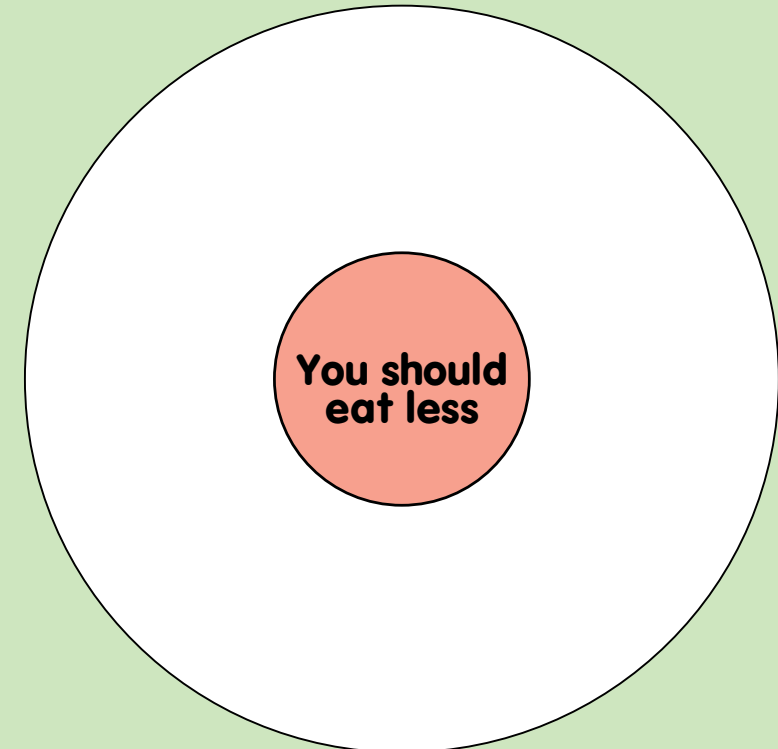
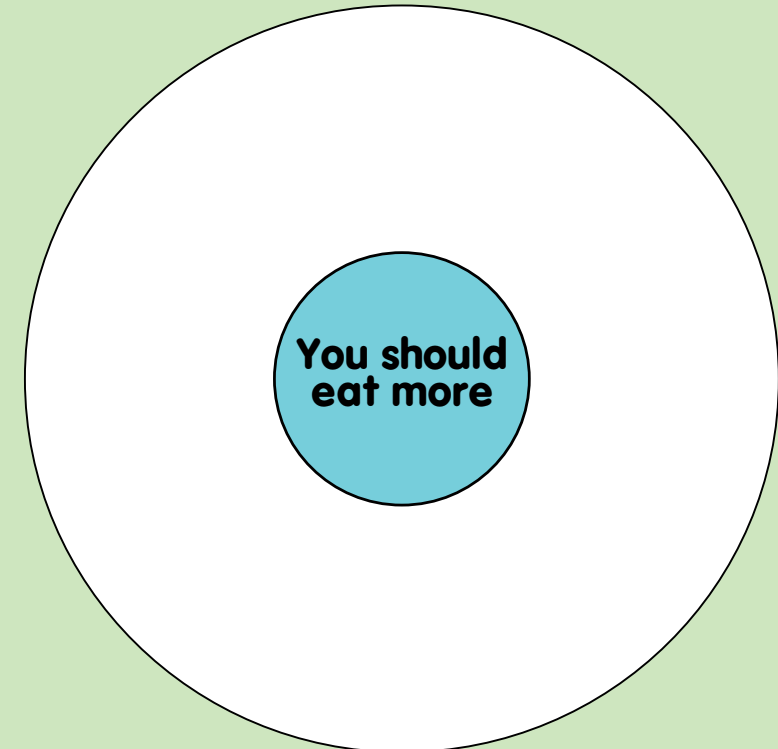
lower

more

less

I choose \_\_\_\_\_ (which) because it is \_\_\_\_\_ (why). It contains \_\_\_\_\_ (what) amount of \_\_\_\_\_ (what) than \_\_\_\_\_ (what). Then, the ingredient has \_\_\_\_\_ (how much) than \_\_\_\_\_ (what).

B. Fill in the circle map with food that you should eat more and food that you should eat less.



A. Follow the instructions to make a table top menu.

# Table Top Menu

- Materials:**
- |                       |                  |
|-----------------------|------------------|
| 1. Coloured A4 papers | 5. Adhesive tape |
| 2. A marker pens      | 6. A cutter      |
| 3. A shoe box         | 7. A pencil      |
| 4. A glue             |                  |



Cut the cardboard box into three rectangles.



Join the three rectangles together side by side and use the adhesive tape to seal them together.



Write 'Menu' on the top of the coloured A4 paper.



Divide the paper into sections of appetizer, main course and dessert.



Write the name of the food for each section.



Decorate the menu.



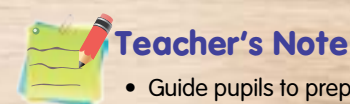
Glue the A4 coloured paper on the table top menu.



Display the table top menu.

B. Decide on a restaurant name.

C. Share the dish that you decide to put on the your table top menu and explain why.



### Teacher's Note

- Guide pupils to prepare the table top menu.



A. Find the nutrients in the crossword puzzle and fill in the blanks with the correct nutrients for the food.



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

# UNIT 8

# WELLNESS OVER ILLNESS



Be healthy

Let's Start!

- Look at the picture above. Discuss how exercise can help you to maintain good health.



**A. Listen to a radio talk by a health specialist and fill in the blanks.**



Hi, my name is Doctor Marissa and I am a health specialist. Let's talk about high fever. It could happen when you are experiencing \_\_\_\_\_ such as the flu. According to the Ministry of Health Malaysia, over exposure to the sun or the rain and \_\_\_\_\_ also could cause high fever. Do you know that the temperature of a high fever is higher than 39.5°C? However, the temperature would not be more than 41°C according to Dr. Chieng from Hospital Sibü, Sarawak.

The symptoms could include \_\_\_\_\_, severe headaches, \_\_\_\_\_ or even seizures. Remember, if you are experiencing these symptoms, you should start \_\_\_\_\_.

Besides seeing a doctor, you could also treat high fever by drinking a lot of water, \_\_\_\_\_ and resting. You are also advised to \_\_\_\_\_ because it could be contagious.

Still, you could prevent high fever by always \_\_\_\_\_ to avoid bacterial infections. Also, wear hats, rain coat or \_\_\_\_\_ when you are outside to avoid over exposure to the sun.

The most important of all, please always \_\_\_\_\_.

Sources: Chieng, C.H. (2017). *Fever in Children: Misconceptions and Facts*. Retrieved from <http://hsibu.moh.gov.my/hsb.bm/wp-content/uploads/2017/04/Fever-in-Children-Dr-Chieng-CH.pdf> Abdullah, J. (2012) *Fever*. Retrieved from <http://www.myhealth.gov.my/en/fever/>

**Scan Here**

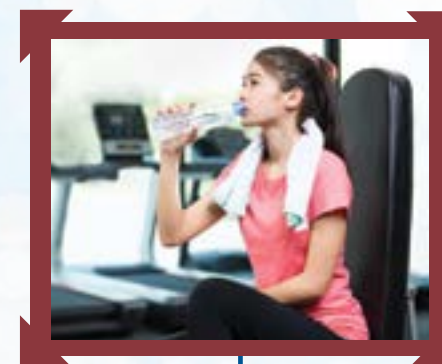


Surf <http://arasmega.com/qr-link/radio-talk-by-a-health-specialist/> (Retrieved on Sep 4<sup>th</sup>, 2019)

**Glossary**

- severe: extremely bad or serious
- ache: pain
- symptom: sign
- contagious: a disease spread from one person or organism to another

**B. Based on the audio, what are the things you could do to prevent high fever? Tick (✓) the correct pictures.**



**Teacher's Note**

- Introduce pupils to other high fever remedies.





C. Write TRUE or FALSE for the following statements.

1. High fever cannot be treated.	
2. High fever is when a human's body temperature is higher than 41°C.	
3. Over exposure to the sun or rain could cause high fever.	
4. Food poisoning could prevent high fever.	
5. A hot bath could treat high fever.	
6. Drinking a lot of water could reduce high fever.	
7. Hygiene is the least important aspect in life.	
8. You should use an umbrella when it is hot or raining outside.	

D. What are the meanings of the following words? Choose the correct option.

spreading	disease	serious	avoid	illness
-----------	---------	---------	-------	---------

- Infection : \_\_\_\_\_
- Contagious : \_\_\_\_\_
- Seizure : \_\_\_\_\_
- Severe : \_\_\_\_\_
- Prevent : \_\_\_\_\_

Complete the dialogue below and role play it.

water	remedies	temperature	rest	uncomfortable
clinic	head	cold bath	high fever	treatment

**Pravin:** Hello, Nina. I think I am sick. My \_\_\_\_\_ aches so bad. I checked my body \_\_\_\_\_ this morning. It was so high.

**Nina:** Hello, Pravin. Oh, no. You might be experiencing \_\_\_\_\_, Pravin. It could be severe if you do not seek for a \_\_\_\_\_.

**Pravin:** I am waiting for my father to pick me up and bring me to the \_\_\_\_\_.

**Nina:** You must feel very \_\_\_\_\_ right now.

**Pravin:** Yes. I wish there are a few things I could do to lower my body temperature.

**Nina:** Actually, there are a few \_\_\_\_\_ that you could try at home.

**Pravin:** Like what?

**Nina:** Take a \_\_\_\_\_ and drink a lot of \_\_\_\_\_!

**Pravin:** Oh, I see. That sounds easy.

**Nina:** Yes, you should try to do so while waiting for your father. After getting a treatment, you should \_\_\_\_\_ and stay indoor because it could be contagious.

**Pravin:** Really? I will keep that in mind. Thank you so much, Nina. I will take a cold bath now. Talk to you later. Bye!

**Nina:** You're welcome, Pravin. Get well soon. Bye!



Teacher's Note

- Introduce pupils to synonyms.



1.2.1

Teacher's Note

- Encourage pupils to use gestures and props for their mini sketch.



2.1.2

A. Read the following web article.

**Dengue Fever Info**  
<https://oglesearch.com/denguefeverinfo.com>

## Denguefeverinfo.com

**What is dengue fever?**  
 Dengue fever is a painful and weakening illness.

**What is the cause of dengue fever?**  
 Dengue fever is caused by a virus carried in Aedes mosquitos.

**What are the symptoms of dengue fever?**  
 The symptoms are:

- Sudden high fever
- Severe headache
- Severe body aches
- Persistent vomiting
- Extreme fatigue
- Prolonged skin rash
- Mild nose or gums bleed

**What are the preventions of dengue fever?**  
 There are some important ways such as:

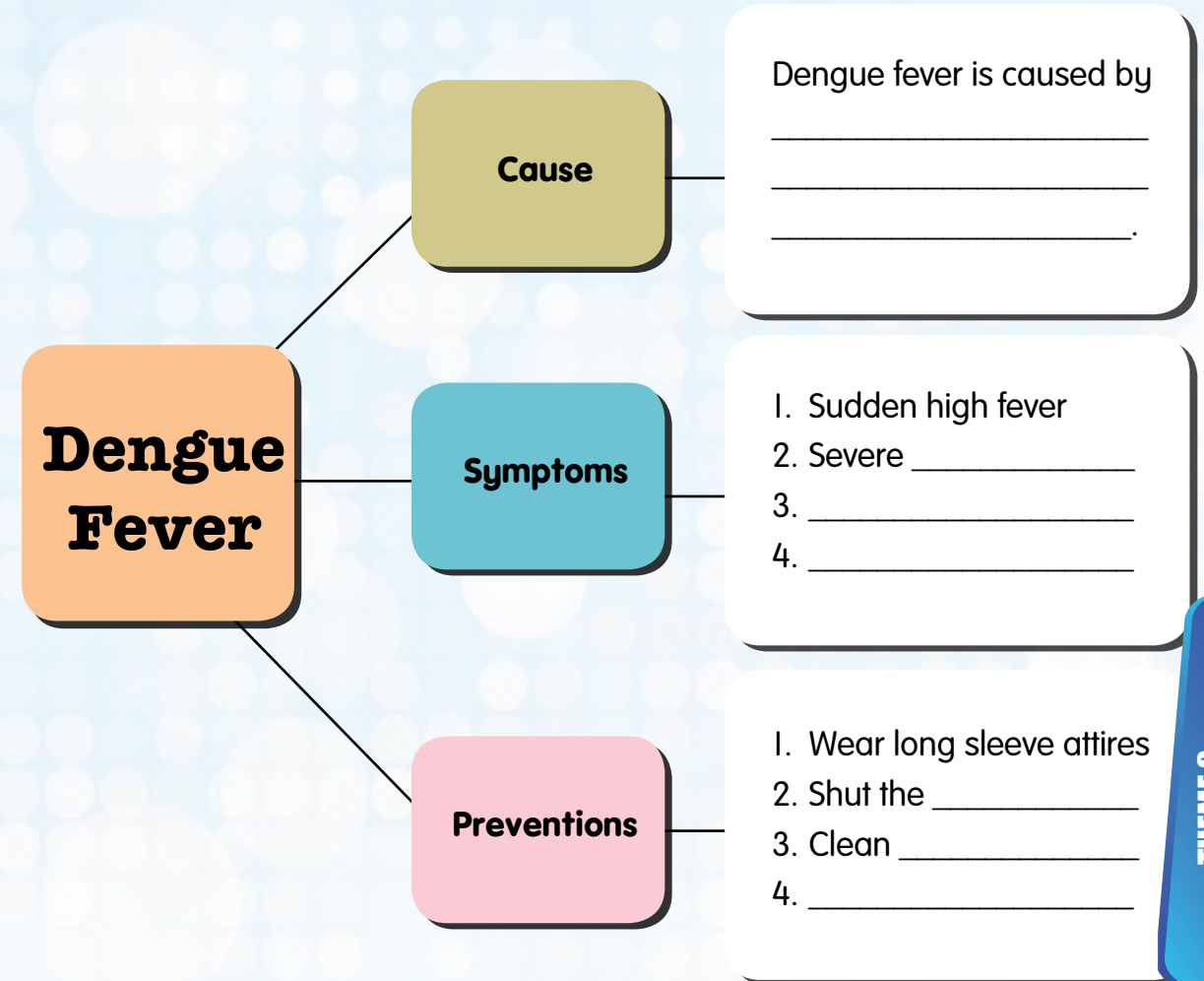
- Wear long sleeves attires
- Keep the doors and windows shut at dawn and dusk
- Clean areas that contain stagnant water
- Use mosquito repellent even indoors

Source: Gill, B. S. (2017). What is dengue? Putrajaya: Ministry of Health.

**Glossary**

- vomit: throw up
- rash: an area of red spots on a person's skin caused by an illness or reaction to something infectious
- virus: a living thing that can cause disease
- fatigue: extremely tiredness

B. Complete the map below.



C. How could you help a family member who has dengue fever?

I could help a family member who has dengue fever by:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_



**A. Read the following explanation.**

# Imperatives

- Verbs that used to give order, command, warning or instructions.
- Imperatives sentences start with verbs.  
Example: **Go** to school.
- Add the word 'please' to sound polite in making a request.
- To make an imperative sentence, use the infinitive of the verb without "to".

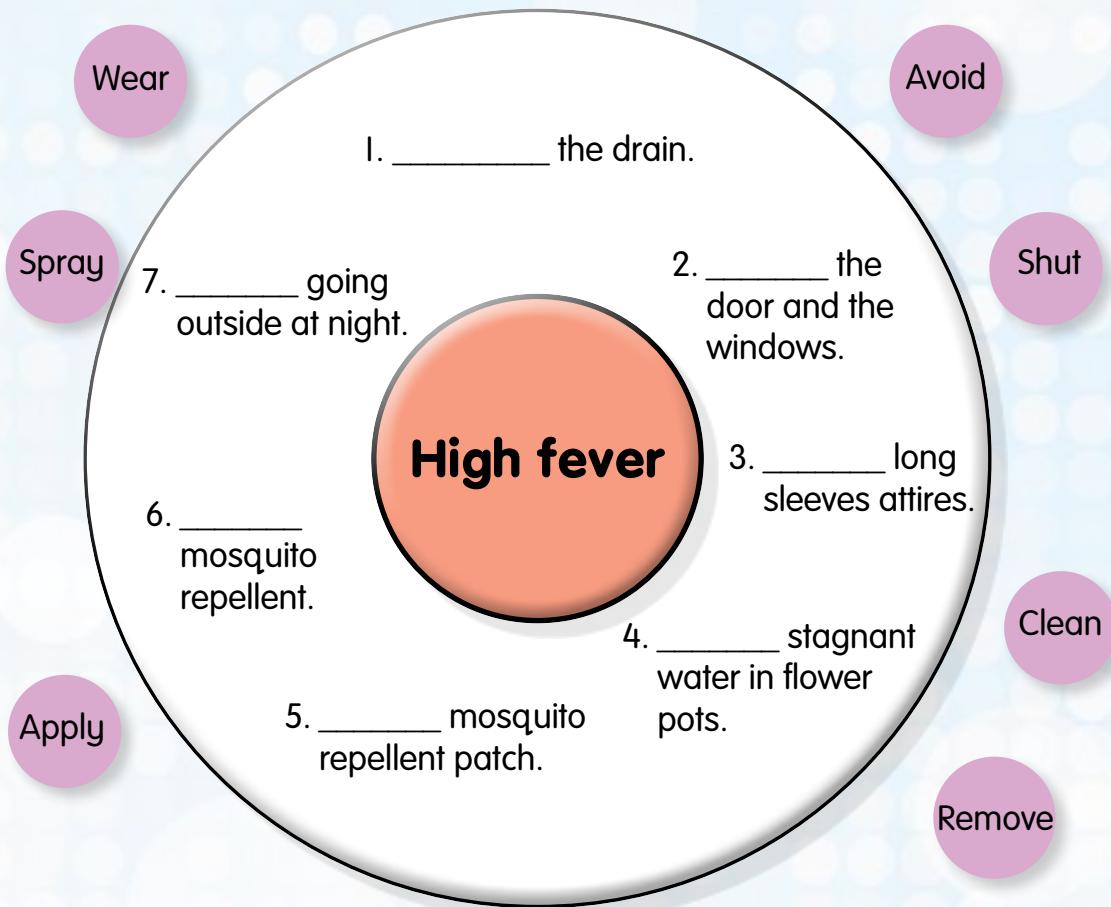
Examples of imperative sentences:

- Get some rest.
- Please get some rest.
- Drink more water.
- Drink more water, please!
- Shut the door.
- Please shut the door.
- Throw the litter in the trash can.
- Please throw the litter in the trash can.
- Clean the drain.
- Please clean the drain

**B. Tick (✓) the imperative sentence.**

Example: Drink eight glasses of water everyday.	(✓)
1. You should drink eight glasses of water everyday.	
2. Clean your room to get rid of dust!	
3. You must clean your room to get rid of dusts.	
4. Please take care of yourself.	
5. You must take care of yourself.	
6. Get rid of the mosquitos!	
7. Please get rid of the mosquitos.	
8. He should get rid of the mosquitos.	
9. I must clean the pool today.	
10. Please clean the pool today.	

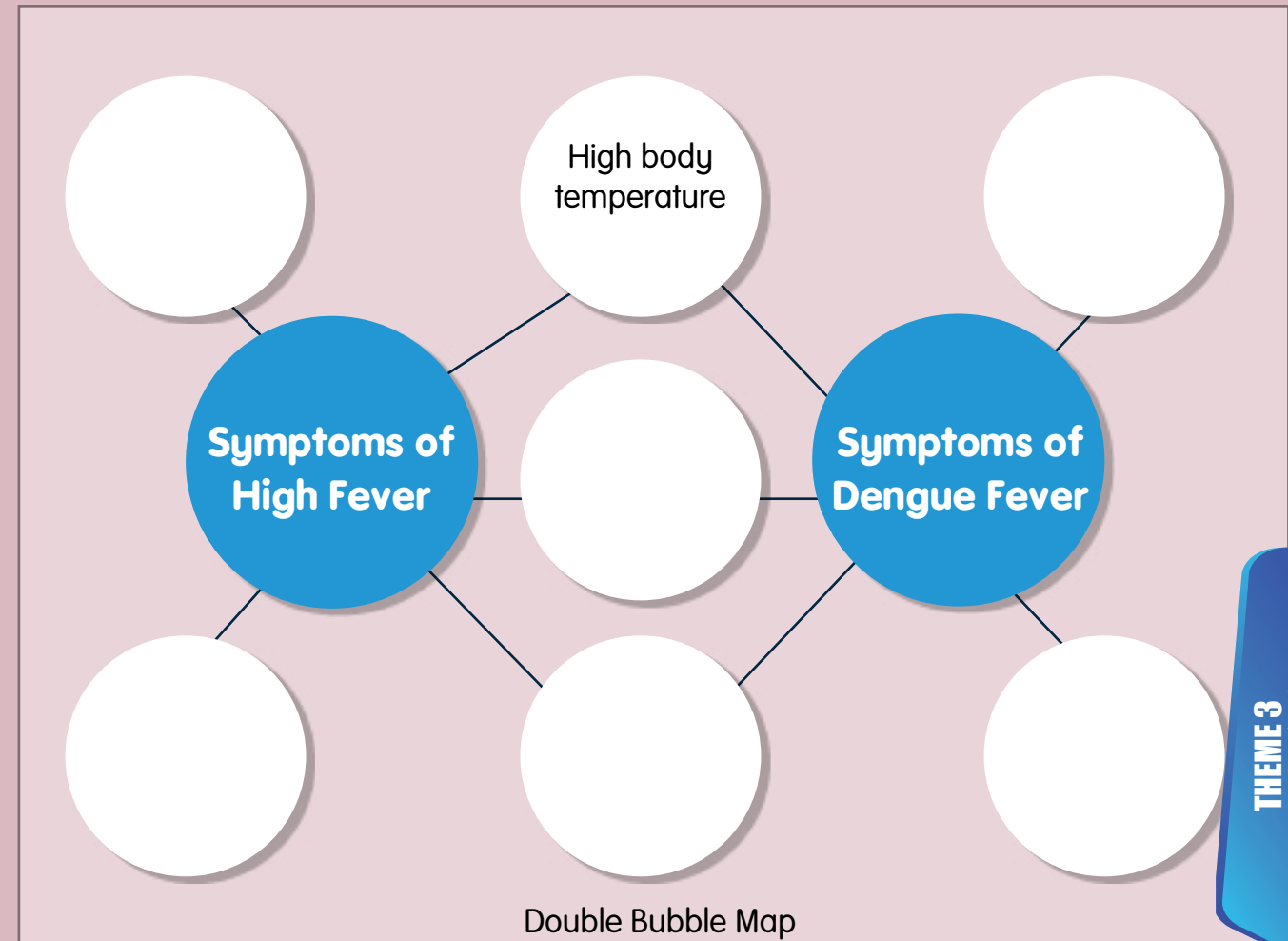
**A. Brainstorm ideas to prevent dengue fever.**  
Use the verbs provided to make your own points.



**B. Write imperative sentences based on the points used in the circle map.**

- Clean the drain.
- Shut the \_\_\_\_\_ and the \_\_\_\_\_.
- \_\_\_\_\_ long sleeves attires.
- \_\_\_\_\_ stagnant water in flower pots.
- \_\_\_\_\_ mosquito repellent patch.
- \_\_\_\_\_ spray mosquito repellent before going to sleep.
- \_\_\_\_\_ going outside at night.

**Fill in the double bubble maps with the symptoms of high fever and dengue fever.**



- |                 |                               |
|-----------------|-------------------------------|
| headaches       | high body temperature         |
| vomit           | body aches                    |
| seizure         | mild nose bleed or gums bleed |
| extreme fatigue |                               |

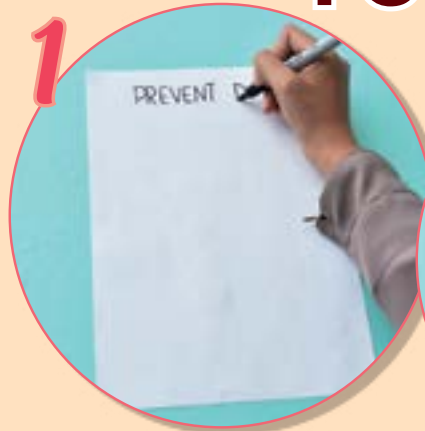


Follow the instructions to create a flyer.

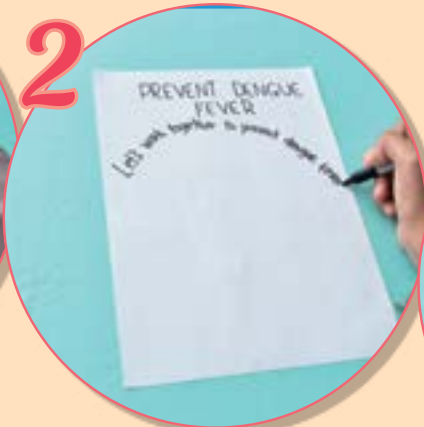
# Dengue Fever Flyer

**Materials:**

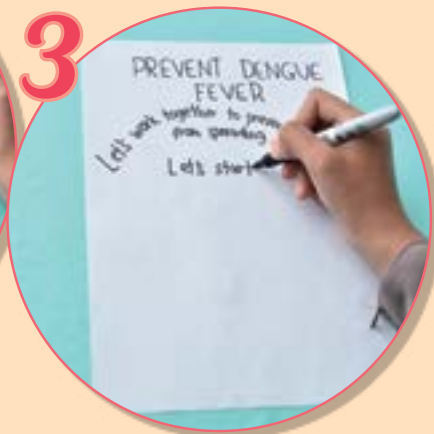
- A4 paper
- Marker pen
- Coloured pencils



Write the title of the project.



Write a slogan for the flyer.



Write the introduction.

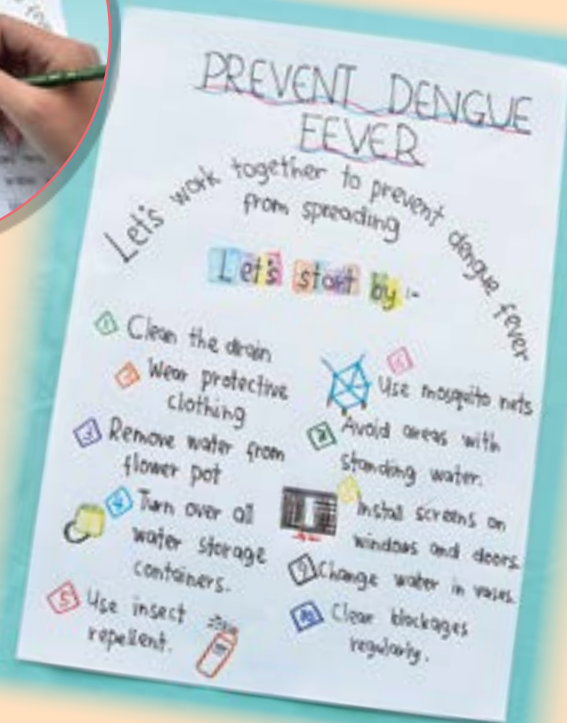


Write all four ways to prevent dengue fever. You could refer to page 112.



Decorate the flyer.

6 Present the flyer.



## UNIT 9

## FOR THE COMMON GOOD



Be wise

Let's Start!

- From the picture above, what do you think the message of the picture is?



**A. Listen and fill in the blanks with the correct phrases.**

# Earth Day

We've got a planet that we all can love on  
 It gives us what we need so we live on  
 All together this is what to do  
 \_\_\_\_\_, me and you.

When you \_\_\_\_\_, there's something  
 you should know

When you protect it and make sure that it grows.  
 It gives you lots of shade, and purifies the air  
 And that becomes \_\_\_\_\_, when an animal  
 lives there.

Now \_\_\_\_\_, this helps the planet, too.  
 When you brush your teeth, be careful what you use.  
 \_\_\_\_\_, in the day or late at night  
 If no one's in the room, then there's no need for a light.

\_\_\_\_\_, in the street or in the sea.  
 Look for a trash can, \_\_\_\_\_!  
 Cars are very nice but too many jam the town  
 \_\_\_\_\_ or walk around



Our planet called Earth helps us more than you may know.  
 It gives us the air we breathe, the water we drink and it feeds us  
 with the food that it grows.  
 We need to treat it well because it's the only planet that we have.  
 \_\_\_\_\_, planet Earth!

We've got a planet that we all can love on  
 It gives us what we need so we can live on  
 All together this is what we do  
 Taking care of Earth, me and you.

Sing along and you'll know what to do  
 \_\_\_\_\_, me and you!

**Glossary**

- Conserve: to protect something from harm or destruction

**Moral Value**  
 Be responsible

**Interesting Fact**  
 Earth Day is an annual event celebrated around the world on 22<sup>nd</sup> of April

- Keep our planet clean
- We're celebrating Earth
- Taking care of Earth
- Don't ever litter
- saving water
- good shelter
- Conserving energy
- plant trees
- Thank you
- bike or walk

**Scan Here**



Surf <http://arasmega.com/qr-link/earth-day/>  
 (Retrieved on 7<sup>th</sup> of May)





## Listening

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

1. We should take care of the Earth.	
2. Trees provide energy for us.	
3. We can throw rubbish into the river or sea.	
4. If there is no one in a room, we should keep the lights on.	
5. Do not litter in the street or in the sea.	
6. Sometimes, it is better to ride a bicycle than driving the car.	
7. Earth provides us with air, water and food.	
8. We need to take care of the Earth because it is our home.	
9. If we have destroyed the Earth with litter, we could just move to another planet easily.	
10. It is our responsibility to preserve the Earth.	



## Group Work

C. Sing a song in groups.



## Teacher's Note

- Help with the pupils' pronunciation.



## Speaking

Based on the pictures below, which room do you think can help the environment and explain why.



## Teacher's Note

- Help the pupils with their pronunciation.

A. Read the blog entry.

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# The Teacher's "Corner"

Wednesday, 18<sup>th</sup> of June 2018

7:00 p.m.

## Let's Get Involved!

Hi everybody,

Today, I am writing about the importance of conservation. Conservation is one of the ways to protect our Earth. By conserving, we provide sustainable use of the Earth's natural resources such as water, energy, wildlife, and soil.

Water conservation is the practice of using water efficiently to reduce wasting. Besides turning off the faucet when brushing teeth, we should also use little amount of water when washing the dishes.

Next, energy conservation is when we reduce the consumption of energy such as electricity. We could do so by switching off the lights when we are going out of a room. In addition, we should unplug the appliances when we are not using them.

Wildlife conservation is when we preserve the plants and animals in their natural habitats. We could do so by reducing the use of paper and stop using animal-based products.

Soil conservation is when we prevent soil erosions and pollutions by planning the development of our city. We could conserve soil by planting trees and composting our food waste to become natural fertilizer.

Let's promise that we would get involved and save our Earth because we can change the future.

By: Miss Kiran

### Glossary

- efficient: doing something without unnecessary waste
- reduce: to make something less or smaller
- erosion: soil being gradually damaged

### Teacher's Note

- Provide pictures for each type of conservation.

3.2.1

B. Circle the correct meanings of the words.

Word	Meanings
Example: sustainable	<p>(A) the use of natural products and energy that does not harm the environment</p> <p>B. the use of unnatural products and energy that does not harm the environment</p>
2. waste	<p>A. overuse of something than is necessary</p> <p>B. to give something necessary to other people</p>
3. unplug	<p>A. to disconnect an electrical device</p> <p>B. to provide somebody with help</p>
4. compost	<p>A. a type of soil that is used to destroy plants</p> <p>B. a mixture of decayed organic material that can be added to soil to help plants grow</p>
5. contamination	<p>A. the process of making a place dirty by adding a substance that is dangerous or carries disease</p> <p>B. the process poisoning the living things with dangerous substances.</p>

C. How could we save the Earth for the future?




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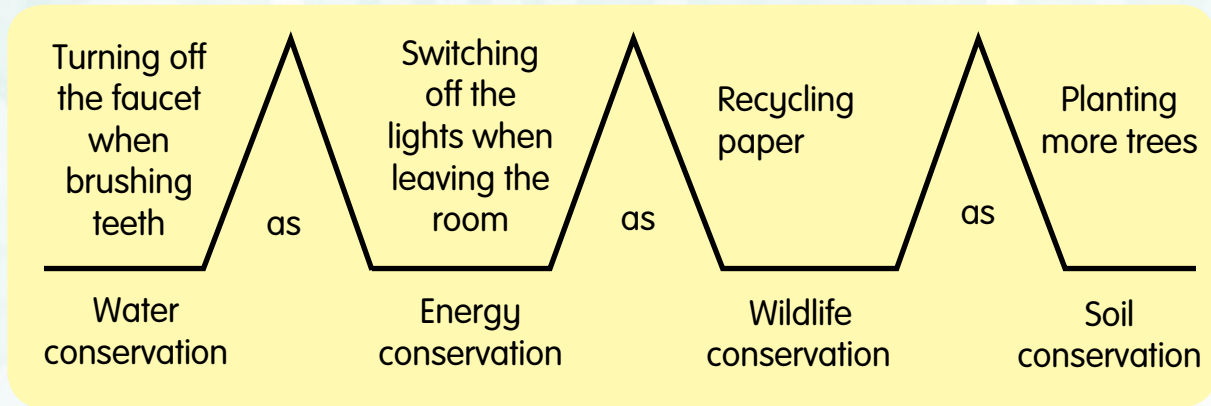
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D. Based on the bridge map, complete the following sentences.



Relating factor of the bridge map: Ways to conserve water, energy, wildlife and soil

Sources: Kiang, E. (2018). Simple money saving habits to protect Mother Earth. Retrieved from <https://www.freemalaysiatoday.com/category/leisure/2018/11/23/simple-money-saving-habits-to-protect-mother-earth/>  
 WWF Malaysia. (n.d.) WWF's conservation work in Malaysia. Retrieved from [http://www.wwf.org.my/about\\_wwf/what\\_we\\_do/](http://www.wwf.org.my/about_wwf/what_we_do/)

Example:

1. We must ensure water conservation by turning off the faucet when brushing teeth.
2. We could conserve energy by \_\_\_\_\_.
3. We should conserve \_\_\_\_\_ by \_\_\_\_\_.
4. We must ensure \_\_\_\_\_ conservation by \_\_\_\_\_.

Glossary

- faucet: a device to control the flow of liquid

3.1.1

A. Read the following explanation.

# Modals

A type of auxiliary (helping) verb that is used to express: ability, possibility, permission or obligation.

For examples:

- Can - We can take care of the Earth together.
- Could - Could we clean the river?
- May - May I take a look at the broken pipe?
- Might - You might need to switch off the lights in your room.
- Shall - Shall we go to the recycling centre together?
- Should - You should try to plant trees around your house.
- Must - I must throw the litter in a trash bin.
- Will - It looks like it will rain tonight.
- Would - I would do anything to keep the Earth clean.

B. Fill in the blanks with the correct modals.

Example : You may use the bathroom now.

1. We \_\_\_\_\_ keep the rivers and beaches clean.
2. We \_\_\_\_\_ use recyclable paper in school.
3. She \_\_\_\_\_ stop wasting water when she brushes her teeth.
4. I promise that I \_\_\_\_\_ always take care of the Earth.
5. He \_\_\_\_\_ try riding the bicycle instead of driving the car.

A. Rearrange the letters into words and construct sentences.

1. n s r e c v e o

\_\_\_\_\_

2. e r t a w

\_\_\_\_\_

3. n e g y e r

\_\_\_\_\_

4. i d e l w i f l

\_\_\_\_\_

5. l s o i

\_\_\_\_\_

B. Fill in the blanks with the correct modals.

Example: I must conserve the useful sources on the earth.

must	could	should	will	would
------	-------	--------	------	-------

- I \_\_\_\_\_ ensure water conservation by turning off the faucet when brushing my teeth.
- I \_\_\_\_\_ conserve by switching off the lights when I leave the room.
- I \_\_\_\_\_ conserve the wildlife by recycling the paper to save trees.
- I \_\_\_\_\_ be able to conserve the soil by planting more trees to avoid erosions.
- I \_\_\_\_\_ always take care of the Earth for a better future.



C. Based on page 129, write a pledge to take care of the Earth.

# Save the Earth Promise

I, \_\_\_\_\_ (name) promise to conserve the useful sources on the Earth by:

- Saving \_\_\_\_\_ by turning off the \_\_\_\_\_ when brushing my teeth.
- Conserving the energy by switching \_\_\_\_\_
- Protecting the wildlife by \_\_\_\_\_
- Maintaining soil integrity by \_\_\_\_\_

I promise to do my best in saving the Earth!



**Teacher's Note**  
• Get the pupils to take a pledge to save the Earth.

# Three Stray, One Stay Activity

Title : Conservation  
Groups : Home Team  
Expert Team



- Steps:**
- Divide pupils into groups of four.
  - Each group consist of three Expert Team members and one Home team member.
  - The Expert Team can move around the classroom while working with classmates to solve problems and answer questions based on the topics.
  - Then, they will interview one another about how they would complete the assignment. They will take notes and exchange ideas and bring the ideas to the original group (Home Team).
  - After 10 minutes, they will return to Home Team and share their findings and what they have learned from other groups about the conservation topics.
  - They will decide the best solution to:
    - save water
    - save energy
    - save wildlife
    - save soil

**Teacher's Note**  
• Encourage pupils to discuss and collaborate with the classmates.

Search the words by following the picture clues.

# Word Search

p	o	e	a	r	t	h	l
a	i	e	n	e	r	g	y
t	r	p	e	s	z	i	g
x	u	h	e	b	o	c	h
i	i	o	u	h	o	q	t
r	e	c	y	c	l	e	r
p	e	z	s	o	i	l	e
w	a	t	e	r	o	e	e

Clues:



Answer the questions below.

**1. Name five types of nutrients.**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

**2. List three preventions of dengue fever.**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

**3. List four types of conservations.**

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_



# Theme 4

## Consumerism and Financial Awareness

### In this theme, you will learn to:

- Listen to a dialogue about savings account
- Listen to a conversation at the stationery shop
- Watch a video about scam
- Use simple future tenses in sentences
- Use comparative adjectives in sentences
- Use negations in sentences
- Give opinions about saving money
- Talk about avoiding scams
- Read the steps to open a savings account
- Read a flyer about sales in the supermarket
- Read a flyer about scams
- Rewrite the steps to open a savings account
- Write a police report about a scam
- Use magic table to write sentences
- Make a coin box





# UNIT 10

## A PENNY SAVED IS A PENNY EARNED



Spend money wisely

Let's Start!

- How do you spend your money?

### Listening

#### A. Listen to the dialogue.

Mother, I have been saving some \_\_\_\_\_ and it's quite a lot. Can you hold on to it?

How much do you have, Sree?

Well, I have RM512.80. I've been saving for the past two years.

Wow, that's quite a big sum. **I shall open** a \_\_\_\_\_ account for you.

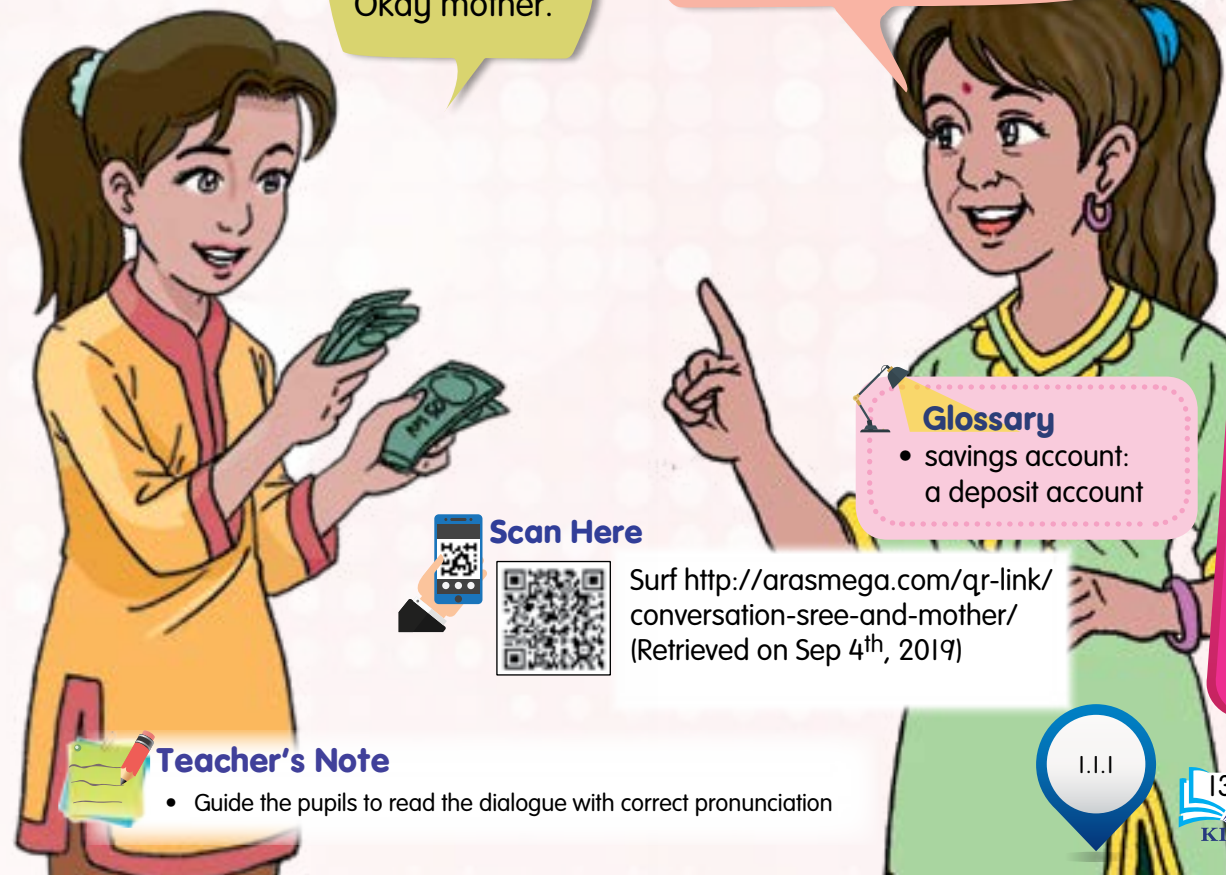
What is a savings account mother?

A savings account is the most basic type of account. It allows you to \_\_\_\_\_ your money and keep it safe.

That's great mother. So, when can I open a savings account?

**Father will go** to the town tomorrow, so **we will follow** him. Don't forget your \_\_\_\_\_ card.

Okay mother.



#### Glossary

- savings account: a deposit account



Surf <http://arasmega.com/qr-link/conversation-sree-and-mother/> (Retrieved on Sep 4<sup>th</sup>, 2019)

#### Teacher's Note

- Guide the pupils to read the dialogue with correct pronunciation



**B. Listen to the dialogue and answer the questions below.**

1. How much money did Sree save?
  - A. RM522.80
  - B. RM512.80
  - C. RM502.80
  
2. How long has Sree been saving her money?
  - A. One year
  - B. Two years
  - C. Three years
  
3. What did Sree's mother suggest?
  - A. Open a current account
  - B. Open a savings account
  - C. Open a fixed deposit account
  
4. A savings account allows you to \_\_\_\_\_.
  - A. go to the bank.
  - B. receive RM512.80
  - C. deposit money and keep it safe.
  
5. What must Sree take to the bank to open a savings account?
  - A. Passport
  - B. Driving license
  - C. Identification card

# Simple Future Tense

The *simple future tense* is used for an action that will happen in the future. We use "will" to show future actions.

Example:

I **will take** you to the bank later.

We **will follow** your father tomorrow.

I **will open** a savings account for you next week.

SUBJECT	MODAL	VERB
I	will	go
You		follow
He		open
She		take
It		have
We		work
You		use
They		call

**B. Use the verbs in the brackets to form simple future tense.**

1. I \_\_\_\_\_ (call) you later.
2. He \_\_\_\_\_ (take) us to the bank next week.
3. They \_\_\_\_\_ (follow) you to the library.
4. Sree \_\_\_\_\_ (open) a savings account to deposit her money.
5. The bank officer \_\_\_\_\_ (take) your identification card when you open a savings account.


**Teacher's Note**

- Provide explanation for simple future tense.

A. Look at the picture below, Sree is at the shopping mall to shop. Suggest to sree how she can save her money.



Example:

1. I think Sree can save her money by only buying things that she needs.

 **Teacher's Note**

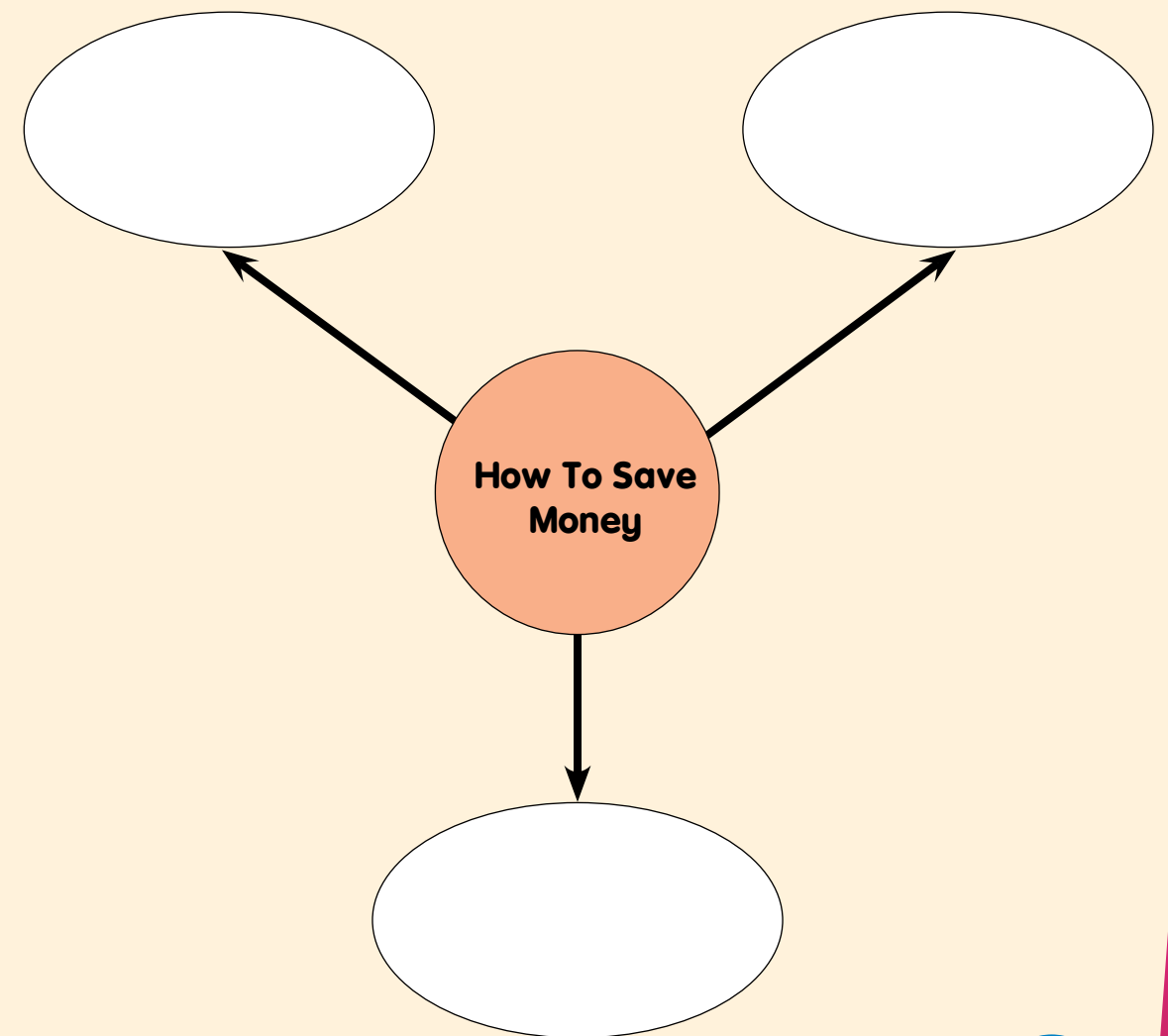
- Encourage the pupils to share their experience in saving money.

2.1.2  
2.1.4

B. Phrases to share ideas.

1. **I think** Sree should save her money.
2. **In my opinion**, Sree should not spend her money unnecessarily.
3. **I believe** Sree must save her money in the money box.

C. In groups of four, share with your friends how you plan to save money.



 **Teacher's Note**

- Check the pupils' spellings.

2.1.3



Below are steps on how to open a savings account.

A. Opening A Savings Account.



**1** First, choose the bank of your convenience.



**2** Second, meet the bank officer to express your intention to open a savings account.



**3** Next, fill in the form with the correct particulars.



**4** After that, return the completed form to the bank officer together with your identification card.



**5** Later, verify your thumbprint for identification.



**6** Then give the minimum deposit to the bank officer.



**7** Finally, activate your card at the Automated Teller Machine (ATM).



**8** Other than that, you can use the bank card to activate your online banking account.



**Glossary**

- verify: make sure that something is true, accurate or justified

**B. Match the steps to the correct sequence.**

1

After that, return the completed form to the bank officer together with your identification card.

2

Second, meet the bank officer to express your intention to open a savings account.

3

Later, verify your thumbprint for identification.

4

First, choose the bank of your convenience.

5

Finally, activate your card at the Automated Teller Machine (ATM).

6

Then give the minimum deposit to the bank officer.

7

Other than that, you can use the bank card to activate your online banking account.

8

Next, fill in the form with the correct particulars.

**Help Sree to fill in the application form.**

CBC BANK  
CUSTOMER INFORMATION FORM

For Office Use Only

0 3 0 4 9 3

New Customer Only

PLEASE WRITE IN CAPITAL LETTERS AND (/) AS APPROPRIATE

**A. PARTICULARS OF APPLICANTS**

1. ID NO

2. TYPE OF ID  New IC  Old IC  Army Birth Certificate  
 Passport  Police

3. CITIZENSHIP  Malaysian  Permanent Resident  Others

4. NAME

5. TITLE  Mr.  Mrs.  Miss  Others

6. DATE OF BIRTH

7. MARITAL STATUS  Married  Single

8. GENDER  Male  Female

9. RACE  Bumiputra  Chinese  Indian

**B. ADDRESS**

1. MAILING ADDRESS   
 Postcode  State

2. PERMANENT ADDRESS   
 Postcode  State

3. EMAIL

**C. TELEPHONE NO**

1. RESIDENTIAL NO  -

2. MOBILE NO  -

3. OFFICE NO









Find these words in the word puzzle

ACCOUNT	COUNTER	SPEND	OFFICER	IDENTIFICATION
CUSTOMER	SAVINGS	MINIMUM	POCKET MONEY	DEPOSIT

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

# UNIT 11

# MONEY SMART



Be a smart shopper

Let's Start!

- Do you have a savings account?
- Why do you think it is important to save money?







## Listening

### A. Listen to the dialogue and underline the correct answers.

- Rina: Can I help you with **(anything/something)**?
- Shirin: Yes. Can you tell me where the **(clothing/stationery)** department is?
- Rina: Well, it's just around here. Let me **(take/send)** you there.
- Shirin: Thanks a lot.
- Rina: What are you looking **(for/at)**?
- Shirin: I'm looking for a **(textbook/notebook)**.
- Rina: Do you have any preference or price range?
- Shirin: I'm looking for a hardcovered notebook and below RM20.00
- Rina: We have three choices. All the three notebooks have 200 pages but the prices are different. The first notebook is only RM15.00, **(meanwhile/therefore)** the second and third notebook is RM18.00 and RM20.00 each.
- Shirin: The second notebook is **(cheap/cheaper)** than the third notebook. Hmm...the first notebook is the **(cheap/cheapest)** and the quality is the same. I will take the first notebook.
- Rina: Sure. You may pay at the counter.
- Shirin: Thank you for your help.



Scan Here



Surf <http://arasmega.com/qr-link/conversation-at-the-store/> (Retrieved on Sep 4<sup>th</sup>, 2019)

### Teacher's Note

- Teacher guides the pupils to role play the dialogue.



Photocopiable



## Listening

### B. Use a dictionary to find the meanings for the words below. Match the words with the correct answer.

stationery

preference

quality

hardcover

a book that has stiff covers

the things needed for writing, such as papers, pens, pencils, and envelopes

the fact that you like something or someone more than another thing or person

how good or bad something is



## Group Work

### C. Listen to the dialogue and answer the questions.

- What is Shirin looking for?
  - A pencil
  - A notebook
  - A textbook
  - A computer
- Shirin wants to buy a notebook which is \_\_\_\_\_.
  - Below RM10.00
  - Below RM15.00
  - Below RM20.00
  - Below RM25.00
- All the notebooks that the salesgirl showed to Shirin had \_\_\_\_\_.
  - 100 pages
  - 150 pages
  - 200 pages
  - 250 pages
- The second notebook is cheaper than the first notebook.
  - True
  - False

1.2.1

1.1.2



A. Look at the pictures below.  
In groups of three, tell your friends the notebook you prefer to buy.



Yellow notebook  
50 pages  
RM15.00



Red notebook  
80 pages  
RM18.00



Brown notebook  
100 pages  
RM20.00

B. You may change the underlined phrases to your own choice of notebook.

1. **I like** the Yellow notebook because it is my favourite colour.
2. **I choose** to buy the Brown notebook because I like the design.

A. Read the following explanation.

# Comparative Adjectives

- (a) We use comparative adjectives to show change or make comparisons:  
Example : - This house is certainly **better**, but it is much **more expensive**.  
- We need a **bigger** car.
- (b) We use **than** when we want to compare one thing with another:  
Example : - Roslan is taller **than** me.  
- The Brown notebook is thicker **than** the Yellow notebook.
- (c) We use **and** to describe how something or someone changes.  
Example : - Sree is getting taller and taller.  
- Everything is getting more **and** more expensive.

## How to form comparative adjectives

one-syllable words	add <b>-er</b>	old → older
an adjective that ends in <b>-e</b>	add <b>-r</b>	large → larger
an adjective ends in a vowel and a consonant	double the consonant and add <b>-er</b>	big → bigger
an adjective ends in a consonant and <b>-y</b>	change <b>-y</b> to <b>-i</b> and add <b>-er</b>	happy → happier
all adjectives with three or more syllables	add <b>more</b>	more expensive
irregular adjectives		good → better

### Teacher's Note

- Guide the pupils to do comparison.

2.1.1  
2.1.2



A. Study the flyers from both supermarkets and find the prices for the items on page 156.



**Mina SUPERMARKET**

- Track bottom: RM29.90 each
- Sports t-shirt: RM25.90 each
- Sport shoes: RM59.90 per pair
- Water bottle: RM7.90 each
- Pen: RM15.00 each
- Notebook: RM13.90 each
- School bag: RM39.90 each
- Toothpaste: RM15.00 each



**JK Supermarket**

- Track bottom: RM19.90 each
- Sports t-shirt: RM19.90 each
- Sport shoes: RM49.90 each
- Water bottle: RM14.00 each
- Pen: RM1.00 each
- Notebook: RM15.90 each
- School bag: RM40.90 each
- Toothpaste: RM14.00 each

**Teacher's Note**

- Teacher guides pupils to read the flyer.

3.1.1  
3.2.1

**Teacher's Note**

- Teacher guides pupils to read the flyer.

**B. Find the prices for the items below.**

ITEM	MIRA SUPERMARKET	JK SUPERMARKET
Notebook	 RM _____	 RM _____
Pen	 RM _____	 RM _____
Track bottom	 RM _____	 RM _____
Sports t-shirt	 RM _____	 RM _____
Sport shoes	 RM _____	 RM _____
School bag	 RM _____	 RM _____
Water bottle	 RM _____	 RM _____
Toothpaste	 RM _____	 RM _____

**C. Answer the questions below.**

- What is the most expensive item in Mira Supermarket?
  - Sport shoes
  - School bag
  - Sports t-shirt
  - Notebook
- What is the cheapest item in JK Supermarket?
  - Water bottle
  - Colour pencils
  - Pen
  - Notebook
- Roslan has RM50.00. He wants to buy a pair of track bottoms and a t-shirt. Help him to decide which supermarket he should go to by completing the table below.

Roslan's Item	Mira Supermarket	JK Supermarket
Track bottom		
Sports t-shirt		
<b>Total</b>		

Roslan should go to \_\_\_\_\_ because it is \_\_\_\_\_ (cheap) than \_\_\_\_\_.

- For each situation below, tick (✓) the supermarket that sells cheaper items.
  - Shirin wants to buy toothpaste for her sister.
 

Mira Supermarket     JK Supermarket
  - Ady wants to buy four pens and one notebook.
 

Mira Supermarket     JK Supermarket
  - Rina wants to buy a school bag and a water bottle for her daughter.
 

Mira Supermarket     JK Supermarket
  - Lisa wants to buy a sports t-shirt and a notebook.
 

Mira Supermarket     JK Supermarket



**A. Construct sentences based on the table below.**

Notebooks	are	cheaper in	Mira Supermarket	than	Mira Supermarket
Pens			JK Supermarket		JK Supermarket
Track bottoms			JK Supermarket		JK Supermarket
Sports t-shirts			JK Supermarket		JK Supermarket
Sport shoes			JK Supermarket		JK Supermarket
School bags			JK Supermarket		JK Supermarket

**B. Write the sentences below.**

Example A: Notebooks are cheaper in Mira Supermarket than JK Supermarket.

Example B: Notebooks are more expensive in JK Supermarket than Mira Supermarket.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**C. Choose between the products below and provide your reasons.**

**Brand A t-shirt**



Price: RM25.90  
 Material: Cotton  
 Benefits: Natural, comfortable, breathable

**Brand B t-shirt**



Price: RM19.90  
 Material: Microfibre  
 Benefits: Ideal for workout, stretchable, keeps you cool and dry

I would buy \_\_\_\_\_ because

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**Teacher's Note**  
 • Make sure pupils use comparative adjectives.



# UNIT 12

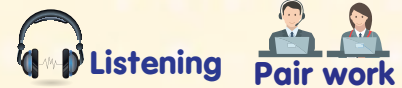
## CLICK WISELY!



**BE ALERT!  
BE WISE!**

**Let's Start!**

- What is a scam? What do you think the effects that a scam can leave to someone?



- A. Work in pairs and check the meaning of the words below using dictionary.**

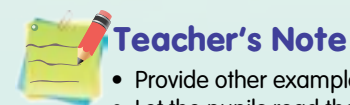
scam	
transfer	
fake	
victim	
confidential	

- B. Watch the video on scams and answer the questions below.**

1. What message did Encik Razak receive?
  - A. He had won a car.
  - B. He had won a lottery.
  - C. He had won some money.
2. What must Encik Razak do to claim his prize?
  - A. Transfer some money into Wawa's account.
  - B. Transfer some money using a link in the text message.
  - C. Transfer some money using a link in the bank's website.
3. How did Encik Razak feel after he received the first message?
  - A. angry and sad
  - B. sad and unhappy
  - C. happy and excited
4. How much money was left in Encik Razak's account?
  - A. RM1.00
  - B. RM10.00
  - C. RM100.00



Surf <http://arasmega.com/qr-link/video-on-scam/>  
(Retrieved on 7<sup>th</sup> of May)



- Provide other examples of scams to the pupils.
- Let the pupils read the questions before playing the audio.

1.1.2  
1.2.1



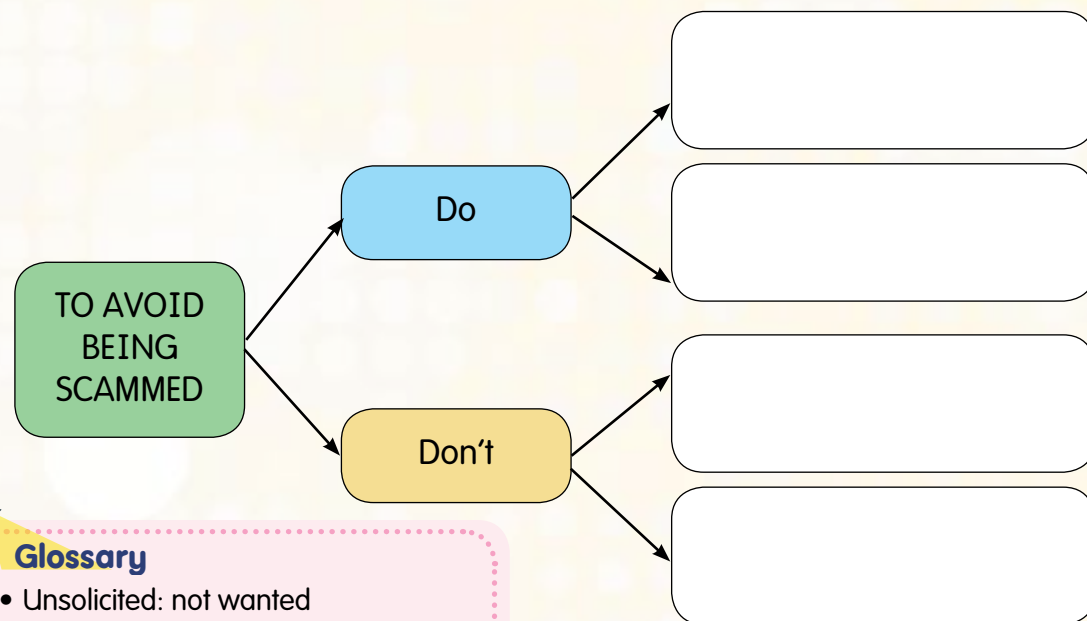
**C. Watch the video again and complete the text below.**

bank account username	TAC number
password	money to a third party account
a victim of a scam	lodge a report

1. Encik Razak entered his \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ number into the fake bank website.
2. Later that day he received a message saying that he had transferred his \_\_\_\_\_.
3. The bank informed Encik Razak that he might be \_\_\_\_\_.
4. Encik Razak went to the police station to \_\_\_\_\_.

**D. Complete the diagram below using the answers given in the box.**

Keep your passwords and PIN number private.	Reply to messages asking for personal or financial information.
Open suspicious web links.	Log into bank websites directly using the web browser.



**Glossary**

- Unsolicited: not wanted
- PIN: Personal Identification Number
- TAC: Transaction Authorization Code

**Teacher's Note**

- Explain the concept of Dos and Don'ts for the pupils.

1.1.2

**Speaking**

This is Encik Razak. He is so sad because he has lost a lot of money from a scam.

- A. In groups of four, discuss why Encik Razak became a scam victim. You may use the phrases given below.**



Encik Razak	was	so excited	_____				
		not careful		_____			
		think			_____		
	did not	check				_____	
		too eager					_____
		too happy					
too greedy	_____						

Example : Encik Razak became a scam victim because he thought he had won some money.

**Teacher's Note**

- Gather the pupils' reaction by looking at Encik Razak.

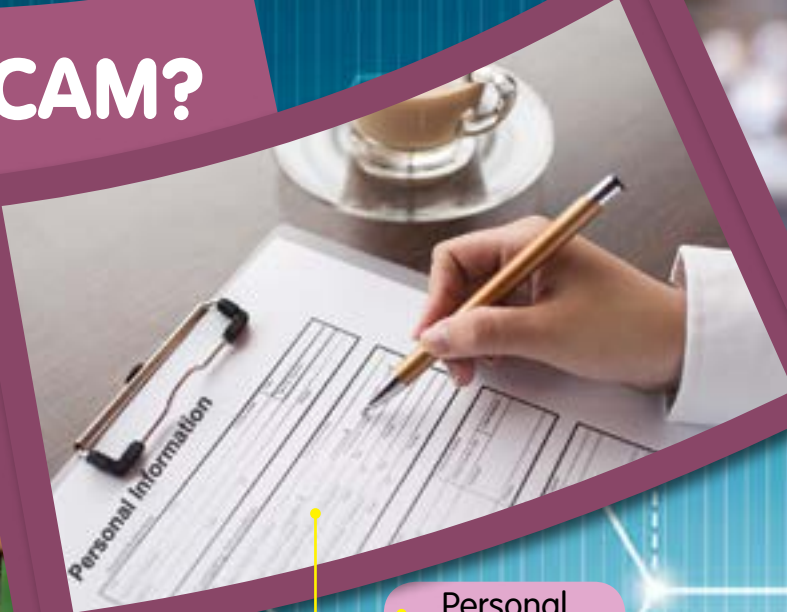
2.1.4



# WHAT IS A SCAM?



Money



Personal Information



Personal Data



Old



Young



Everybody

# WHO CAN BE THE VICTIMS?



Me



You



Anybody

# HOW TO AVOID BECOMING VICTIMS?

- Never send money or give your bank account details or other personal information to anyone you do not know or trust.
- Do not open suspicious texts, pop-up windows or emails.
- Do not click on suspicious links.
- Always remember that you can be a scam victim.
- Verify the identity of the contact through phone book or Internet search.
- Always stop and ask yourself "Is this real? Can I trust this information?"
- If someone claims that the person is from the police department, you must call the nearest police station to verify.

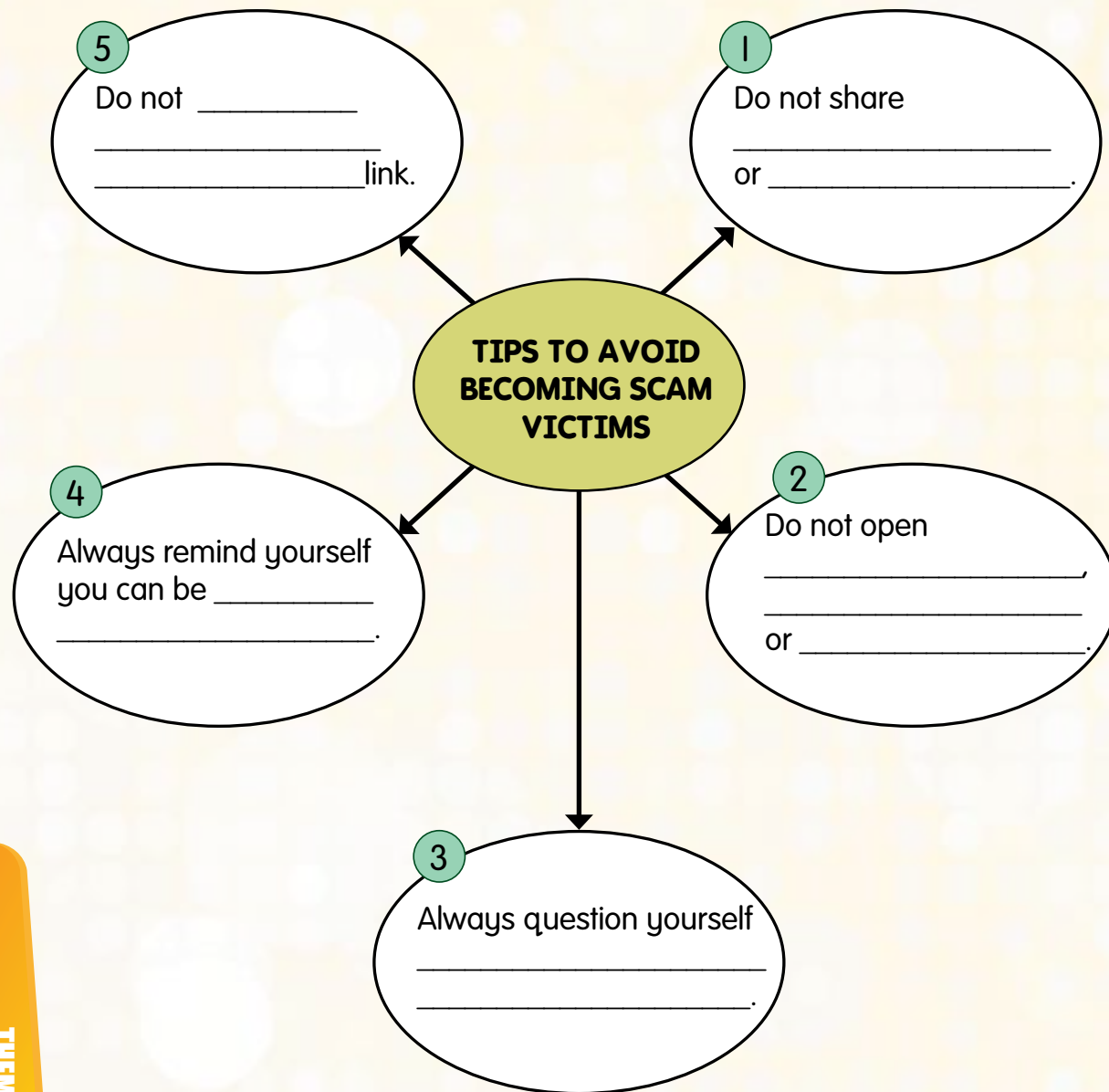


## Teacher's Note

- Teacher guides pupils to read the infographic.



B. Based on the infographics on page 164 & 165 complete the diagram below.



C. Answer the questions below.

- A scam is a scheme to steal \_\_\_\_\_.
  - money
  - computer
  - personal information

A. i and ii    B. ii and iii    C. i and iii    D. i,ii and iii
- What must you do when you receive suspicious emails?
  - Save the email.
  - Open the email.
  - Do not open the email.
- If you are threatened by someone who claims that he is from the police department, you must \_\_\_\_\_.
  - respond to the caller
  - call the nearest police station to verify the identity of the caller
  - share important information with the caller
- If you receive a suspicious link, you should \_\_\_\_\_.
  - click on the link on your phone
  - not click on the link
  - share it with your friends
- To avoid being scammed we must \_\_\_\_\_.



A. Read the following explanation.

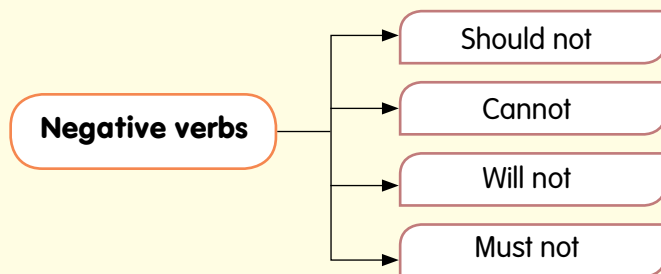
# Negations

Negation is the process that turns an affirmative statement into its opposite denial. It denies the truth of a sentence. It is just the conversion of the affirmative sentence into a negative sentence.

Example:

- (a) The food was good.
- (b) The food was not good.

Sentence (b) means that, the food was bad. Below is a list of common negative verbs to negate ideas.



**More examples:**

- a. We should not blame ourselves for what has happened.
- b. Sree and Ady cannot swim.
- c. Roslan will not let anything hurt his sister.
- d. I must not be late for class.

**Fill in the blanks using the negative form of the words in the brackets.**

1. I \_\_\_\_\_ (must) open any suspicious texts, or emails.
2. We \_\_\_\_\_ (can) give our bank account details to everyone.
3. I \_\_\_\_\_ (will) click on suspicious links.
4. You \_\_\_\_\_ (should) leave your bag on a chair in a restaurant.

Encik Razak is now at the police station. He wants to make a police report about how he was scammed.

**Punctuate the sentences correctly.  
Rearrange the sentences in the correct order.**

	I then logged into the website and transferred the money
	I was asked to transfer some money using a link in the text message
	I called the bank and I was told that I might be a victim of a scam
<b>1</b>	Yesterday I received a text message informing me that I had won some money
	Later that day I received a message from my bank informing that I had transferred almost all of my money into another account



4.2.1  
4.1.1





### Assessment

#### A. What would you do in this situation?

Hi, I need your help.  
Can you transfer me RM50.00?

Who is this?

I'm your friend, Lina.  
Could you transfer RM50.00?

You look like Lina but you are not her... I just spoke to her an hour ago and this is not her number. Who are you?

I'm Lina, don't you recognize me?

Sorry, I don't know you. Stop using my friend's photo.

If I am in the situation, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Assessment

#### B. Tick (✓) True or False for each statement below.

- We can give our bank account details to everyone.  
 True  False
- We must not send money to anyone we do not know or trust.  
 True  False
- Do not open suspicious texts, pop-up windows or emails.  
 True  False
- We must always save all the suspicious links.  
 True  False
- Always stop and ask yourself "Can I trust this information?".  
 True  False

#### C. List the steps on how to open a bank account.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### D. Choose between the pencil boxes below.

Write the reasons for your choice.



Pencil box A  
RM5.00



Pencil box B  
RM8.00

I choose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

**Unit 1**

award:	prize
awesome:	great
compliment:	praise or admiration
extended:	long
greet:	to say hello to somebody or to welcome them
hardworking:	putting a lot of effort into a job and doing it well
inspiration:	a person or thing that makes you want to be better
kindness:	a kind act
spread:	cover large area

**Unit 2**

complicated:	difficult to understand
donate:	to give money, food, clothes, etc
focused:	with your attention directed to what you want to do
possess:	to have or own something
specialise:	to become an expert in an area of work
talented:	having a natural ability to do something well

**Unit 3**

extinction:	a situation in which a plant, an animal, a way of life, stops existing
habitat:	the place where a particular type of animal or plant is normally found
harm:	damage or injury that is caused by a person or an event
heed:	to pay careful attention to somebody's advice or warning
ignore:	to not pay attention to something
pretend:	to behave in a way, to make other people believe something that is not true

**Unit 4**

gently:	in a gentle way
muslin:	a type of fine cotton cloth that is almost transparent
pluck:	to pick a fruit, flower, from where it is growing
seedling:	a young plant that has grown from a seed
sequence:	the order that events, actions, etc. happen in or should happen in
sunbeam:	a stream of light from the sun
urban:	connected with a town or city

**Unit 5**

contrast:	the fact of comparing two or more things in order to show the differences between them
destination:	a place to which somebody or something is going or being sent
download:	to get data from computer, usually using the internet
emerge:	to start to exist; to appear or become known
process:	a series of things that are done in order to achieve a particular result
smartphone:	a mobile or cell phone that also has some of the functions of a computer, for example the facility to use apps and the internet
subordinating:	a word that begins a subordinate clause, for example 'although' or 'because'
sudden:	happening or done quickly and unexpectedly
transportation:	the system of buses, trains, etc

**Unit 6**

amplify:	to increase something in strength, especially sound
concern:	to worry
injury:	harm done to a person's or an animal's body, for example in an accident
inventor:	a person who has invented something or whose job is inventing things
medical:	connected with illness and injury and their treatment
observation:	the act of watching somebody or something carefully for a period of time
receptionist:	a person whose job is to deal with people arriving at or telephoning a hotel, an office building, a doctor's surgery, etc
remarkable:	unusual or surprising in a way that causes people to take notice
scratch:	to cut or damage your skin slightly with something sharp
sprain:	an injury to a joint in your body, especially your wrist or ankle, caused by suddenly twisting it



## Unit 7

balance:	a situation in which different things exist in equal, correct or good amounts
determine:	to discover the facts about something
indicate:	to show that something is true or exists
maintain:	to make something continue at the same level, standard, etc

## Unit 8

bacteria:	the simplest and smallest forms of life
brainstorm:	to think about something at the same time, often in order to solve a problem or to create good ideas
cause:	the person or thing that makes something happen
command:	an order
seek:	to look for something or somebody
hygiene:	the practice of keeping yourself and your living and working areas clean in order to prevent illness and disease
sketch:	a short scene on television, in the theatre, etc
treatment:	something that is done to cure an illness or injury, or to make somebody look and feel good
weakening:	to become less strong or powerful

## Unit 9

appliance:	a machine that is designed to do a particular thing at home
consumption:	the act of using energy, food or materials
express:	to show feelings
litter:	an act of throwing
mixture:	a combination of different things
obligation:	the state of being forced to do something because it is your duty, or because of a law
purify:	to make something pure by removing substances that are dirty, harmful or not wanted
recyclable:	able to be recycled
resource:	a supply of something that a country, an organization or a person has and can use
shelter:	protection for people or animals

## Unit 10

identification:	the process of showing, proving or recognizing who or what somebody or something is
particular:	used to emphasize that you are referring to one individual person, thing or type of thing and not others
thumbprint:	the mark made by the pattern of lines on the top of a person's thumb
verify:	to check that something is true or accurate

## Unit 11

breathable:	allowing air to pass through
comparative:	measured or judged by how similar or different it is to something else
flyer:	a small sheet of paper that advertises a product or an event and is given to a large number of people
ideal:	most suitable
stiff:	firm and difficult to bend or move
stretchable:	to make something longer, wider or looser, for example by pulling it
wise:	able to make sensible decisions and give good advice because of the experience and knowledge that you have
workout:	physical exercise that you do to keep fit

## Unit 12

alert:	watchful and prompt to meet danger or emergency
awareness:	knowing something
cautious:	being careful about what you say or do
eager:	very interested and excited by something
scheme:	a plan for getting money or some other advantages for yourself, especially one that involves cheating other people
suspicious:	making you feel that something is wrong, illegal or dishonest
threaten:	to say that you will cause trouble, hurt somebody, etc

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