



KEMENTERIAN
PENDIDIKAN
MALAYSIA



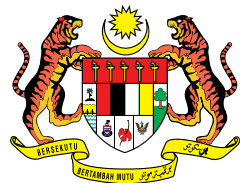
ENGLISH

FOR SKILLS DEVELOPMENT STREAM

FORM

4





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)

ENGLISH

**FOR SKILLS
DEVELOPMENT STREAM**

FORM 4

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 **aras mega (m) sdn bhd**
(164242-W)

2019



Serial No.: 0152

KPM2019 ISBN 978-967-2212-64-5

First Printing 2019

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Published for Ministry of Education Malaysia by:
Aras Mega (M) Sdn. Bhd. (164242 – W)
No. 18 & 20, Jalan Damai 2,
Taman Desa Damai, Sungai Merab,
43000 Kajang, Selangor Darul Ehsan.
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Website: www.arasmega.com
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Designed and typeset by:
Aras Mega (M) Sdn. Bhd.
Font type: Roman
Font size: 11 point

Printed by:
Mudah Urus Enterprise
No 143, Jalan KIP 8,
Taman Perindustrian KIP,
Bandar Sri Damansara,
52200 Kuala Lumpur.

ACKNOWLEDGEMENT

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

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

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INTRODUCTION

English for Skills Development Stream Form 4 textbook is organised according to the Standards-Based English Language Curriculum (SBELC) for Skills Development Stream. This textbook aims to fulfil the needs of Form 4 pupils in the vocational colleges.

This textbook aims to build a strong foundation in acquiring the English language skills that would prepare them for the real world as marketable and skilled workers.

This textbook consists of four themes which are People and Culture, Science and Technology, Health and Environment, as well as Consumerism and Financial Awareness. Each theme consists of three units. In accordance to the SBELC, the enrichment activities and assessments in the textbook should encourage the use of multiple intelligences.

Along with the development of the English language, the content of this textbook is aligned to the Common European Framework of Reference (CEFR) proficiency level, A2 Low. In addition, 21st century skills activities are provided to enhance the pupils' thinking skills as well as their life skills.

Moral values are also integrated with the content of the textbook to promote a holistic learning experience.

21st CENTURY SKILLS

21st century skills embrace skills, abilities, and learning dispositions that have been identified as the requirement for success in the 21st century. Hence, the Standards-Based English Language Curriculum (SBELC) 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 21st 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 life skills as well in creativity and innovation.

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 the 21st century skills, pupils could develop the aimed characteristics as mentioned in the pupils' profile as follows:



Resilient



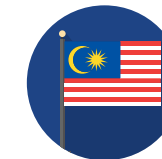
Thinker



Inquisitive



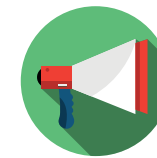
Team Player



Patriotic



Communicator



Informed



Caring



Principled

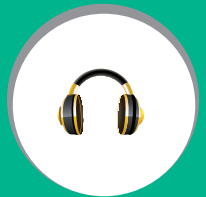
Unit	LS	Listening	LS	Speaking	LS	Reading	LS	Writing	Language Focus
UNIT 1 Making New Friends	1.2.2	Understand with support specific information and details of longer simple texts on a range of familiar topics.	2.1.1	Give detailed information about themselves.	3.2.1	Understand the main idea of simple texts of two paragraphs or more.	4.2.1	Give detailed information about themselves.	Indirect questions using Present Tense.
			2.1.2	Find out about and describe experiences up to now.	3.2.2	Understand specific information and details of two paragraphs or more .	4.2.3	Narrate factual events and experiences of interest.	
	1.2.3	Understand with support longer simple narratives on a range of familiar topics.	2.2.2	Agree a set of basic steps needed to complete short classroom tasks.	3.2.3	Guess the meaning of unfamiliar words from clues provided by title, topic, and other known word.	4.3.1	Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level.	
			2.3.1	Narrate short basic stories and events.	3.3.1	Read and enjoy A2 fiction or non-fiction print and digital texts of interest.			
UNIT 2 My Occupation	1.2.2	Understand with support specific information and details of longer simple texts on a range of familiar topics.	2.1.2	Find out about and describe experiences up to now.	3.2.2	Understand specific information and details of two paragraphs or more.	4.2.3	Narrate factual events and experiences of interest.	Present Continuous, <i>going to, will</i> .
			2.1.4	Ask about and describe future plans.	3.2.4	Use with support familiar print and digital resources to check meaning.	4.2.4	Describe people, places and objects using suitable statements.	
	1.2.3	Understand with support longer simple narratives on a range of familiar topics.	2.1.5	Describe people, places and objects using suitable statements.	3.3.1	Read and enjoy A2 fiction or non-fiction print and digital texts of interest.	4.3.2	Spell a range of high frequency words accurately in independent writing.	
	1.2.5	Understand a sequence of supported questions.					4.3.3	Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback.	
	1.3.1	Guess the meaning of unfamiliar words from clues provided by other known words.							
UNIT 3 Wonderful Malaysia	1.2.1	Understand with support the main idea of longer simple texts on a range of familiar topics.	2.1.3	Ask for, give and respond to simple advice.	3.2.1	Understand the main idea of simple texts of two paragraphs or more.	4.2.3	Narrate factual events and experiences of interest.	Indirect questions with Past Tense.
			2.1.5	Describe people, places and objects using suitable statements.	3.2.2	Understand specific information and details of two paragraphs or more.	4.2.4	Describe people, places and objects using suitable statements.	
	1.2.2	Understand with support specific information and details of longer simple texts on a range of familiar topics.			3.2.3	Guess the meaning of unfamiliar words from clues provided by title, topic, and other known words.	4.2.5	Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns.	
	1.2.3	Understand with support longer simple narratives on a range of familiar topics.			3.2.4	Use with support familiar print and digital resources to check meaning.	4.3.1	Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level.	
	1.3.1	Guess the meaning of unfamiliar words from clues provided by other known words.							

Unit	LS	Listening	LS	Speaking	LS	Reading	LS	Writing	Language Focus
UNIT 4 Smartphones, Smart Users	1.2.1	Understand with support the main idea of longer simple texts on a range of familiar topics.	2.1.2	Find out about and describe experiences up to now.	3.2.2	Understand specific information and details of two paragraphs or more .	4.2.3	Narrate factual events and experiences of interest.	Prepositions.
	1.2.2	Understand with support specific information and details of longer simple texts on a range of familiar topics.	2.1.3	Ask for, give and respond to simple advice.	4.3.1		Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level.		
			2.2.1	Keep interaction going in short exchanges by asking suitable questions.	4.3.3	Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback.			
UNIT 5 Modern Home	1.2.2	Understand with support specific information and details of longer simple texts on a range of familiar topics.	2.1.3	Ask for, give and respond to simple advice.	3.2.2	Understand specific information and details of two paragraphs or more.	4.2.5	Connect sentences into one or two coherent paragraphs using basic coordinating conjunctions and reference pronouns.	Adverbs of sequence: first, next, then, after that, finally.
			2.1.4	Ask about and describe future plans.	3.2.3	Guess the meaning of unfamiliar words from clues provided by title, topic, and other known words.	4.3.1	Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level.	
	1.2.4	Understand a sequence of supported classroom instructions.	2.1.5	Describe people, places and objects using suitable statements.	3.3.1	Read and enjoy A2 fiction or non-fiction print and digital texts of interest.	4.3.2	Spell a range of high frequency words accurately in independent writing.	
	1.2.5	Understand a sequence of supported questions.							
UNIT 6 Information At Your Fingertips	1.2.1	Understand with support the main idea of longer simple texts on a range of familiar topics.	2.1.3	Ask for, give and respond to simple advice.	3.2.1	Understand the main idea of simple texts of two paragraphs or more.	4.2.2	Ask for, give and respond to simple advice.	Prepositions of direction into, out, towards.
	1.2.2	Understand with support specific information and details of longer simple texts on a range of familiar topics.	2.1.5	Describe people, places and objects using suitable statements.	3.2.2	Understand specific information and details of two paragraphs or more.	4.2.3	Narrate factual events and experiences of interest.	
					3.2.3	Guess the meaning of unfamiliar words from clues provided by title, topic, and other known words.	4.3.1	Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level.	
	1.2.3	Understand with support longer simple narratives on a range of familiar topics.			3.2.4	Use with support familiar print and digital resources to check meaning.	4.3.2	Spell a range of high frequency words accurately in independent writing.	
							4.3.3	Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback.	

Unit	LS	Listening	LS	Speaking	LS	Reading	LS	Writing	Language Focus
UNIT 7 Dengue: What You Need To Know	1.2.2	Understand with support specific information and details of longer simple texts on a range of familiar topics.	2.2.1	Keep interaction going in short exchanges by asking suitable questions. Narrate short basic stories and events.	3.2.1	Understand the main idea of simple texts of two paragraphs or more. Understand specific information and details of two paragraphs or more . Use with support familiar print and digital resources to check meaning.	4.3.1	Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level. Spell a range of high frequency words accurately in independent writing. Produce a plan or draft of one or two paragraphs for a familiar topic and modify this appropriately in response to feedback.	Modal Verbs.
			2.3.1		3.2.2		4.3.2		
					3.2.4		4.3.3		
UNIT 8 Healthy Lifestyle	1.2.1	Understand with support the main idea of longer simple texts on a range of familiar topics. Understand with support specific information and details of longer simple texts on a range of familiar topics.	2.1.3	Ask for, give and respond to simple advice. Keep interaction going in short exchanges by asking suitable questions.	3.2.1	Understand the main idea of simple texts of two paragraphs or more. Understand specific information and details of two paragraphs or more.	4.3.1	Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level. Spell a range of high frequency words accurately in independent writing.	Infinitive of Purpose.
	1.2.2		2.2.1		3.2.2		4.3.2		
UNIT 9 Making A Difference	1.2.1	Understand with support the main idea of longer simple texts on a range of familiar topics. Understand with support specific information and details of longer simple texts on a range of familiar topics.	2.1.3	Ask for, give and respond to simple advice. Describe people, places and objects using suitable statements.	3.2.1	Understand the main idea of simple texts of two paragraphs or more. Understand specific information and details of two paragraphs or more. Guess the meaning of unfamiliar words from clues provided by title, topic, and other known words.	4.2.2	Ask for, give and respond to simple advice. Describe people, places and objects using suitable statements. Spell a range of high frequency words accurately in independent writing.	Modal Verbs: should/ shouldn't.
	1.2.2		2.1.5		3.2.2		4.3.2		

Unit	LS	Listening	LS	Speaking	LS	Reading	LS	Writing	Language Focus
UNIT 10 A Penny Saved Is A Penny Earned	1.2.2	Understand with support specific information and details of longer simple texts on a range of familiar topics.	2.1.4	Ask about and describe future plans.	3.2.1	Understand the main idea of simple texts of two paragraphs or more.	4.2.3	Narrate factual events and experiences of interest.	Active and Passive Voice in Present Tense.
	1.2.3	Understand with support longer simple narratives on a range of familiar topics.	2.2.1	Keep interaction going in short exchanges by asking suitable questions.	3.2.2 3.2.3	Understand specific information and details of two paragraphs or more . Guess the meaning of unfamiliar words from clues provided by title, topic, and other known words.	4.2.4 4.3.1 4.3.2	Describe people, places and objects using suitable statements. Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level. Spell a range of high frequency words accurately in independent writing.	
UNIT 11 Managing Money	1.2.2	Understand with support specific information and details of longer simple texts on a range of familiar topics.	2.1.4	Ask about and describe future plans.	3.2.2	Understand specific information and details of two paragraphs or more.	4.2.2	Ask for, give and respond to simple advice.	Defining Relative Clauses using Who, Which and That.
			2.2.1	Keep interaction going in short exchanges by asking suitable questions.	3.3.1	Read and enjoy A2 fiction or non-fiction print and digital texts of interest.	4.2.4 4.3.1 4.3.2	Describe people, places and objects using suitable statements. Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level. Spell a range of high frequency words accurately in independent writing.	
UNIT 12 Smart Consumers	1.2.1	Understand with support the main idea of longer simple texts on a range of familiar topics.	2.1.3	Ask for, give and respond to simple advice.	3.2.1	Understand the main idea of simple texts of two paragraphs or more.	4.2.3	Narrate factual events and experiences of interest.	Past Simple Passive Sentences.
	1.2.3	Understand with support longer simple narratives on a range of familiar topics.	2.1.5	Describe people, places and objects using suitable statements.	3.2.2	Understand specific information and details of two paragraphs or more.	4.2.4	Describe people, places and objects using suitable statements.	
	1.2.5	Understand a sequence of supported questions.			3.2.4 3.3.1	Use with support familiar print and digital resources to check meaning. Read and enjoy A2 fiction or non-fiction print and digital texts of interest.	4.3.1 4.3.2	Use capital letters, full stops, commas in lists and question marks appropriately in independent writing at discourse level. Spell a range of high frequency words accurately in independent writing.	

INVENTORY OF ICONS



LISTENING

Trains the pupils to recognise different sounds and listen attentively before giving out responses.



SPEAKING

Enhances the pupils' ability to communicate effectively with their teachers and peers.



READING

Develops the pupils' reading strategies using varieties of text types and length.



WRITING

Building the pupils' skills in transferring ideas and thoughts into meaningful written forms.



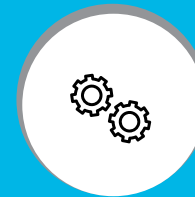
LEARNING STANDARD

Indicates the learning standards.

TEACHER'S NOTE

TEACHER'S NOTE

Provides suitable pedagogical approaches for the teacher.



WARM UP ACTIVITY

To help students get in the mood for class and to set the tone for what will follow.



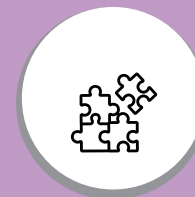
GRAMMAR FOCUS

Explains the correct use of grammar.



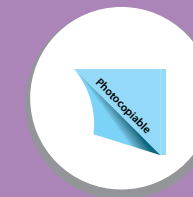
HANDS-ON ACTIVITY

For pupils to gain by actually doing something.



ENRICHMENT

Extra activities for the pupils to enhance their understanding.



PHOTOCOPIABLE

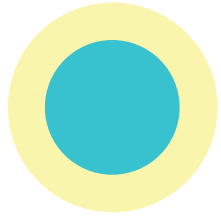
Notifies the teacher regarding the pages that are photocopiable as handouts.



HOTS

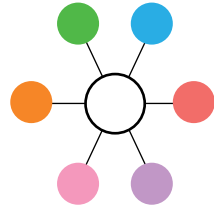
Triggers the pupils' cognitive process.

I-THINK MAPS



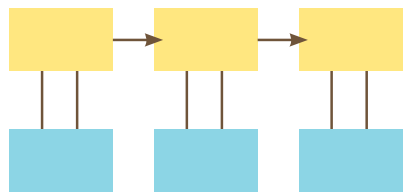
1. Circle Map

- Defines a word or concept using background knowledge through brainstorming ideas.



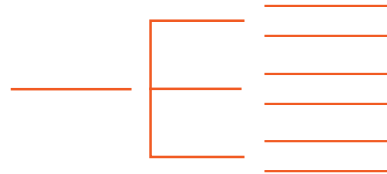
2. Bubble Map

- Describes content using adjectives.



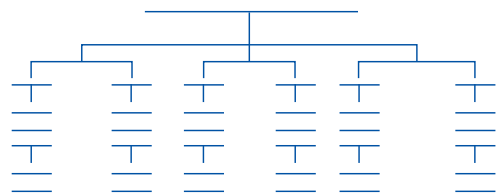
3. Flow Map

- Shows the sequences through stages of an event, ordering information, and steps in a process.



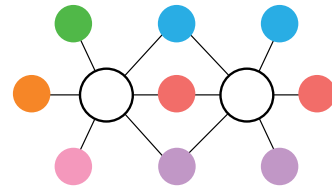
4. Brace Map

- Evaluates the parts of a topic through identifying the relationship of the concept.



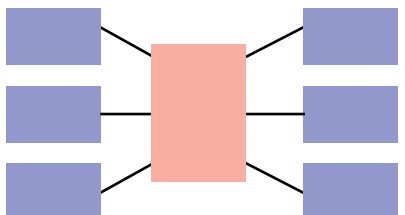
5. Tree Map

- Classifies or sort ideas into categories.



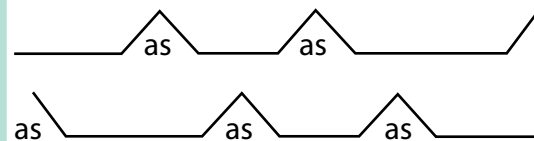
6. Double Bubble Map

- Compares and contrasts two different qualities.



7. Multi-Flow Map

- Analyses causes and effects.



8. Bridge Map

- Shows relationships between two ideas, topics, and areas.

THEME 1

PEOPLE AND CULTURE

THEME 2

SCIENCE AND TECHNOLOGY

THEME 3

HEALTH AND ENVIRONMENT

THEME 4

CONSUMERISM AND FINANCIAL AWARENESS



THEME **1**

PEOPLE AND CULTURE

UNIT 1 MAKING NEW FRIENDS

In this unit, you will learn about:

- making friends
- introducing oneself
- past time activities
- writing about oneself
- indirect questions using present tense
- festivals in Malaysia
- writing a diary entry

UNIT 2 MY OCCUPATION

In this unit, you will learn about:

- types of occupation
- descriptions of occupation
- present continuous, going to, will
- job specifications
- discussing about future plans
- writing a Curriculum Vitae (CV)
- writing a process essay

UNIT 3 WONDERFUL MALAYSIA

In this unit, you will learn about:

- tourist attractions in Malaysia
- giving suggestions
- describing places
- indirect questions using past tense
- writing a brochure
- writing an informal letter

UNIT

1

MAKING NEW FRIENDS



WARM UP ACTIVITY

Answer these questions.

1. Do you have a lot of friends?
2. Do you think it is difficult to make new friends?



LISTENING 1

A. Listen to the telephone conversation between Sarah and her cousin. **SCAN HERE**



1. What is the name of Sarah's cousin?
2. What is Sarah's problem?
3. What advice did Sarah's cousin give to help her?

Glossary

classmate- someone who is in your class at school

B. Listen to the telephone conversation again and write 'T' for true statements or 'F' for false statements.

Sarah...

1. has just moved to a new school.
2. likes her new school.
3. makes friends easily.
4. has a problem making new friends.

Sarah's cousin advises Sarah to...

5. always smile.
6. stop talking to them.
7. introduce herself politely.
8. be friendly.
9. make small talk with them.



SPEAKING 1

A. Watch a video of two pupils and listen to how they introduce themselves to each other. Then, take turns to introduce yourselves. Use the expressions below.

SCAN HERE

1. My name is... You can call me...
Hi, nice to meet you. My name is... Where do you live?
2. I live in... What about you?
I am from...
3. I hope I can be your friend.
Certainly!
4. What is your favourite pastime?
I enjoy...

B. What is your favourite pastime? Match the suitable expressions to the relevant phrases.

Useful expressions

- I like...
- I enjoy...

watching movies	having group discussions	exploring bicycle trails
doing sports	meeting new people	walking around
reading books	breathing fresh air	visiting clothing stores
window shopping	riding a bicycle	renting sports equipments



C. Divide the class into two groups. One group will form the inner circle and another group will form the outer circle while facing each other. Exchange information with the partner facing you until the teacher signals the outer circle to move.

• Please refer to "Kagan Cooperative Learning Strategy" for the instructions of the "Inside-Outside" activity.

READING 1

A. Read the text below.

Be friendly, but keep your privacy.

A stranger may become your friend after the first meeting. When you meet a stranger, you need to be friendly so that you can talk comfortably with the stranger. A simple exchange of self introduction may happen and it is completely normal. You can share your personal details such as name, age and interests. Topics like your background, school and work can be discussed briefly with your new friend. You can also share your social media accounts too if you want to. However, you need to make sure that your social media accounts are set to private mode.

While being friendly to make new friends is good, you should be careful not to share too much information with someone that you just got to know. When you are asked about something personal, do not rush yourself into answering. Take your time to respond. You do not have to tell everything to that person. Avoid telling the stranger about your daily routines as well as other personal information such as your personal identification numbers and your bank account numbers. Personal information like these can be misused by a person who has bad intentions.



B. Answer these questions.

- 1. Write T (True) or F (False) for the following statements.
A. The text discusses the dos and don'ts of making friends with strangers.
B. The text talks about how to make friends with strangers.
2. List the dos and don'ts from the text.

Table with 2 columns: DOS, DON'TS and 2 rows: A., B.

Glossary
comfortably- in a relaxed, stress free way to say or do something
respond- in reaction to someone or something
avoid- to not allow yourself to do something

- 3. Find three words in the text that match the meanings.

Table with 2 columns: Word or Phrase, Meaning. Rows: an unknown person, in a short time, stop yourself from

C. In groups of five, discuss what will happen if we don't put our social media in private mode. Share your answers.

WRITING 1

A. You have just received an e-mail from your pen pal. Read the e-mail.

Salutation
Greet your pen pal with his or her name.

New Message interface showing an email from Lee Ho Seok. Includes fields for Recipients, Subject, Salutation, Message body, Closing, and Signing off.

Message body
Write some basic information about yourself such as your name, age, gender, hobbies and what you expect from your pen pal.

Closing
Thank the person for reading your mail.

Signing off
Use your name.

B. Write a reply to Lee Ho Seok.

New Message form for writing a reply. Fields include From, To, Subject, Dear, and Best wishes.



GRAMMAR FOCUS

Indirect questions using Present Tense

Notes

1. Indirect questions are used when we want to ask a question politely.
 2. We start the question with an expression like 'Can you tell me...' and the verb usually comes after the subject.
 3. In indirect questions, we don't use the auxiliary verbs do/does/did but use 'if' instead.
- Example:
- Direct question: Does she live in Melaka?
 - Indirect question: Can you tell me if she lives in Melaka?

A. Tick (✓) for indirect questions and cross (X) for direct questions.

- | | |
|---|--|
| 1. What is your name? <input type="radio"/> | 5. Can you tell me where your school is? <input type="radio"/> |
| 2. Can you tell me what your name is? <input type="radio"/> | 6. Can you tell me how old you are? <input type="radio"/> |
| 3. What is your favourite movie? <input type="radio"/> | 7. Does he play badminton? <input type="radio"/> |
| 4. Can you tell me what your hobbies are? <input type="radio"/> | 8. Do you live here? <input type="radio"/> |

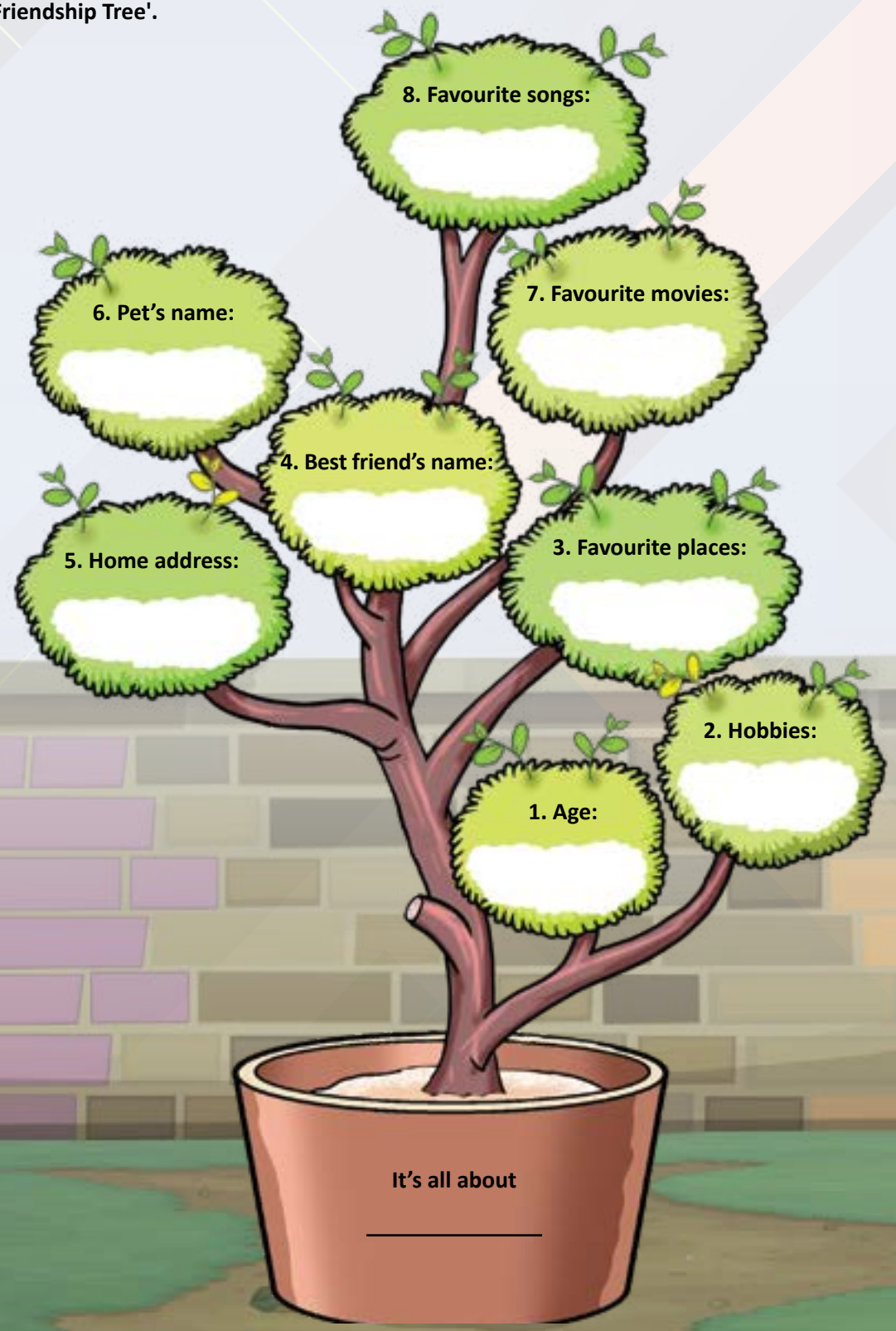
B. Change the direct questions into indirect questions.

- | | |
|---|---|
| 1. What is your favourite food?
<input type="text"/> | 4. Does she play the piano?
<input type="text"/> |
| 2. Do you like coffee?
<input type="text"/> | 5. Do you study here?
<input type="text"/> |
| 3. Who are they?
<input type="text"/> | 6. Does she like chocolate?
<input type="text"/> |



ENRICHMENT

Ask for your friend's personal information. Then, write it on the leaves to complete the 'Friendship Tree'.



WARM UP ACTIVITY

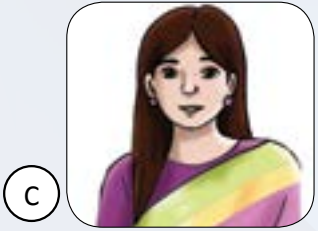
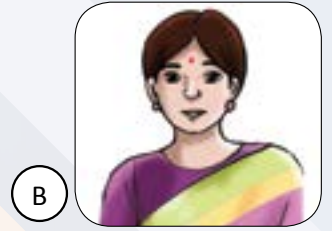
Answer these questions.

1. What is your favourite festival?
2. What can you see during the festival?

LISTENING 2

Listen to the audio and choose the correct answers.

1. Which of the following is Vijaya?



2. Where does she come from?



A Johor

B Pulau Pinang

C Kedah

3. Which *Kolam* can be found in front of Vijaya's house?



A

B

C

4. Which of the following is Vijaya's family photo?



A

B

C

SCAN HERE



1.2.3

SPEAKING 2

Talk about your experience regarding the celebrations. Divide the class into four groups. Each member of the group will be given three talking chips. Place your talking chip in the box each time you want to speak. If you have no more talking chips, wait until your group members have used all their talking chips and refill the talking chips. You may use the word prompts to help you.



Eid ul-Fitr

- celebrated after the holy month of Ramadan ends
- traditional costumes such as *Baju Kurung* and *Baju Melayu* are usually worn
- perform Eid prayer
- visit friends and relatives



Chinese New Year

- to celebrate the New Year
- usually wear traditional costumes such as cheongsam for women and samfu for men
- *Nian Gao* (sweet sticky rice cake) and *Yee Sang*
- reunion dinner with family on New Year's Eve
- give red packets or *Ang Pao*



Christmas

- celebrated on 25th December every year
- to celebrate the birth of Jesus Christ
- wear nice clothes to church
- carolling to spread joy and stories of Christmas
- exchange gifts



Kaamatan Festival

- celebrated in May every year in the state of Sabah
- celebrated by the ethnic of Kadazandusun
- rituals are performed by the *Bobohizan*
- The *Unduk Ngadau* or beauty pageant is held to commemorate the spirit of *Huminodun*
- Traditional dances like *Sumazau* and *Sumirid* are performed

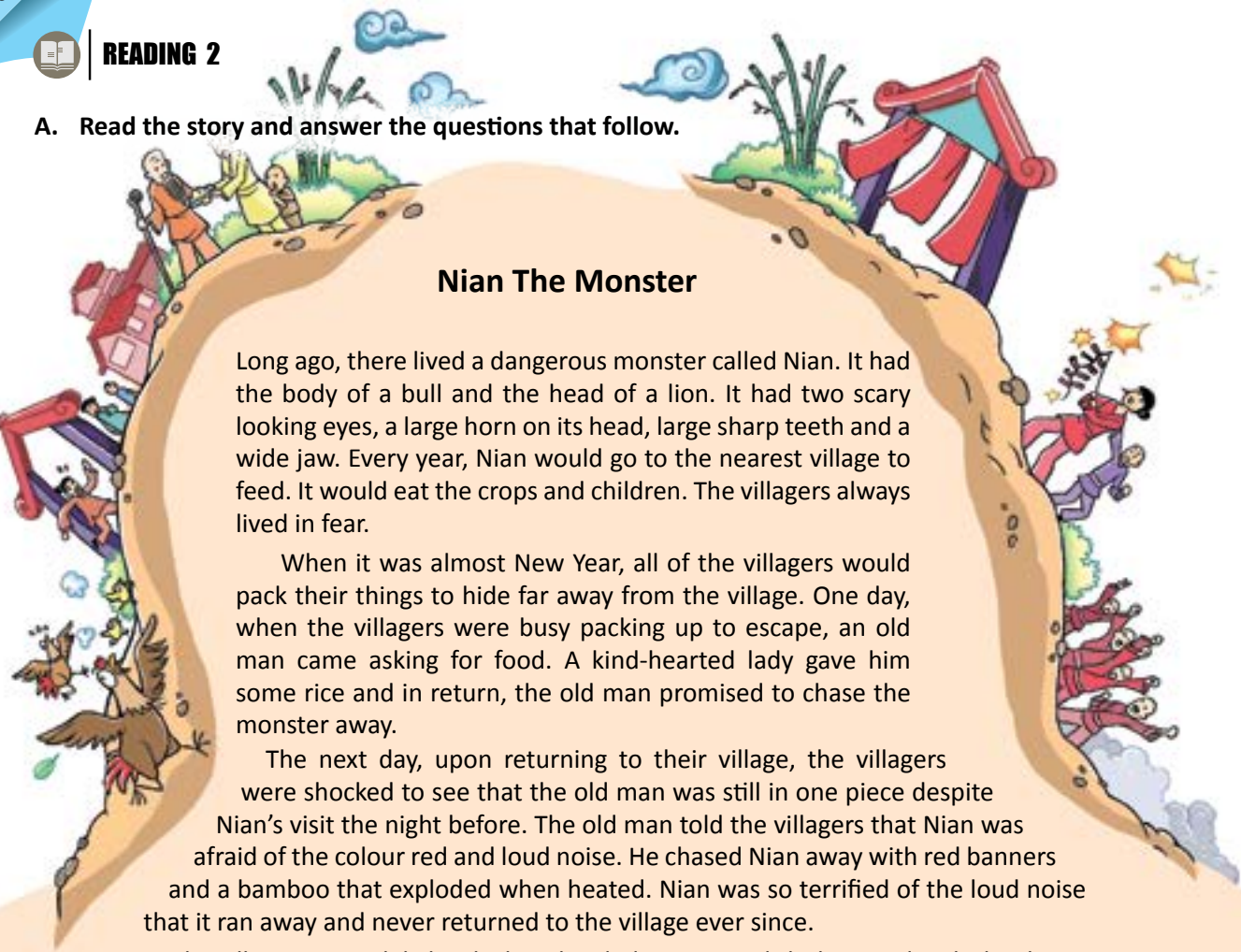
Festivals | JKKN Retrieved from: <http://www.jkkn.gov.my/en/festivals>

READING 2

THEME 1: People and Culture

THEME 1: People and Culture

A. Read the story and answer the questions that follow.



Nian The Monster

Long ago, there lived a dangerous monster called Nian. It had the body of a bull and the head of a lion. It had two scary looking eyes, a large horn on its head, large sharp teeth and a wide jaw. Every year, Nian would go to the nearest village to feed. It would eat the crops and children. The villagers always lived in fear.

When it was almost New Year, all of the villagers would pack their things to hide far away from the village. One day, when the villagers were busy packing up to escape, an old man came asking for food. A kind-hearted lady gave him some rice and in return, the old man promised to chase the monster away.

The next day, upon returning to their village, the villagers were shocked to see that the old man was still in one piece despite Nian's visit the night before. The old man told the villagers that Nian was afraid of the colour red and loud noise. He chased Nian away with red banners and a bamboo that exploded when heated. Nian was so terrified of the loud noise that it ran away and never returned to the village ever since.

The villagers were delighted. They decided to wear red clothing and make loud noises with heated bamboos during New Year to scare the monster away.

Glossary
dangerous- something or someone who could harm you
delighted- very pleased

Adapted from: Hsueh, ShaoLan. (2018, Feb 15) Why do we light firecrackers and give out envelopes for the Lunar New Year. Adapted from <https://ideas.ted.com/why-do-we-light-firecrackers-on-chinese-new-year/>

B. Write T (True) or F (False) for the statements below.

- 1. Nian was a dangerous monster.
- 2. Nian went to the nearest village to celebrate New Year with the villagers.
- 3. The villagers were not scared of Nian.
- 4. The kind-hearted lady gave some rice to the old man.
- 5. The old man chased the monster away with rice.
- 6. Nian was scared of the colour red and loud noise.

C. Number the pictures in the correct order.



D. Based on the first paragraph of the story, use your creativity to draw Nian.



WRITING 2

A. Read the following diary entry.

1. Day and date → Wednesday, 15th May 20__

2. Time → 9:45 p.m.

3. Opening → Dear diary,

4. Body: Write about the event

Today I was so happy. My family and I celebrated the first day of Eid ul-Fitr. We celebrated it after Ramadan ended. We had a great time.

I got to wear my new baju kurung. We started our day by performing our Eid prayer at the nearest mosque. After performing our prayer, we went home and ate dishes specially cooked for Eid ul-Fitr such as *ketupat*, *lemang* and *rendang*. Next, we gathered at the living room to seek forgiveness from each other for all the wrongdoings. Then, we visited our friends and relatives. I was so happy because I got to meet them. I look forward to meeting my friends again in college after the semester break and talk about our Eid celebration.

B. Based on the diary entry above, write a diary entry on how you celebrated your favourite festival. You may refer to the information on page 13 to help you write.

Blank lined area for writing a diary entry.

HANDS-ON ACTIVITY

Chinese New Year (CNY) is just around the corner. Plan how you are going to decorate your classroom for the celebration.

Numbered Heads Together

- Sit in groups of six and number yourselves 1 to 6.
- Brainstorm a plan to decorate your class. In your plan, include these roles:
 - 1 Project manager
 - 2 Secretary
 - 3 Treasurer
 - 4 Designer
 - 5 Committee members
- Discuss the responsibilities of each role.
- Demonstrate your plan in a graphic organiser.

The Ambassador

- Select an ambassador for your group.
- The ambassador visits each group to present your group's graphic organiser.
- Other group members listen to the presentations, take notes and ask questions if necessary.
- When the ambassador returns, each group is to decide which plan is the best and justify.

Group Decision

- Each group chooses their favourite plan and gives reasons for their choice.
- The plan chosen by most groups will be the one to be used for the Chinese New Year classroom decoration project.

UNIT 2

MY OCCUPATION



WARM UP ACTIVITY

Answer these questions.

1. What is your ambition?
2. Why did you choose that ambition?

LISTENING 1

A. Listen to the conversation and answer the following questions.

1. What is the conversation about?
2. Who do you think the man in the audio is?

B. Listen to the audio again and circle the correct answers.

1. What does Anita like doing during her free time?
 A. Cooking B. Taking pictures C. Styling her hair
2. What is Anita's ambition?
 A. A hairstylist B. A chef C. A photographer
3. Who encourages Anita to be a chef?
 A. Her mother B. Her father C. Her aunt
4. What did Anita and her mother do last week?
 A. Baked a cake B. Shopped for groceries C. Created a new dish
5. What is Anita's top achievement in cooking competitions?
 A. First place B. Second place C. Third place

C. Based on the audio, match the words 1-3 with their meanings A-C.

- 1. encourage
- 2. further
- 3. interested

- A. more
- B. wanting to give attention to something
- C. to behave in a way that gives someone confidence to do something

SCAN HERE



Glossary

achievement- something that you have done successfully.

SPEAKING 1

Look at these occupations and the descriptions below. With your partner, match the descriptions with the pictures. You may use the descriptions below to have discussions about the occupations.

- mechanic - repairs and services vehicles
- hairstylist - cuts, washes and styles hair
- photographer - takes pictures
- plumber - installs and repairs plumbing system
- tailor - sews and alters fabrics
- receptionist - greets and welcomes visitors

1

4

2

5

3

6

READING 1

A. Read the passage.

1. I am Rina. I work as a chef. I plan the menu and guide my staff in the kitchen during food preparation. I use kitchen utensils such as knives, flat wooden spatula and measuring cups in most of my work. I wear a chef jacket with a pair of trousers. I also wear a hat called "toque" to prevent my hair from falling into the food.



2. This is Raju. He is a photographer. He takes photographs of people, places and things. He uses a digital camera and a camera tripod to do his work. He wears a shirt with a pair of slacks and a pair of comfortable shoes to move around easily.



3. They are Chong and Gimang. They are electricians. They install and repair electrical wires for houses and buildings. They use pliers, side-cutting pliers, a test pen and wire strippers to work. They wear safety vests and protective gloves for safety.



B. Complete the table.

No	Occupation	Job description	Attire	Tools
1	• _____	• _____ • _____	• safety vests • protective gloves	• _____ • _____ • _____
2	• _____	• takes photographs	• _____ • _____ • _____	• _____ • _____ • _____
3	• _____	• _____ • _____	• _____ • _____ • _____	• knives • flat wooden spatula • measuring cups

C. Use the dictionary to find the meaning of the underlined words from the passage.

No	Word	Meaning
1	plan	
2	photograph	
3	comfortable	
4	repair	

WRITING 1

Use the words to write complete sentences.

Example:

She is a hairstylist. She works at the salon. She cuts and washes customers' hair. She advises customers about hair styles and products too.



1

sews clothes tailor shop

does clothes alterations tailor

She is a _____. She works at the _____. She _____ too.

2

repairs broken cars mechanic

cleans engine pieces workshop



3

chef guides kitchen workers

plans menu restaurant

GRAMMAR FOCUS

Present Continuous, going to, will

Notes

- | | | |
|--|--|--|
| <p>1. Present continuous (to be + verb-ing)</p> <ul style="list-style-type: none"> used to talk about future plans that you have already arranged with definite time or place | <p>2. Going to</p> <ul style="list-style-type: none"> used to talk about intention; something that you intend to do in the future but haven't made any arrangement used to predict future events based on present evidence | <p>3. Will</p> <ul style="list-style-type: none"> used to make predictions based on what you believe, think and feel used to make spontaneous decisions, offers and promises |
|--|--|--|

Example:

I am meeting my English lecturer tomorrow.

Example:

I am going to meet my English lecturer. (I have decided to meet her, but I haven't arranged to meet her yet)

Example:

I will meet my English lecturer if I can finish my project today.

A. Match the sentences with the use of present continuous, going to and will. (1-3)

- He is going to apply for college.
- I will write my resume tomorrow.
- Don't worry, you will pass the test.
- Aminah is attending the photography course next month.
- She is participating in the cooking competition next week.

B. Match phrases 1-3 with phrases A-C to make complete sentences.

- | | | |
|----------------------|-----------------------|--|
| 1. The pictures will | <input type="radio"/> | A. doing his job interview this coming Monday. |
| 2. He is going to | <input type="radio"/> | B. apply for a job in the restaurant. |
| 3. Raju is | <input type="radio"/> | C. look amazing with the new camera. |

WARM UP ACTIVITY

Answer these questions.

1. What do you want to do after graduating from college?
2. Do you plan to further your studies? Why?

SPEAKING 2

What is your future plan? You may use the information below to help you decide. Then, find a partner to talk about it.

- I will...
- I am going to...
- I am planning to...
- I hope I will get to...

1 Attend college



- get to explore subjects you are most interested in
- involve in extracurricular activities
- get qualifications
- better job opportunities

2 Apprenticeship



- offer work that suits your skills
- put theory into practise
- develop professional skills
- prepare for the job

3 Part time job



- offer work experience
- earn money
- develop soft skills
- develop leadership skills

4 Start a business



- develop leadership skills
- gain networking skills
- earn money
- build and maintain commitment

READING 2

A. Read the text to complete the profile.

Pandelela Rinong is a professional athlete who specialises in the ten metre platform event. She was born on 2 March 1993 in a Bidayuh Village called Kupuo Jugan in Bau, Sarawak. She is the second child of Hartini Lamim and Pamg Joheng. Her family moved to Kuching when she was five years old. She was selected to train for aquatic sports at the age of eight when she bravely jumped from a five metre platform.

Pandelela Rinong represented Sarawak in the national games when she was 11 years old at the National Age Group Competition in 2004. In 2006, she won three golds and two silvers at the Malaysian Games-SUKMA 2006.

Despite her busy schedule as a student of Sports Science at University of Malaya and as a national diver, she has never failed to train for eight hours a day. As a result, she has continuously made Malaysia proud with medals won from various international sporting events. One of her top achievements was when she became Malaysia's first individual medallist at the FINA Diving World Cup in Wuhan, China. She is determined to do better at what she does best and hopes to continue making Malaysia proud.

Adapted from: Pandelela Rinong Malaysian Diver. (n.d.). Retrieved April 25, 2019, from <https://pandelela.my/profile.php>





Pandelela's Profile

Name: _____

Date of birth: _____

Place of birth: _____

Occupation: _____

Speciality: _____

Glossary

- specialise-* to spend most of the time to study or do one particular subject
- train-* to prepare someone for something. Example: sports

B. Based on the text above, write T (True) or F (False) for the statements below.

1. Pandelela specialises in five metre platform event.
2. She moved to Kuching when she was five years old.
3. She was selected to train for aquatic sports at the age of five.
4. Pandelela represented Sarawak for National Age Group Competition in 2004.
5. She is a student of Sports Science at University of Malaya.
6. She was Malaysia's first individual medallist at the FINA Diving World Cup in Wuhan, China.



A. Read the following Curriculum Vitae (CV).



Solehah binti Ismail
No. 1 Jln. Temenggung, 1/3 Tmn. Sri Temenggung,
Muar, Johor Bahru
Telephone: 012-3456789 Email: solehah07@gmail.com

OBJECTIVE

- To apply and improve my culinary skills and gain more experiences in the field.

EDUCATION

- MALYSIAN VOCATIONAL CERTIFICATE: CGPA 3.51**
(2018-2019) MUAR VOCATIONAL COLLEGE

CO-CURRICULAR ACTIVITIES

- participant in Healthy Cooking Competition (2018)
- participant in Dress the Cake Competition (2018)
- participant in The Culinary Arts Programme (2019)

EXPERIENCE AND SKILLS

- good at customer service
- trained in the field
- specialises in local and western food

WORK EXPERIENCE

- SELERA KITA RESTAURANT (2017)**
Waitress
Cashier
- NICE FOOD RESTAURANT (2018)**
Cook Assistant

- Write your full name
- Write your contact details
Home address/ phone number/
email address
- Write about your co-curricular activities
Example: debate team, student
governance, sports team,
charity fundraising
- Write your strengths or specialities
Example: good at customer service,
trained in the field, specialises in giving...
- Write your past working experience
position, place of work, period of
working. Example: cashier, Best
Supermarket, (2018-2019)


B. Based on Curriculum Vitae (CV) above, create a CV of your own.

A. In groups, produce a tutorial video on a task of your choice. (Example: how to clean an air conditioner filter/ how to prepare a healthy meal and etc.) An example is provided below.

Example:


1. Introduce your group and talk about the video.

Hello, everyone! We are... We are going to show you how to change a flat tyre through this video.




2. Tell your audience what are the tools/ materials/ ingredients are needed for the task. List them out.

Here are the tools that you need to do this. You need a pair of wheel chocks, lug wrench, a car jack and a fully inflated spare tyre.




3. Show your audience how to do it step by step.

First, position your wheel chock under the tyre to prevent the vehicle from moving. Repeat the action on the opposite tyre.



4. For closure, show your audience the result. Thank them for watching the video.

We are done! We hope you can learn something from this video. Thank you for watching!



B. Follow the instructions below to upload your video on Youtube.

- Sign in to 'Youtube'.
- At the top of the page, click 'Upload'.
- Select the 'Upload Videos' button.
- Before uploading the video, you may want to check your video privacy settings.
- Select the video you would like to upload from your computer and wait for the video to be uploaded on Youtube.

UNIT 3

WONDERFUL MALAYSIA



WARM UP ACTIVITY

Answer these questions.

1. What do you like about Malaysia?
2. Do you know what Malaysia is known for? Use a circle map to write what you know about Malaysia.

LISTENING 1

A. Listen to the audio about Malaysia. Then, tick (✓) for elements that Malaysia is known for. **SCAN HERE**



Malaysia is known for its

- | | |
|---|---|
| <input type="checkbox"/> 1. fashion | <input type="checkbox"/> 5. shopping places |
| <input type="checkbox"/> 2. variety of cuisines | <input type="checkbox"/> 6. beautiful beaches and islands |
| <input type="checkbox"/> 3. culture | <input type="checkbox"/> 7. global movies production |
| <input type="checkbox"/> 4. traditional sports | <input type="checkbox"/> 8. historical places |

B. Read the questions below. Then, listen to the short audio and circle the correct answers. **SCAN HERE**



1. Which of the following places do you think the tourists would like to visit in Malaysia?



2. What kind of food is she having?



3. Where is the famous diving spot located?



WARM UP ACTIVITY

Answer these following questions.

1. Would you recommend people to visit Malaysia?
2. What places would you suggest they visit?

SPEAKING 1

A tourist is asking for suggestions on places to visit in Malaysia. In pairs, take turn to be a travel agent and a tourist. Suggest a few places that he or she could visit. You may use the expressions and phrases to help you.

- Have you been to...?
- You should go to...
- I would suggest...
- If I were you, I'd go to...
- I recommend that you go there because...

attractive beach	fresh air	historical place
old buildings	snorkelling	shopping
hiking	canopy skywalk	beautiful scenery



A' Famosa fortress, Melaka



Gunung Mulu National Park, Sarawak



Tioman Island, Pahang



Bukit Bintang, Kuala Lumpur

READING 1

A. Read the text below.

Amazing Places in Malaysia

A. Johor Bahru has several famous tropical islands with beautiful beaches. Some of these beaches and islands are popular diving locations such as Rawa Island and Pemanggil Island. There are lots of fun activities that the visitors can do at the beaches such as snorkelling, canoeing, diving and fishing.



B. Kuala Lumpur is a great place for people who love the busy city life. It is a shopping heaven for tourists. It has many shopping malls and street markets that attract not just the locals but foreigners too.



C. Melaka is one of the historic sites that are listed as the world heritage sites by UNESCO. The historical buildings from the colonial era such as the famous A'Famosa fortress, The Stadhuys, St. Paul's Church and Christ Church are opened for public to explore.



D. Sarawak has beautiful natural views that could attract the nature lovers from all over the world. It has several national parks that offer great experience for those who enjoy challenging activities such as jungle trekking and hiking.



Glossary

attract- to pull someone to towards them

heritage- something from the past that has historical importance

B. Match the underlined words with their meanings.

1. famous

● difficult in a way to test your ability

2. historic

● known and recognized by many people

3. challenging

● important in history

C. The tourists below need some suggestions on places to visit in Malaysia. Which of the places above is suitable for each of them? Write A-D in the boxes below. Use the information on page 36.

1.

Jennifer is a nature lover. She loves going to places with beautiful natural landscapes. She enjoys jungle trekking.

2.

John is from Switzerland. He loves to do water sports such as canoeing and snorkelling.

3.

Esther loves to visit historic sites. She wants to learn more about the places and its culture.

4.

Wendy is a model. She loves to shop for new clothes and accessories.

WRITING 1

Write about a place that you want to visit. You can use the expressions and phrases provided to help you write.

I would like to visit _____ because _____.

It has _____.

There are _____.

_____ I will get to _____.

_____.



- fun activities on the beach
- water activities
- beautiful scenery

beach



- fun rides
- adventurous experiences
- suitable for all age groups

theme park



- experience nature
- feeding session
- see animals in their natural habitat

wildlife rehabilitation centre



- many shopping stores
- shop comfortably
- a wide selection

shopping mall

GRAMMAR FOCUS

Indirect questions with Past Tense

Notes

- In indirect questions, we start the questions with expressions like 'Can you tell me ...'

Direct question using Past Tense	Indirect question using Past Tense
How did you book the flight ticket?	Can you tell me how you booked the flight ticket?

- With the past tense, the same rule as indirect questions with present tense is applied: We do not use auxiliary verbs such as do/ does in indirect questions. Hence, the main verb that comes after the subject will take the form of past tense. Compare the main verb 'play' in the direct question with past tense and indirect question with past tense below.

Direct question using Past Tense	Indirect question using Past Tense
Where did he go during the last school holiday?	Do you know where he went during the last school holiday?

- We use 'if' for a 'Yes/No' question. It is placed before the main subject.

Direct question using Past Tense	Indirect question using Past Tense
Did you visit the wildlife rehabilitation centre last week?	Could you tell me if you visited the wildlife rehabilitation centre last week?

Change the direct questions below into indirect questions in past tense. Start your indirect questions with 'Do you know' or 'Could you tell me'.

- Did you go to the sanctuary park yesterday?

- When did you go to the amusement park?

- How did you travel to the island?

- Did you swim last night?

ENRICHMENT

In groups, complete the brochure of places to visit in Malaysia. You may include information like the location, main attractions and activities that can be done at these place.

Places to visit in Malaysia

<p>1. <div style="border: 1px solid black; height: 150px; width: 100%;"></div></p> <p>Location: _____</p> <p>Main attractions and activities: _____ _____ _____ _____ _____</p>	<p>2. <div style="border: 1px solid black; height: 150px; width: 100%;"></div></p> <p>Location: _____</p> <p>Main attractions and activities: _____ _____ _____ _____ _____</p>	<p>3. <div style="border: 1px solid black; height: 150px; width: 100%;"></div></p> <p>Location: _____</p> <p>Main attractions and activities: _____ _____ _____ _____ _____</p>
---	---	---

LISTENING 2

A. Listen to the conversation between Allysha and a travel agent. After listening, answer the questions below.

SCAN HERE



1. Where does Allysha plan to go for her next school holiday?
2. Who will be going with her?
3. In your opinion, which package suits Allysha best? Why?

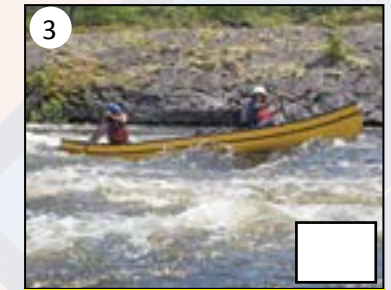
B. Write A if the activity below is listed in Package A and write B if the activity is in Package B.



All Terrain Vehicle (ATV) ride



canopy walk



canoeing



snorkelling



banana boat ride



jungle trekking

C. Based on the conversation, match the words to their meanings.

1. trip ▶	to have something smaller as a part of something else ◀
2. include ▶	to give someone something they need ◀
3. provide ▶	a journey to somewhere for a short period of time ◀

SPEAKING 2

You have planned for a trip but you cannot decide the best way to get there. Take turns to ask and give advice on which transportation is suitable. You may use expressions and words provided to ask and give advice.

	Asking for advice	Giving advice
1.	Can you give me some suggestions?	I can give you some suggestions on...
2.	What do you suggest?	I would suggest you to...
3.	Do you think I should go there by...?	Yes, you should/ No, you shouldn't.
4.	What do you think about...?	I think...
5.	Could you advise me on...?	You could...

- travel
- comfortable
- easier
- expensive
- nearby
- cheap
- far



READING 2

A. Read the poster below and complete the following table.

INTERNATIONAL ADVENTURE TRAIL
organised by Love Nature Club

Join and get a tree planted at selected area in Malaysia!

Come and join us in our annual international adventure trail event at Gunung Brinchang, Cameron Highlands. The event is held annually to support reforestation programme. This event brings together people who love nature from all over the world that participate to conserve nature for a safe world.

This event is organised to increase awareness on the importance of reforestation on several parts of Malaysia in fighting global warming and rebuilding natural habitats for the wildlife as trees help to absorb carbon sink, clean the air and provide habitat for the wildlife.

Categories

- A. Nature Hiking (7 Years and above)
- B. Nature Hiking College Women (18-23 Years)
- C. Nature Hiking College Men (18-23 Years)
- D. Mission Hiking Women Open (18 Years & Above)
- E. Mission Hiking Men Open (18 Years & Above)

Gunung Brinchang, Cameron Highlands, Malaysia Saturday, 15 September 6:00 a.m.

Love Nature Club is organising _____ (1). A tree will be planted at _____ (2) for every admission. The event will take place at _____ (3). The event is held to increase awareness on the importance of reforestation to _____ (4) and _____ (5). The trees help to _____ (6), _____ (7), and _____ (8).

Glossary

awareness- knowledge or understanding

reforestation- act of planting trees on areas that have become empty

conserve- to keep and protect

B. Find the meaning of the underlined words in the text.

Word	Meaning
1. annual	
2. participate	



THEME **2**

SCIENCE AND TECHNOLOGY

UNIT 4 SMARTPHONES, SMART USERS

In this unit, you will learn about:

- smartphone etiquette
- writing a letter
- world's first 'smartphone'
- writing a note
- prepositions

UNIT 5 MODERN HOME

In this unit, you will learn about:

- parts of a house
- smart home devices and its functions
- coordinating conjunctions
- adverbs of sequence
- writing a to-do list
- creating a flyer

UNIT 6 INFORMATION AT YOUR FINGERTIPS

In this unit, you will learn about:

- types of mobile applications
- writing a draft
- prepositions of direction *into, out, towards*
- creating awareness on social media scams
- giving advices

UNIT 4

SMARTPHONES, SMART USERS

 LISTENING 1

Scan the QR code and listen to the audio track entitled "How Is Your Smartphone Changing You?" Then answer the given questions.

SCAN HERE



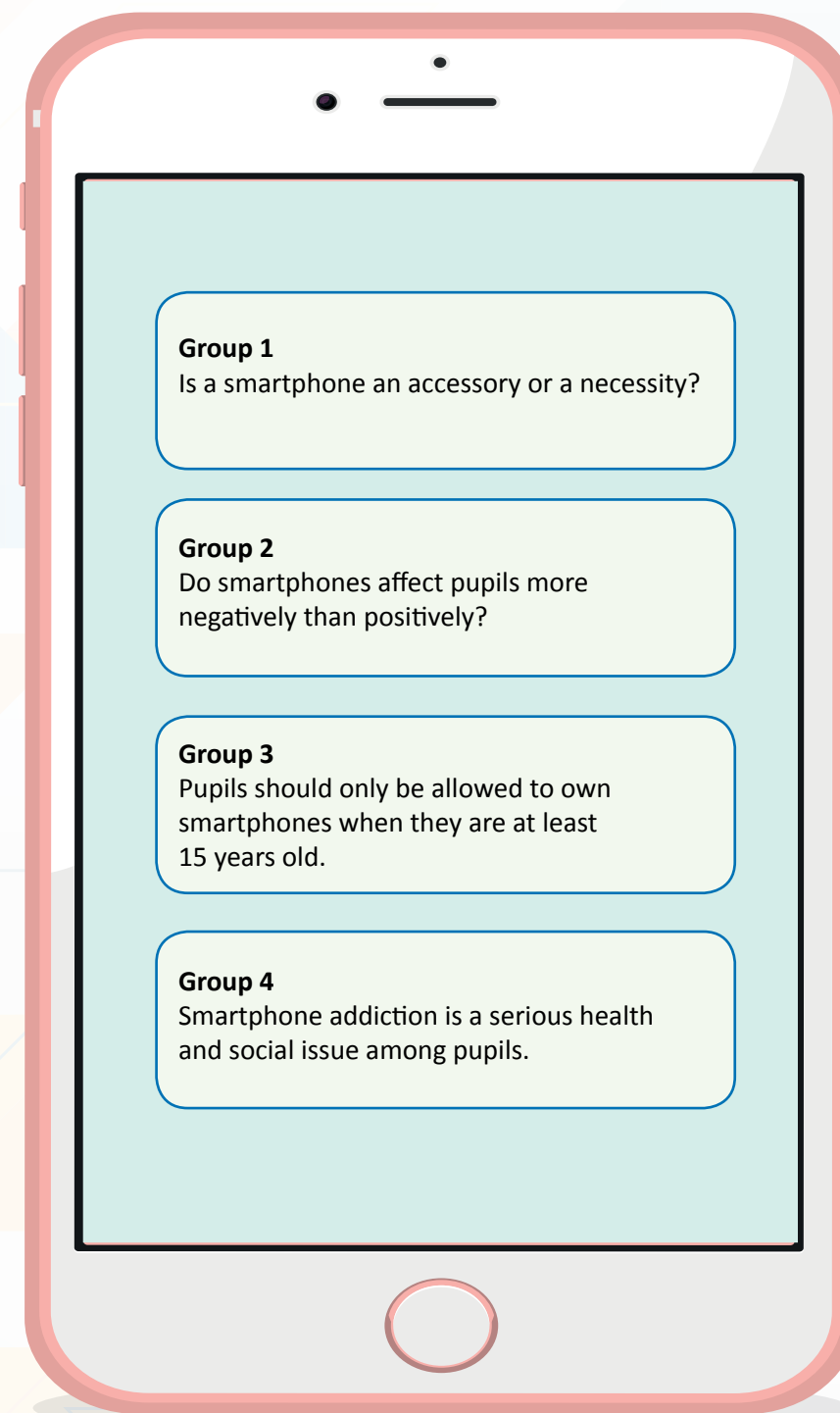
- What is the human population on Earth today?
A. 4.5 billion B. 7 billion
- What is the average time people spend looking at their phones?
A. 4 to 7 hours B. 4.7 hours
- What is the scientific term for nearsightedness?
A. Myopia B. Dystopia
- In which continent 80% to 90% of the population is nearsighted?
A. Asia B. Africa
- What is the name of the game mentioned in the audio?
A. Sugar Rush B. Candy Crush
- 93% of people aged 18 to 29 prefer to use their phones when they are bored instead of _____.
A. reading or interacting directly with people around them.
B. playing sports or watching television.
- To sleep better, we should try to avoid spending time on our smartphones _____.
A. in the last two to three hours before bed.
B. in the last 20 to 30 minutes before bed.

Glossary

fear- feeling afraid caused by threat of danger, pain or harm

 SPEAKING 1

Sit in groups of four. Each group will be given a topic. Discuss the given topic. Present your outcome to the class.





Understand the following guidelines and answer the questions below.

SIMPLE GUIDE TO SMARTPHONE ETIQUETTES

1. **DO NOT use your phone while walking**
When checking your phone, move out of the flow of pedestrian traffic and stand in one place until you're done (E.g. at shopping malls, parks, office hallways).
2. **HIDE your smartphone**
Keep your phone out-of-sight any time you are at a meeting, at a family dinner or at a gathering with friends.
3. **Put your smartphone on SILENT mode**
It's polite and responsible to turn off your cell phone before meetings, meals, at the movies or during any event.
4. **THINK TWICE before posting or sharing**
Always be mindful of your privacy and safety before posting anything personal. Ask permission to share pictures that include others. Verify information before sharing them.
5. **LOWER your voice**
When making a call or taking a call, be mindful of the volume of your voice. No one else needs to listen to your conversation, especially if the contents are confidential.
6. **DO NOT use your smartphone while driving**
Pay attention to the road. Calling and texting while driving is illegal in many cities and countries. Use hands-free technology. Safety first!

Adapted from: Allard, F.B. 10 Cell Phone Etiquette Rules You Should Be Following—But Aren't. Retrieved July 4, 2019 from <https://www.rd.com/advice/relationships/cell-phone-etiquette-tips/>

1. What do you do if you have to use your phone while walking?

2. You put your phone on SILENT mode at a society meeting. You are being _____
A. careful and smart.
B. polite and responsible.
3. What do you do if you receive a call while driving?

Glossary

scan- reading a text quickly to find specific information
promptly- with little or no delay; immediately
mindful- conscious or aware of something



EDITORIAL FEATURE

Recycling of Mobile Phones

By G.P. Thomas Aug 30, 2012

Mobile phones are everywhere and many people cannot conduct their day-to-day business without them. 205 million people in the USA alone use a mobile phone. The mobile phone sector is growing very fast and because of this, added to low production costs, people are upgrading phones at a similarly fast rate. Currently, the average lifespan of a mobile phone in a developed country is around two years, and this is ever decreasing. This means that millions of mobile phones are thrown away every day, and 'e-waste' (electronic waste) is the world's fastest growing waste material.

Adapted from: Thomas, G.P. Recycling of Mobile Phones. Retrieved July 4, 2019 from <https://www.azocleantech.com/article.aspx?ArticleID=275>

- A. You are the president of the Science and Technology Society in your school. You wish to organise a visit to a smartphone assembly plant. Write a letter to a smartphone factory to request for permission to visit the factory. You may use the notes given to help you and the text above as reference.**
1. The purpose is to give exposure to pupils on how smartphones are made and learn more on how the factory recycles unused parts.
 2. Write a draft of your letter requesting permission from a smartphone factory to organise your visit.
- B. Have your teacher check the draft before writing the completed letter.**
- I am – president – society – school
 - organise – visit to factory
 - purpose – see how phones are made
 - learn how factory participates – recycling – used parts – rejected parts
 - date will be on – time – arrive by bus
 - number of students who will take part – accompanied by teacher

GRAMMAR FOCUS

Prepositions

Notes

A preposition is a word that expresses the relationship of a noun or pronoun to other words in a sentence.

Examples : in, on, at, into, beside, above, under, before, after

There are six types of prepositions:

- 1. Prepositions of time (E.g. in, on, at, before, after)
- 2. Prepositions of place (E.g. in, on, at, under)
- 3. Prepositions of direction (E.g. up, down, across, through)
- 4. Prepositions of agent (E.g. by, with)
- 5. Prepositions of instrument (E.g. by, with, on)
- 6. Prepositional phrases (E.g. along with, in spite of, according to)

A. Prepositions of place

Underline the correct prepositions.

- Use earphones when you listen to music _____ (in, on) your smartphones in public.
- I found my missing smartphone. It was _____ (at, in) my backpack this whole time.
- My phone was _____ (above, on) the table. Now it is missing.
- Do not place your smartphone _____ (inside, under) your pillow when you sleep.
- Please put your smartphones into silent mode when you are _____ (on, at) the library.
- It is _____ (in, against) the law to answer a call while driving.

B. Preposition of directions

Underline the correct prepositions.

- The connection was lost as the train was going _____ (through, over) a tunnel.
- Mother told the teacher _____ (at, over) the phone that I am ill and cannot attend school today.
- Father had to go _____ (at, up) to the third floor to take his call because of the bad reception.
- Getting the message _____ (under, across) by text messaging is difficult sometimes. It is better to call.
- Remember to bring _____ (in, along) a spare charging cable when you travel.
- Posting your friend's photos on social media without permission could get you _____ (onto, into) trouble.

ENRICHMENT

Use the clues to complete the following crossword puzzle.

Mobile Phones and You

Across	Down
1. Wireless connection to other devices.	1. The part that receives signals.
2. The front of the phone.	2. Where a phone gets its power from?
3. The sound when your phone rings.	3. When you are on the Internet.
4. The folder you select to view pictures.	4. No sound mode.
	5. When you text, you send a _____.
	6. A fruit or a phone?

**LISTENING 2**

A. Scan the QR code and listen to the audio track entitled “Three Surprising Ways Cell Phones Affect Your Health”. Then, answer the given questions.

SCAN HERE

- Texting for a long time will make your _____ painful.
 - fingers, wrists and forearms
 - head, eyes and neck
- You should try to _____ instead of texting.
 - go to your friend’s house
 - have conversations with your friends
- Looking at your phone for long hours at night will _____.
 - make it harder for you to fall asleep.
 - damage your eyes and cause nearsightedness.
- Nearsightedness is a condition in which you can see _____ objects clearly, but _____ objects become blurry.
 - far, nearer
 - near, farther
- The 20-20-20 Rule states that
 - every 20 seconds, look at something 20 meters away, then blink 20 times, then continue reading.
 - every 20 minutes, look at something 20 feet away for 20 seconds, then continue reading.

B. What are the top five smartphone brands in the world? Scan the QR code to find out. Then, answer the questions below.

SCAN HERE

- When was the company Oppo founded?
 - 1999
 - 2004
- Xiaomi and Oppo’s global market share are equal. How much is their global market share?
 - 8%
 - 12%
- How many Chinese smartphone brands are on the top five list?
 - Two (Oppo and Huawei)
 - Three (Oppo, Xiaomi and Huawei)

C. Do you think gadgets help people to communicate with each other? Why or why not?

**SPEAKING 2**

Work in pairs, try to have a conversation with your friends on the following subjects. You may use the suggested notes to begin your conversation.

1.

Teenagers use phones to communicate more with their friends than family members.

- Friends are more up-to-date on trends.
- Some feel that their friends understand them better.
- Parents sometimes spend more time with their hobbies.

2.

Parents should set a daily time limit for cellphone use for their children.

- This develops discipline at early age.
- Promote better health.
- Helps to maintain focus on studies.

3.

The government should actively promote recycling old mobile phones.

- Put the recycling bins at malls, service provider outlets.
- All parts which can still be used may be sold as spare parts at cheaper prices.
- Get national icon and celebrities to endorse campaign.

4.

Smartphones are a major contributing factor to cyberbullying.

- Teenagers are always connected to social media.
- They take pictures or videos of others and posting them online without permission.
- Can comment on anyone, not just people they know.





A. Read the following text about the world's first smartphone.

World's first 'smartphone' celebrates 20 years

The IBM Simon went on sale to the public on 16 August 1994. It had combined mobile phone technology with a wide range of computing features.

The Simon was more than a phone. It had a calendar, it could take notes and also send e-mails and messages. It weighed 500 g. Its design was also ahead of its time.

This smartphone was popular with businessmen who wanted a portable phone that was also a mini-computer. However, not many bought the Simon because of its very expensive price and short battery life. There was also no mobile Internet then. The Simon was on display at The London's Science Museum on October 2014 as part of the Information Age exhibition.

Excerpt from: BBC News, World's first 'smartphone' celebrates 20 years.
Retrieved August 4, 2019 from <https://www.bbc.com/news/technology-28802053>

B. Answer the following questions based on the above text.

- The IBM Simon was more than a phone. How?
 - It was the first phone to have a camera.
 - It had a calendar; it could take notes and send emails and messages.
- The IBM Simon was popular with teenagers.
 - True
 - False
- Which of the following is NOT TRUE?
 - The IBM Simon weighed half a kilogram.
 - The IBM Simon had a long battery life.
- The IBM Simon was on display at _____ on _____ as part of the Information Age exhibition.
 - The Museum of National History, September 2014
 - The London's Science Museum, October 2014



Read the following dialogue.

Mother : Hi, Sarah. This is your mother.
Sarah: Yes, mother. What's the matter?
Mother: Not at all. I am calling to tell you I will be home late. Could you take a message for me? I have some chores that need to be done.
Sarah: Okay. Let me get a pen. Alright, what do you want me to do?
Mother: Please ask Brad to pick up my jacket from the dry cleaner on his way back from college. Then, remind him to pick up some grocery also. We need bread, peanut butter, a dozen eggs, milk and ground coffee. Also, could both of you help me put away the laundry? Have them folded and sorted out into the wardrobe please. Try not to misplace any socks please.
Sarah: Sure thing, mother. Will that be all?
Mother: Yes dear. Thanks. I'll be back at 7:00 p.m. There are leftovers in the fridge. You and Brad can have them for dinner. Be safe. Goodbye.

Please help Sarah write a note for his brother, Brad.

Brad,
 Mother has called. She will be home late from work. She has asked you to

I am leaving for school now. See you later.
 Sarah.

HANDS-ON ACTIVITY

Follow the instructions to make your personal smartphone charging holder.

What you need:

- Fabric
- A bottle
- Glue
- Sand paper
- A pair of scissors
- A cutter
- A pen



1 Draw a curve line around the bottle as shown in the picture.



2 Cut out and remove the top portion of the bottle.



3 Cut a hole as shown in the picture. Your hole must be able to fit your charger.



4 Sand the whole surface of the bottle to remove prints. This will also roughen the surface for our next step.



5 Apply glue generously.



6 Place the fabric, centering it on the bottle. Then, continue applying glue around the side of the container and pulling it tightly.



7 Then trim around the entire container, cutting off the fabric nice and close to the edge.



8 Cut a piece of fabric to fit the bottom of the bottle and place the fabric on the bottom.



9 Next, use a box cutter to cut out the hole for the charger.



10 Your personal smartphone charging holder is now ready.

UNIT 5

MODERN HOME



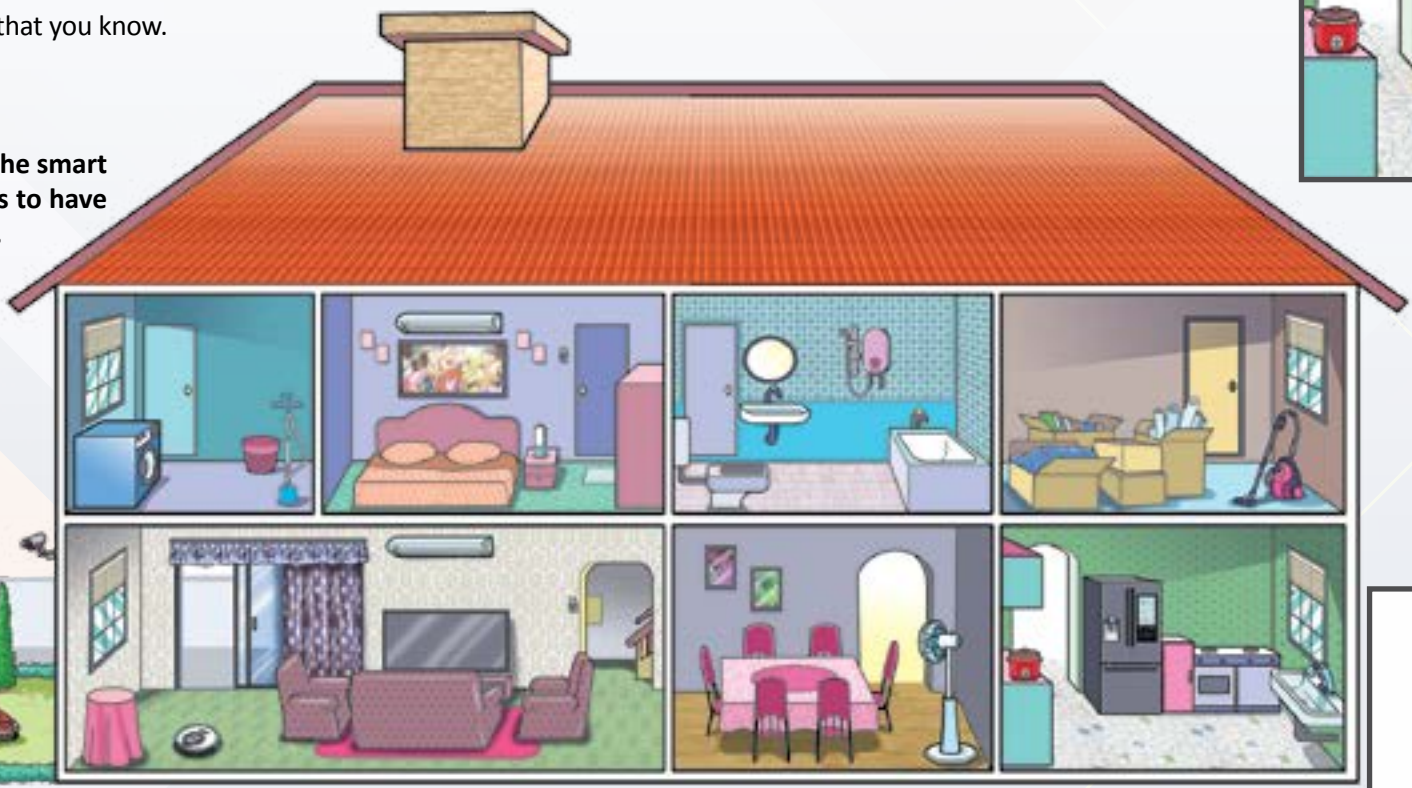
WARM UP ACTIVITY

Answer these questions.

1. Do you know what a smart home device is?
2. Name any smart home devices that you know.

LISTENING 1

Listen to the audio and tick (✓) the smart home devices that the man plans to have for each part of his future house.



SCAN HERE



- smart faucet
- robot lawn mower
- smart fridge



- smart air conditioner
- smart fridge
- motion sensor lights



- security camera
- robot lawn mower
- motion sensor lights

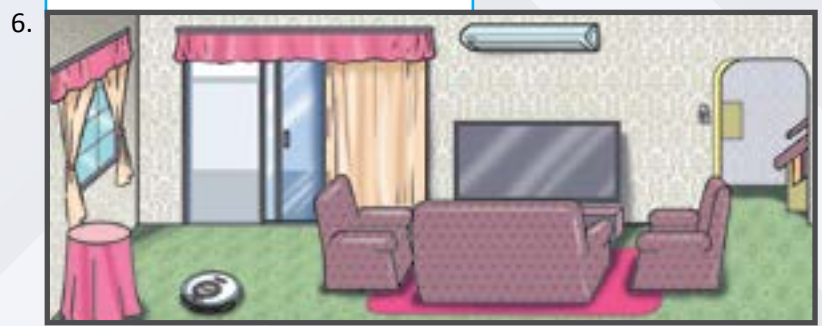


- security camera
- smart faucet
- smart doorbell

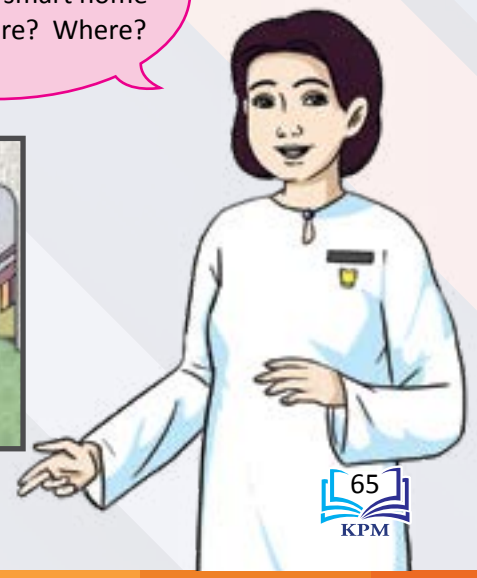


- robot vacuum cleaner
- smart dryer
- smart doorbell

- robot vacuum cleaner
- smart air conditioner
- smart blinds



Have you heard or used any of these smart home devices before? Where?




SPEAKING 1

In groups, talk about the smart home devices that you want for your future house. You may include other smart home devices that you know. You may use the provided expressions and phrases to help you.

- I am planning to have ...
- I am going to have ...
- I am thinking of ...
- It has ...
- It can ...

1 motion sensor lights




- prevent intruders
- detect movement
- automatically turn on and off lights
- save electricity

2 smart fridge




- interior camera for us to check the items inside
- front panel tablet
- give food details such as expiration date
- can read recipes

3 robot vacuum cleaner



- clean the floors
- move on its own
- time-scheduling feature
- can detect and avoid obstacles such as stairs and bathroom

4 smart doorbell



- video camera for us to check who's at the door
- smart lock system
- enhance security at home
- microphone and speaker for us to interact with visitors

5 smart faucet



- hands-free feature
- control water usage
- save water
- digital display to show water temperature and flow

READING 1

A. Read the text and answer the questions.



Household chore used to be more difficult than they are today. It has become easier ever since cleaning tools were equipped with technology. People from the past struggled to clean their floor as they only had brooms. That was until vacuum cleaners were invented. People got to clean the floor easily. However, both broom and vacuum cleaner had caused backache to people from bending for too long.

However, now you can say no to backache and still have a clean floor with the latest robot vacuum. It can work perfectly even without human controlling it. It is so convenient because we can set it to work with our electronic gadgets. This means, we can get our floor cleaned even when we are away from home. The robot vacuum is also designed for practicality. It can help us clean the areas that are hard to reach with its slim feature.



1. What did people from the past use to clean the floor?

2. Why did they have backache for cleaning the floor?

3. List three functions of a robot vacuum.

4. What feature makes the robot vacuum able to clean the areas that are hard to reach?

5. Who do you think needs a robot vacuum cleaner?

Glossary

struggle- to experience difficulty
chore- a job or work that needs to be done regularly
reach- an act of stretching your arm outwards to touch or grasp something

B. Match the underlined words (1-4) from the text with the meanings (A-D).

- | | |
|---------------|-------------------------|
| 1. tool | A. created |
| 2. invented | B. a pain in your back |
| 3. backache | C. easy to use |
| 4. convenient | D. a piece of equipment |

WRITING 1

Coordinating conjunctions are always used to connect sentences into one or two coherent paragraphs.

and - used to join two similar ideas **or** - used to join two alternative ideas
but - used to join two different ideas **so** - used to show the result of the first idea (clause)

A. Combine sentences 'A' and 'B' into a single sentence by using suitable coordinating conjunctions.

- | | |
|--|---|
| <p>1. A. I set my robot vacuum to work when I go shopping.
B. I do not have to clean the house when I come home.</p> <p>_____</p> <p>_____</p> | <p>2. A. Malisa wanted to buy a smart fridge.
B. She bought a smart dryer.</p> <p>_____</p> <p>_____</p> |
| <p>3. A. Do you like the idea of having the smart doorbell for your house?
B. Do you like the idea of having the security camera for your house?</p> <p>_____</p> <p>_____</p> | <p>4. A. Smart faucet has a digital display to show the water temperature.
B. Smart faucet has a digital display to show the flow rate.</p> <p>_____</p> <p>_____</p> |

B. Circle the correct coordinating conjunctions. Then, rewrite the paragraph in the space below.

Smart doorbell is a useful modern home appliance. It enhances security at home (or/ and) keeps you protected. It features a built-in camera with high video resolution that can be accessed from your smartphone (so/ but) you will get to know who is at your door from anywhere you are as long as you have your smart phone with you. There are many types of smart doorbells that you can choose from such as the basic smart doorbell with basic features (and/ or) a fully high-tech smart doorbell with face recognition feature. The basic smart doorbell is cheap (but/ so) the smart doorbell that comes with the latest technology is expensive. Nevertheless, smart doorbells are very convenient.

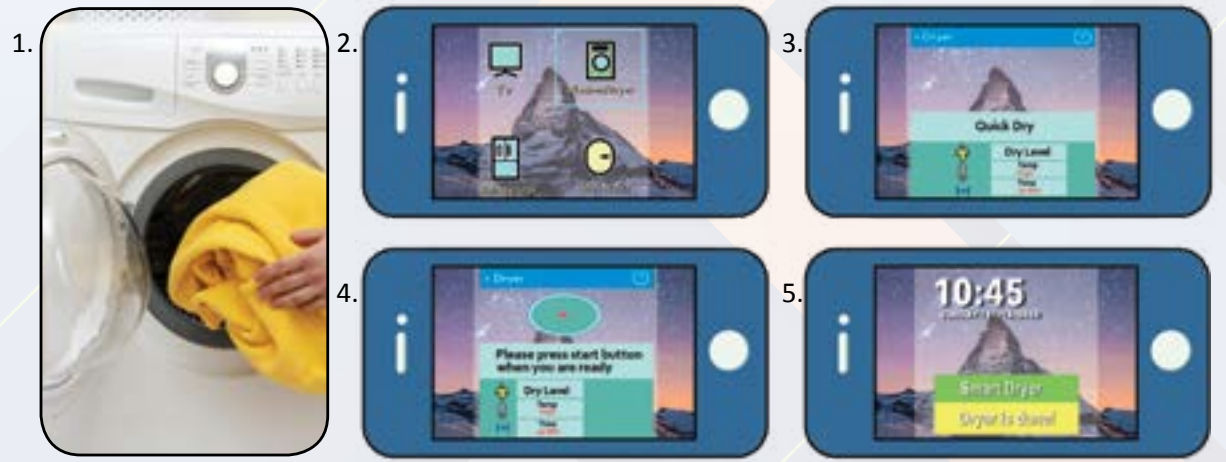
GRAMMAR FOCUS

Adverbs of sequence: first, next, then, after that, finally

Notes

- Sequencing adverbs are used to describe the order of two or more actions that have/ had happened.
- They are normally used to explain the sequence of a process or the steps in doing something.
Example: in a recipe or giving directions
- Examples of sequencing adverbs are first, next, then, after that and finally.

Syafina went to the self-service laundrette last week. Complete the steps she took to use the smart dryer by filling in the blanks (a-e).



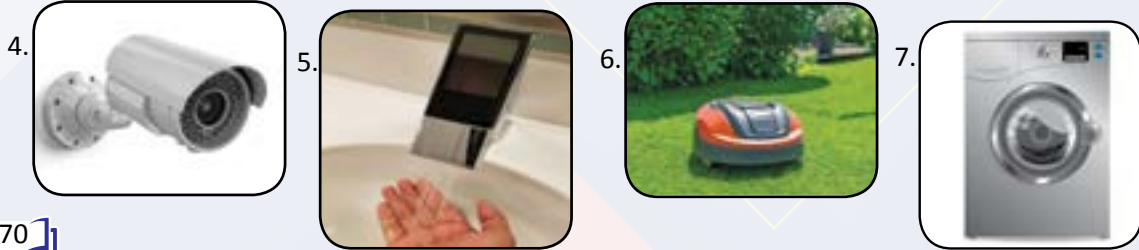
Then	<p>_____, (a) Syafina placed the clothes into the smart dryer. _____, (b) she programmed the smart dryer to work with her smart phone. _____ (c) she set the suitable heat setting and timing option based on her types of clothes. _____, (d) pressed the smart button. _____, (e) she took out her clothes from the smart dryer after she received a notification on her smart phone when the process is done.</p>
Finally	
First	
Next	
After that	

ENRICHMENT

Circle the names of the smart home devices in the word search puzzle.



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

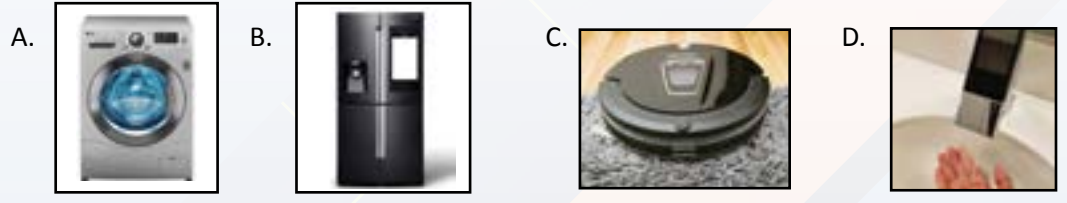


LISTENING 2

Listen to the conversation between a man and a shop assistant. While listening, circle the correct answer for each question.



1. Which smart home device does the customer want to buy?



2. How much is the customer's budget?

- A. RM1,000.00 - RM1,500.00
- B. RM3,500.00 - RM5,000.00
- C. RM5,500.00 - RM8,500.00
- D. No budget

3. What is the price for a smart fridge from Seagull 1S?

- A. RM4,580.00
- B. RM3,900.00
- C. RM5,700.00
- D. RM7,500.00

4. Which of the following energy efficiency labels will be displayed on Seagull 1S smart fridge?



5. Which brand has the most expensive smart fridge?

- A. SLEEK
- B. QT100
- C. Smart Ice
- D. Seagull 1S

6. Why is it expensive?

- A. Stylish and latest designs
- B. Small horsepower
- C. Latest technology with interior camera
- D. Powerful and strong built

SPEAKING 2

Automatic Washing Machine

Smart Washing Machine

- cheap
- saves energy
- heat setting and timing option need to be set manually
- wet clothes need to be removed and transferred for drying



- expensive
- saves time and energy
- gives a notification on smartphone when laundry is done
- can be operated with smartphone

I am a busy photographer and I want to buy a new washing machine.



There are two choices available which are the automatic washing machine and a smart washing machine.

Which one do you think is good for me?

Let's help the busy photographer choose between an automatic washing machine and a smart washing machine. You may use the expressions below.

In my opinion...

Why don't you...

You should...

If I were you, I would...

I would suggest...

READING 2

A. Read the story. Determine whether the statements are True (T) or False (F).

Once upon a time, there lived a princess who protected Gunung Ledang. She was so beautiful that she caught the heart of a young king named Sultan Mansur Shah. The King decided to send his men to propose the princess. On their way to meet the princess, they met an old lady called Nenek Kebayan who happened to be the guardian of the princess. They told her about the King's plan.

Upon hearing their request, the old lady set a few conditions that the King would have to fulfil if he wanted to marry the princess.

The conditions were:

- a moving picture of the princess
- a storage that could preserve or store food for a long time
- a cleaner which auto cleans.

The King was not able to fulfil the conditions and decided to marry another princess.

No.	Statement	T/F
1.	The princess protected Gunung Ledang.	
2.	The King met Nenek Kebayan and told her about his plan.	
3.	Nenek Kebayan is the princess's guardian.	
4.	The old lady set a few conditions for the King to marry the princess.	
5.	The King and the princess lived happily ever after.	

Glossary

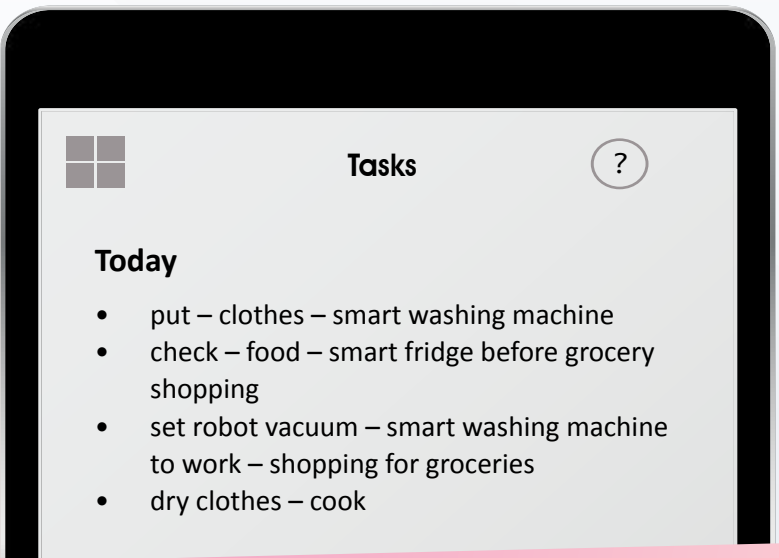
protect- to keep something safe
propose- to ask someone to marry
fulfil- to do something expected

B. Tick (✓) the smart home devices that can fulfil the old lady's conditions.

-
-
-
-
-
-
-
-

WRITING 2

Anita's mother is busy so Anita has decided to help her mother. Anita's mother sends her a screenshot of her to-do list for that day. Rewrite the to-do list in complete sentences with suitable adverbs of sequence.



First Next After that Finally

To-Do List

- _____
- _____
- _____
- _____
- _____
- _____



HANDS-ON ACTIVITY

In groups, do a research on the Internet to find out about the latest smart home devices. Use your creativity and create a flyer to promote the devices. Provide information such as special features for each smart home device on the flyer.


Example:








Latest Smart Home Devices for Your Smart Home

Seagull Smart has every part of your house covered with its latest collections of Smart Home Devices

Smart • Stylish • Convenient

SEAGULL SMART



Living Room	Kitchen	Laundry Room	Garden
 smart blinds	 smart faucet	 smart washer	 smart lawn mower
 smart air conditioner	 smart fridge		
			

Who needs a remote control when you can control your living room's temperature with your voice and smart phones? You can do it with our latest smart home air conditioner.

What's the menu for today? Get it all planned out with our new smart fridge. Equipped with an interior camera, you can even check what's inside your smart fridge when you are outside for your grocery shopping.

UNIT 6

INFORMATION AT YOUR FINGERTIPS



WARM UP ACTIVITY

- In pairs, answer these questions.
1. Do you know what a mobile phone is?
 2. Give two examples of mobile phone that you know.

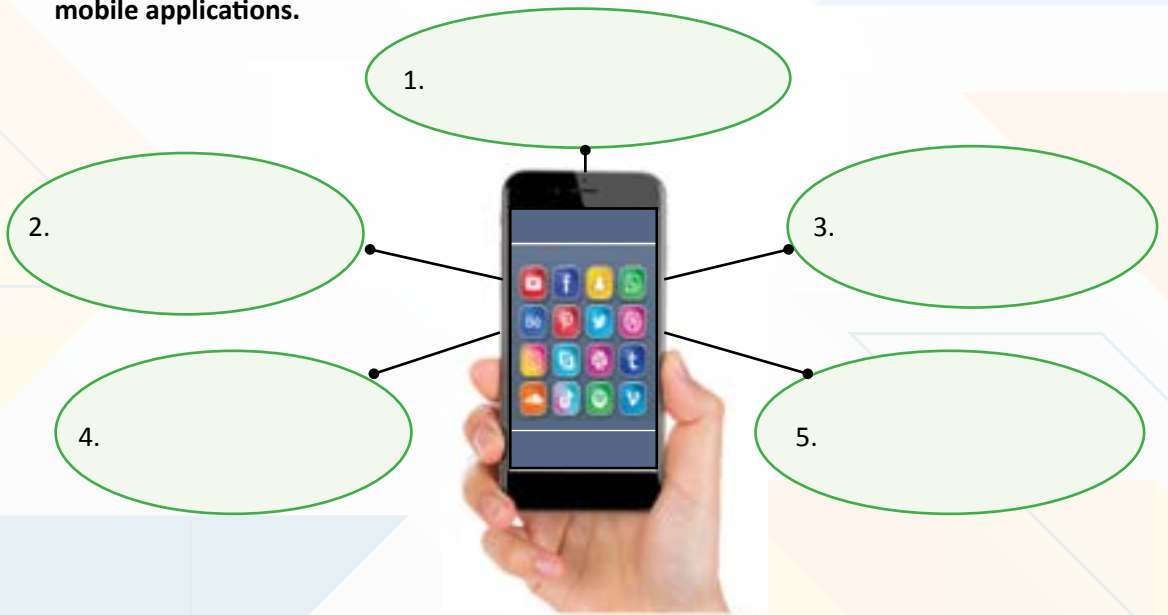
LISTENING 1

A. Listen to the audio and circle the correct answers.

1. What is a mobile application?
 - A. An electronic gadget
 - B. An application for electronic gadgets
 - C. A category for mobile applications
2. Mobile applications help users to...
 - A. eat healthily
 - B. find a suitable gadget
 - C. multitask
3. Which of the following is not listed in the five most popular categories for mobile applications?
 - A. Finance
 - B. Games
 - C. Education



B. Listen to the audio again. After listening, fill in the spaces provided with five categories of mobile applications.



- C. Match each mobile application category 1-5 with its function A-E.
- | | | |
|-----------------------|--------------------------|--|
| 1. communication | <input type="checkbox"/> | A. guide users to stay fit and healthy |
| 2. social | <input type="checkbox"/> | B. help reduce users' stress level |
| 3. education | <input type="checkbox"/> | C. help users make new friends and socializing |
| 4. games | <input type="checkbox"/> | D. enable the users to communicate with each other |
| 5. health and fitness | <input type="checkbox"/> | E. improve users' knowledge |

SPEAKING 1

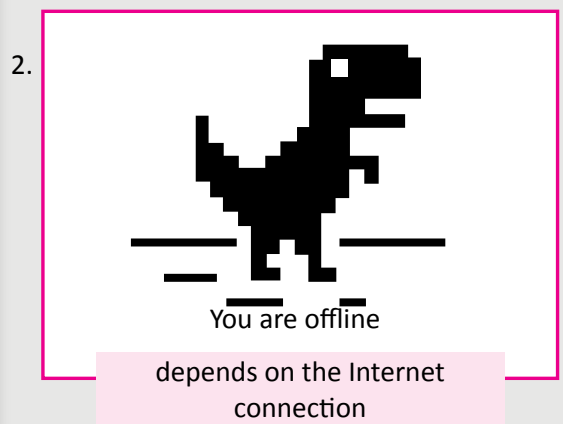
A. In groups, answer these questions.

1. Do you think mobile phones are useful for students?
2. Is it a good idea to use mobile phones in school? Explain why.

B. Conduct a 'Four Corner Debate' activity. The topic for this activity is "Should schools allow the use of mobile phone in school?" In groups, discuss and write a short note on the advantages or disadvantages of using a mobile phone in school. Then, walk to the corner with the statement that explains your group's opinions best.

Advantages of using mobile phone in school.

Disadvantages of using mobile phone in school.



READING 1

A. Read the text below.

Amazing Mobile Applications for You

Our lives are getting easier ever since useful mobile applications in our gadgets exist. As a result, we could use the services that the applications can offer in our daily life. Here are three mobile application categories that would be great for you.

The first mobile application category is communication. This kind of applications allow you to send messages, documents, videos and pictures to your friends. These applications are also fun since you can show your feelings through icons and animated pictures.

The next mobile application category is education. These mobile applications enable you to improve your knowledge whenever you want to. You can also keep track of your learning progress with fun activities such as games and quizzes.

Last but not least is the entertainment application category. These amazing mobile applications allow you to enjoy music, videos and movies. They help you relax and reduce your stress level too.

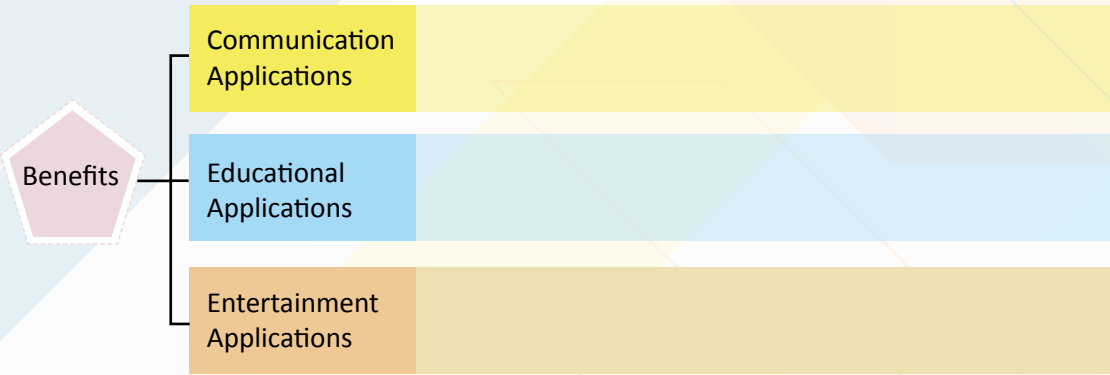
B. From the text, find the best word to match the meanings of each phrase.

- 1. without difficulty
A. easier B. help C. allow
- 2. to get better
A. great B. feeling C. improve
- 3. to get pleasure from something
A. amazing B. enjoy C. next

Glossary

progress- to improve or become better
reduce- make something smaller in amount

C. Fill in the boxes with benefits that you can get from each category of mobile applications.



WRITING 1

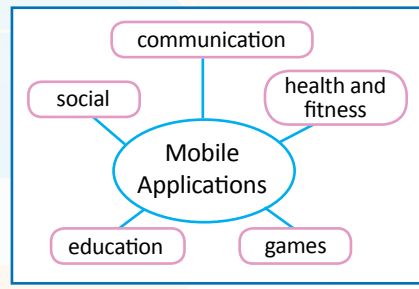
A. Write a draft on "Mobile Applications". Use the words provided to help you. You may use the notes to help you.

1. Write the steps to install a mobile application on a gadget.

Four horizontal lines for writing the steps to install a mobile application.



gadget – applications store – install



communication – education – games

2. Give examples of mobile application categories.

Four horizontal lines for writing examples of mobile application categories.

3. Write about the functions of mobile applications in your gadget.

Four horizontal lines for writing about the functions of mobile applications.



send messages – watch videos – search for information

B. Have your teacher check the draft before writing.

Mobile Applications

Four horizontal lines for writing a draft on mobile applications.

GRAMMAR FOCUS

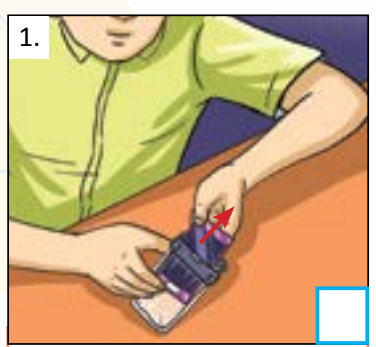
**Prepositions of direction
into, out, towards**

Notes

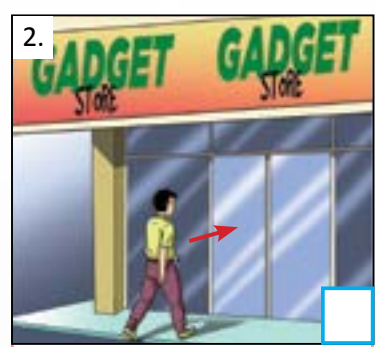
- 1. **into**
to show the movement of the noun to the inside of an area or enclosed space.
- 2. **out**
to show the movement of the noun away from the inside of an area or an enclosed space.
- 3. **towards**
to show the movement of the noun; to get closer to someone or something.



A. Look at the pictures carefully. Write a preposition (1-3) that explains the picture best in the box provided. Then, fill in the blanks with correct prepositions to complete the sentences.



1. The boy is taking his smartphone _____ of the waterproof pouch.



2. The boy is walking _____ the gadget store.



3. The boy is putting his smartphone _____ the waterproof pouch.

B. Complete the sentences with against, into, out, of or towards.

- 1. Let's get _____ the gadget store.
- 2. The teacher opened the drawer and took _____ a laser pointer.
- 3. Put all the applications _____ one folder.
- 4. In a rush, she walked _____ the multimedia room.
- 5. The woman is driving _____ the south with the help of a navigation application.

ENRICHMENT

Drawing Charade

HOW TO PLAY

- 1. Divide the class into two groups. Each group will have ten paper strips and a plastic cup. In your group, choose ten mobile applications and write them on the paper strips. Put the paper strips in your group's plastic cup.
- 2. Take turns to send one representative for "The Drawer" role and four members as "The Guessers" from each group.
- 3. Within one minute, "The Drawer" will take out one paper strip from the opponent's plastic cup and draw the icon of the application that is written on the paper strip. "The Guesser" will have to guess the name of the mobile application and write it on the table provided.
- 4. The group with most correct mobile applications written on their group's table is the winner.

Mobile Application
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

WARM UP ACTIVITY

Answer these questions.

1. Do you know what a scam is?
2. Do you have any experience related to it?

LISTENING 2

A. Listen to the audio of a woman sharing her experience of getting scammed through a social application. After listening, decide if the following statements are True (T) or False (F).



	Statement	'T' or 'F'
1.	The woman and the scammer met through a social application.	
2.	The woman asked for the scammer's personal contact number.	
3.	They talked to each other almost every day.	
4.	The woman transferred RM1,000.00 to the scammer's bank account to help him pay his hospital fees.	
5.	The woman received the expensive present after she transferred the money.	



B. Listen to the audio again. After listening, fill in the blanks to complete the summary of the audio.

- advised
- medical
- expensive
- accident
- victim
- scammed

The woman was _____ (1) by a stranger through social application. After a few weeks, the man claimed that he was involved in a car _____ (2) on his way back from sending an _____ (3) gift to her. The woman felt bad for him so she transferred RM1,000.00 for his _____ (4) fees. She could not contact the man anymore after that. Her friends _____ (5) her to make a police report and she found out that she was the _____ (6) of a scam.

WARM UP ACTIVITY

Answer these questions.

1. Do you have any social media accounts?
2. What do you like about them?
3. How many hours do you spend on them per day?

SPEAKING 2

One of your friends is spending too much time on social media. In pairs, discuss on what advice you would give to your friend. You may use the expressions and phrases provided to help you.

- Perhaps you should...
- I think you need to...
- I think it would be better if you could...
- My advice is to...

1. limit usage time
2. go out with friends
3. do more outdoor activities
4. volunteer for charity work
5. explore your hobby further
6. limit internet usage



READING 2

A. Read the messages below and find the meaning of the underlined words in the dictionary.

Hi, can I ask you something?

Sure. What do you want to know?

I am interested in using the application that you shared this morning. Can you tell me how to install it?

Really? That's great. To install the application, first you need to go to the applications store on your gadget. Then, type the application name in the 'search box' and click search. After that, tap on the install box when the application appears on the screen and wait for it to be installed in your gadget.

Is that it? Can I use the application after that?

Not yet. You must sign up a new account before you can use the application. You need to insert your personal details such as your name, birth date, email, and mobile phone number for verification purpose on the sign up field.

Word	Meaning
1. interested	
2. install	
3. appear	

B. Write steps to install the application.

- _____
- _____
- _____
- _____
- _____

C. Tick (✓) at personal details that are needed to sign up for a new account.

- name []
- age []
- email address []
- house address []
- mobile phone number []
- date of birth []

WRITING 2

Complete the conversations below by writing suitable responses. Then, practise the conversation below with your partners.

1. My friends have invited me to join them to watch the late night movie tonight but I have an interview tomorrow. What do you think? Should I go or decline their invitation?

Example: You should decline it because you have an interview tomorrow. You need to have enough rest so that you can perform better.

2. I am spending too much time on social media. Can you give me a piece of advice?

I think you should _____

3. I am so sad. I failed in Science. What should I do?

Don't be sad. Why don't you _____
 _____?

4. Which dress do you think suits me better? Is it the red one or this blue one?

In my opinion, _____

HANDS-ON ACTIVITY

In groups of four, create 'Our Ideal Smart Device'. Then, using '2 Stay, 2 Stray', talk about it during 'Gallery Walk'.

What you need:

- A manila card
- Glue
- A pair of scissors
- A pencil
- A ruler
- Icons (printed out from the Internet)



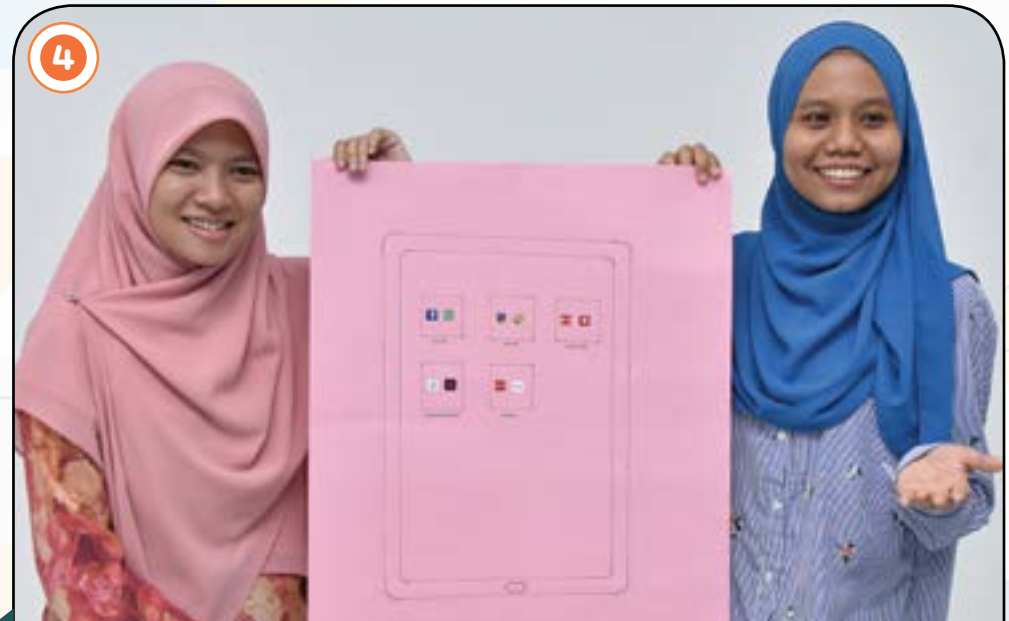
Select two mobile applications for each category. Cut and paste the mobile application icons into the correct folder.



Make a layout of a chosen gadget on a manila card.



Draw a few folders on display. Label each folder with categories of mobile applications.



Present your group work for 'Gallery Walk'.

Here is an example of the activity. Create your own Ideal Smart Device. Justify your creation.

- Please refer to Kagan Cooperative Learning Strategy for the instructions of the "2 Stay 2 Stray" technique.
- Please refer to "Gallery Walk" activity for the instructions.



THEME **3**

HEALTH AND ENVIRONMENT

UNIT 7 DENGUE: WHAT YOU NEED TO KNOW

In this unit, you will learn about:

- symptoms of dengue
- Aedes mosquitoes breeding ground
- modal verbs
- how to prevent dengue

UNIT 8 HEALTHY LIFESTYLE

In this unit, you will learn about:

- talking about nutritional food for health
- asking and giving advice on health
- healthy lifestyle plan
- talking about sports
- infinitive of purpose
- maintaining fitness in life

UNIT 9 MAKING A DIFFERENCE

In this unit, you will learn about:

- environmental issues
- recycling
- types of pollution
- the effects of pollution
- modal verbs for advice
- how to reduce pollution

UNIT 7

DENGUE: WHAT YOU NEED TO KNOW



WARM UP ACTIVITY

Answer these questions.

1. Are there a lot of mosquitoes around your home?
2. How can mosquitoes be harmful to humans?

LISTENING 1

Listen to the audio and choose the correct answers.



1. An Aedes mosquito can be identified from its unique characteristic:



Black and yellow stripes

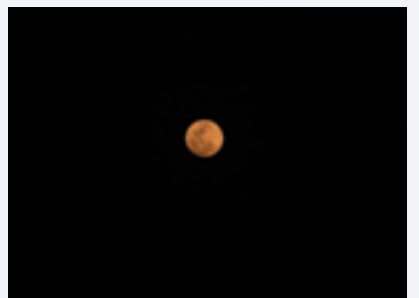


Black and white stripes

2. When do Aedes mosquitoes usually feed or bite?

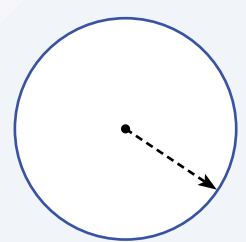


In the morning

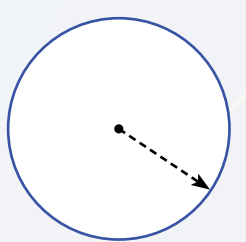


At night

3. How far can the Aedes mosquitoes detect you?



Within 100 metres



Up to 35 metres

SPEAKING 1

In groups of four, discuss the following topics. Each group will select one topic. You may use the Internet and other resources to gather information. Then, present your results to the class.

Group 1

1. Where does dengue fever outbreak usually occur? What is the climate there?

Group 2

2. How infectious is dengue fever? Can an infected person transfer the disease to another person?

Group 3

3. How can the community help to prevent dengue fever outbreak in their neighbourhood?

Group 4

4. In Malaysia, what is the penalty for people who breed mosquitoes in their homes?

Group 5

5. How can schools help spread dengue fever awareness?



GRAMMAR FOCUS

Modal Verbs

Modal verbs are words used with other verbs to express ability, obligation, possibility or permission.

Notes

Modal	Meaning	Example
can	to express ability	I can speak a little French.
can	to request permission	Can I have the last slice of cake?
may	to express possibility	I may be home late.
may	to request permission	May I take this seat, please?
must	to express obligation	I must leave now.
must	to express strong belief	She must be over 60 years old.
should	to give advice	You should stop smoking.
would	to request or offer	Would you like a cup of coffee?
would	in if-sentences	If I were you, I would apologize.

Fill in the blanks with correct modal verbs.

- You _____ (must, should not, may) let unused containers collect water. Aedes mosquitoes may breed in it.
- You _____ (should, cannot) get infected with the dengue virus through physical contact with an infected person.
- We _____ (would, can, must) report offenders who breed Aedes mosquitoes to the authorities.
- The dengue fever _____ (should, would, can) be prevented but _____ (must, cannot, may) be cured.
- We _____ (must, should not, would not) treat the symptoms of dengue fever without consulting a physician first.
- Geetha _____ (may, must, should) not be able to sit for her exams next week. She is still recovering from dengue fever.
- An Aedes mosquito _____ (must, can, would) detect a person's presence from a distance of up to 35 meters.
- Sharmila is experiencing a severe headache and pain behind her eyes. She _____ (cannot, should, may) go to the hospital. It could be dengue fever.



ENRICHMENT

Find the following words.

Avoid Aedes, Avoid Dengue Fever

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

- AEDES
- WATER
- VIRUS
- STAGNANT
- REPELLENT
- CONTAINER
- MOSQUITO
- DENGUE
- BREEDING
- INFECTION

 LISTENING 2

What is a myth? A myth is a widely held false belief or idea. Listen to the audio and answer the questions below.



1. What fruit is thought to increase the chance of mosquito bites?
 - A. Apples
 - B. Bananas

2. When are women thought to have a higher chance of attracting mosquitoes?
 - A. During their ovulation period
 - B. During pregnancy

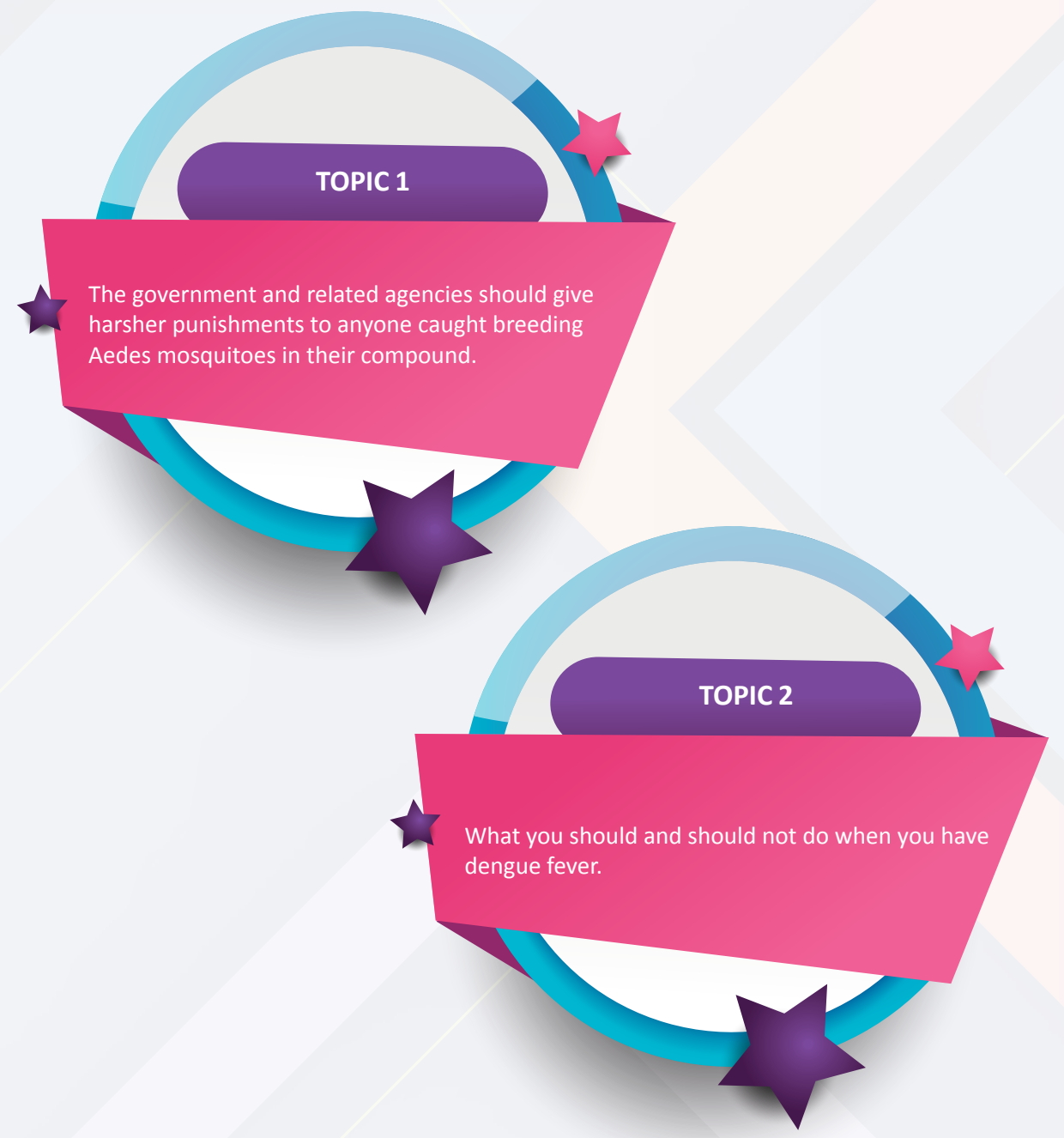
3. What type of clothing is believed to attract mosquitoes?
 - A. Dark clothing
 - B. Dirty clothing

4. A person may get infected more than once because there are _____ different strains of the dengue virus.
 - A. four
 - B. seven

5. Dengue virus may not spread through _____ contact.
 - A. physiological
 - B. physical

 SPEAKING 2

Divide the class into groups of five. Each group will be assigned one of the following topics. Use the Internet and other resources to gather information. Each group will then select a pupil to present their finding to the class.





READING 2

Read the following text and answer the questions that follow.

Where do Aedes mosquitoes breed?

A fully grown adult mosquito can develop in any nook and corner with stagnant water. According to a recent research done to identify the preferred breeding sites for Aedes mosquitoes in India, Aedes mosquitoes choose to breed in tyres, barrels, plastic drums and jerry cans. However, there are various indoor and outdoor breeding sites for the Aedes mosquitoes.

Outdoor breeding sites:



1. Plant saucers



2. Drains



3. Clay pots

Indoor breeding sites:



1. Refrigerator trays



2. Cisterns



3. Unused container



4. Clogged kitchen or bathroom drains

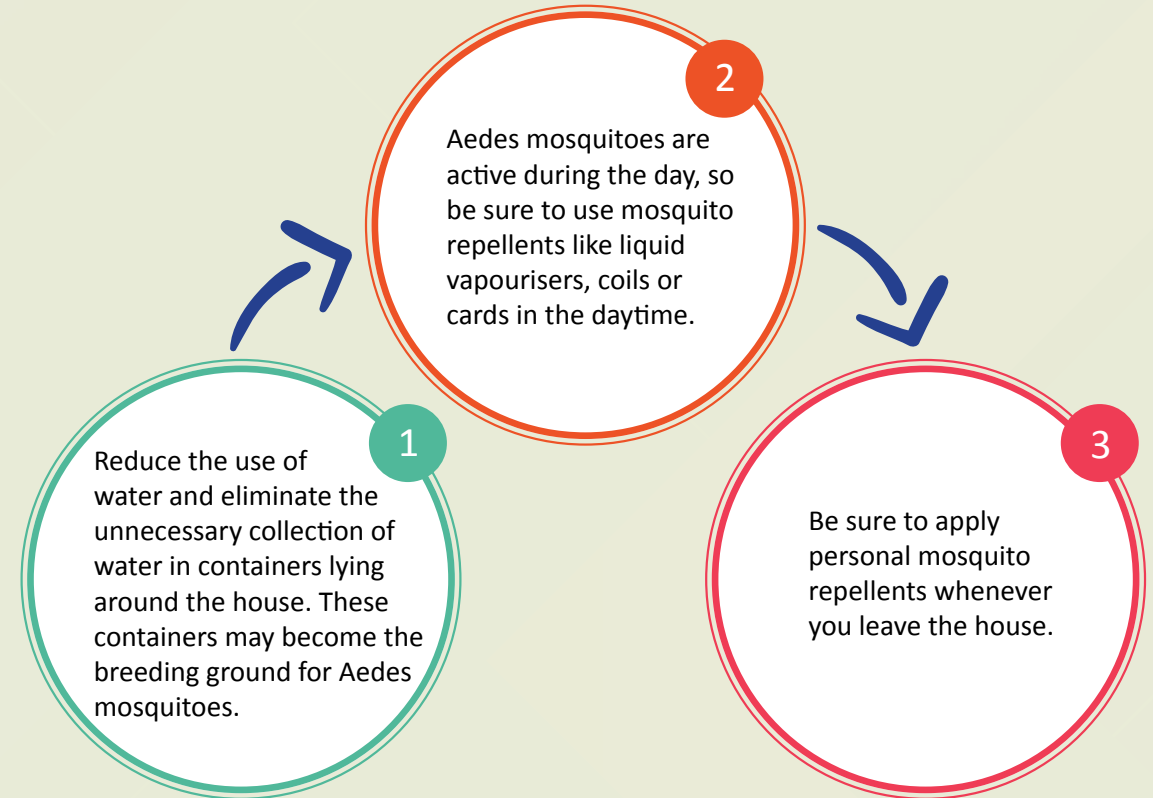


5. Flower vases with water

Glossary

stagnant - adj. not flowing in a current or stream

How To Stay Protected



1. Why do we have to remove stagnant water in containers?

2. List three places that mosquitoes can breed outdoors:

a) _____

b) _____


c) _____

3. Using a dictionary, find the meaning of the following words:

a) breed : _____

b) jerry cans : _____

4. When are Aedes mosquitoes active?

5. How do you avoid from getting bitten by Aedes mosquitoes? 

UNIT 8

HEALTHY LIFESTYLE



WARM UP ACTIVITY

Answer these questions.

1. Do you have any health issues?
2. How often do you get sick?

LISTENING 1

A. Listen to the conversation and fill in the blanks with suitable answers.

SCAN HERE



SCAN HERE



Aina: Hello, can I help you?
Bobby: Yes, I need something for my _____. It really _____.
Aina: Well, we have either this _____ or these _____.
Bobby: Which is better?
Aina: The tablets have a _____ dosage.
Bobby: I'll take the tablets then. How _____ should I take it?
Aina: Just one every four to six hours. Take it before you eat.
Bobby: Okay.
Aina: Are you _____ to any _____?
Bobby: No, I am not.
Aina: Then, you should be fine with this. That will be RM15.00.
Bobby: Here you are. Thank you.

B. What advice would you give someone who has flu? Listen to the descriptions and label the pictures as you hear them.



SPEAKING 1

A. Look at the picture below. What do you think is happening?
Work in pairs to prepare a short dialogue. You may use the expressions provided.



- I'm feeling ill.
- I'm having a sore throat and runny nose.
- I have a slight fever too.
- What should I do?
- You need to drink at least 1.5 litres of water.
- You have a cold and flu.
- You need to take this medication for a few days.
- Your body needs rest. Stay in bed.

B. Ask your friends about the things they do when they are ill. Work in pairs to write a short dialogue.



- Do you exercise when you are ill?
- Do you sleep the whole day?
- Do you go to see the doctor?
- How many glasses of water do you usually drink?
- Do you take any traditional medication?

READING 1

A. Read the dialogue between the doctor and Alisa.

Doctor: Good evening Alisa, how are you feeling?

Alisa: I'm feeling better now. Thank you.

Doctor: I have the results of your test.

Alisa: Oh good. I hope it's nothing serious.

Doctor: Wait, hmm..

Alisa: What's the matter doctor?

Doctor: Well, I have bad news for you. You're not very healthy. Your cholesterol level is high. This is most probably a result from eating oily food. You need to change your diet. But I have good news too.

Alisa: What's the good news, doctor?

Doctor: The good news is that you're healthy to go to work. You can start tomorrow.

Alisa: Oh!

Retrieved from: www.poemhunter.com/poems/money

B. Based on the dialogue above, answer the questions.

1. What is the bad news?

2. What is the good news?

3. The doctor advises Alisa to change her diet. What do you think she should change?
 - a. _____
 - b. _____
 - c. _____

WRITING 1

Alisa's doctor suggests her to practise a healthy lifestyle. In pairs, prepare a healthy lifestyle plan for Alisa. Use the phrases provided and elaborate.

Healthy Lifestyle Plan

From now on, Alisa should...

- take less sugar in her food intake.



get enough sleep – at least eight hours a day – restore energy



eat healthy food – lots of nutrients such as... – improve brain health



play sports such as... – help to reduce stress



prepare home cooked meals – avoid additives and preservatives



drink a lot of plain water – at least three litres, maintain the balance of body fluids



walk at the park – enjoy natural elements like plants, trees and sunlight

GRAMMAR FOCUS

Infinitive of Purpose

Notes

We can use to + infinitive to say why we do something.

1. I went on a holiday to relax.
2. She studies early for the exam to avoid stress.
3. He gave up cakes to lose weight.
4. I'm calling you to ask for your help.

Negative infinitive

To form the negative infinitive, put 'not' before to.

Example:

1. I drank coffee in order not to fall asleep.
2. He got up very quietly so as not to wake the children.

Write sentences using infinity of purpose in both positive (to...) and negative (not to...).

Example:

to take: I have to go to the post office to take my parcel.

not to take: I want to learn not to take anything too seriously.

1. to eat

2. to drink

3. to stop

4. to take care

5. to gain

ENRICHMENT

HOW TO PLAY

Things you need: coins as counters

1. We need three to four players.
2. Each person uses a coin as a counter. Place the counters at the **Start** box.
3. The first player tosses a coin. If the coin lands on heads, move your counter forward two squares. If the coin lands on tails, move your counter one box backward.
4. If you land on a **grey** square, follow the instructions. If you land on a **red** square, talk about the topic on the square.
5. The person who gets to the end of the board first wins.

START	Describe your favourite sports icon or idol.	Describe the healthiest person you know.	Miss a turn.	Move back two squares.			
Sports that you play.				What is a healthy snack that you eat?			
Move forward three squares.				Food that makes you think of home.			
What do you do during your free time?				Go forward five squares.			
A perfect holiday activity.				Miss a turn.			
Go forward two squares.				My favourite exercise.			
What do you do when you get sick?				What are some of the healthy food that you eat?	What are some of your favourite music?	Go back six squares.	The perfect drink on a hot day.

LISTENING 2

Listen to the conversation between Anita and her doctor. Fill in the blanks with correct answers.

SCAN HERE



Anita: Hi, Dr Azam! What's your opinion on healthy lifestyle?

Doctor: Hi! In my _____, a healthy lifestyle is living your life healthily. You need to take care of your body, your heart and your _____. For example, eating healthy food and practising a good fitness routine to have a well-balanced life.

Anita: Fitness routine? That sounds _____.

Doctor: Not at all. You can start by _____ 30 minutes a day as a workout.

Anita: That easy?


Doctor: Yes. Walking for 30 minutes will burn a hundred calories. Find ways to walk more than you usually do. For example, take the _____ instead of the lift. You should not be _____ too. Too much sitting is not good. Do some activities around you.

Anita: Wow! Thank you doctor for your _____.



SPEAKING 2

A. Answer these questions.

1. Do you play sports? What kind of sports do you play?
2. Do you like indoor or outdoor sports? Why? 

Indoor Sports

1.



Table tennis

2.



Futsal

3.



Chess

Outdoor sports

1.



Trail running

2.



Horse riding

3.



Badminton

B. In pairs, describe the indoor and outdoor sports that you like. You can use the phrases to help you.

1. Do you like playing sports?
Yes, I like playing sports/ No, I don't.

2. Do you play indoor sports? What are they?
Yes, I do. I love playing futsal with my classmates during my free time.

3. What kind of sports do you play?
There are a few sports I play such as...

4. What about outdoor sports?
Outdoor sports are interesting because...

READING 2

A. Read the question from the online forum. Then, read Dr. Alina's response and tick (✓) the suggestions she makes.

DEAR DR. ALINA
Health and Fitness Expert

Katerina



Hi, Dr Alina.
I need to get fit but I am super busy. I work full time and I don't have time to exercise. Can you give me some advice? Please help.

Dr Alina

Hello, Katerina!
I used to have the same problem but I found the solutions to it. Try to be more active in your daily life. For example, you can walk or cycle to work. Spend your lunch break going for a walk instead of sitting in front of the computer. You will feel much better.
If you have time at weekends, why don't you join yoga, martial arts or zumba classes? You will make new friends and have fun too. It will help you to de-stress.
Hope these ideas help! Good luck!

- Do exercises at home.
- Go for a walk.
- Go on a diet.
- Join fitness classes.
- Walk or cycle to work.
- Take up a new hobby or sport.

B. Answer these questions.

1. Katerina hates exercising.
2. Dr. Alina suggests that she does house chores to stay fit.
3. Taking yoga classes can make you healthy.
4. Why is making new friends good for your health? 
5. Give another suggestion to help Katerina to get fit. 

True / False
True / False
True / False



WRITING 2

Your friend Angela was admitted to the hospital because of unhealthy eating habits. Complete the dialogue with suitable answers.

- beans
- barleys
- fast foods
- rolled oats
- food poisoning

← ANGELA
online
📺 ⋮

Hi, Angela! How are you? I heard you were admitted to the hospital recently?

Hi, Sarah! Yes, I was.

Was it because of 1. _____ ?

No. I attended a birthday party and I ate too much cake and pizza. I also drank too much of soda and juice.

Oh no! Please take care of yourself and eat meals with good nutrients such as 2. _____, 3. _____ and 4. _____ instead of taking too much of 5. _____ and sugar!

Okay, Sarah. I will.

Get well soon!

Thank you.



HANDS-ON ACTIVITY

Follow the instructions to make your own dumb-bells.

- What you need:**

 - Two plastic bottles of the same size
 - Water/ rice/ pebbles/ sand (depending on how heavy you want the dumb-bells to be)
 - Aluminium foil



1 Fill the bottles with either water, pebbles or sand. Do not mix them.



2 Tighten the plastic bottle cap.



3 Decorate your dumb-bells. Wrap your dumb-bells with aluminium foils so that they look nice and new.



4 Your dumb-bells are ready to use.

UNIT 9

MAKING A DIFFERENCE



LISTENING 1

Listen to the audio and fill in the blanks with the correct answers. **SCAN HERE**



Nellie: Hi, Sandra! How are you doing?
Sandra: Hi, Nellie! I'm doing fine, thank you. What are you _____?
Nellie: Oh, I'm writing for our school _____. It's about making a difference.
Sandra: Wow, interesting! Can you share with me what it is about?
Nellie: The topic is about the environment. We need to change our _____. We have to protect our Earth.
Sandra: How can we protect our Earth?
Nellie: Firstly, we should stop using _____. Replace them with reusable bags. When we go shopping, bring our own reusable bags or shopping bags. They are cheap and _____. They look stylish as well!
Sandra: Good idea. Anymore tips?
Nellie: Yes. We should also save _____. Turn off lights, the television and fans when we are not using them. Next, we should save water too. Limit our water usage. For example, when brushing teeth, turn off the tap. Try not to use a lot of water when _____ the dishes.
Sandra: That sounds amazing! Can you share more?
Nellie: Yes! Get the school magazine next Monday. I share all my ideas there.
Sandra: Okay. I can't wait!

SPEAKING 1

In groups, discuss the pictures below. You can use the phrases given.

- 
 - community clean-up
 - near the lake
 - residents or volunteers
 - to clean up dirty places, full of garbage
 - collect litter, recycle or dispose properly
- 
 - recycle bins
 - collect plastic, paper, cans or bottles
 - throw the trash accordingly
- 
 - recycled things
 - do-it-yourself (DIY)
 - reduce pollution, save money, help the environment, reduce waste products

READING 1

A. Read the notice below and answer the questions.

COMMUNITY CLEAN-UP CAMPAIGN

'LET'S FIGHT DENGUE'

Shah Alam Vocational College will organise community clean-up around the school compound due to the recent increase of dengue fever cases. All students must participate in this activity.

ATTENTION!

Students from all courses need to properly sort waste such as tyres, bottles and metal plates. There will be a recycling booth at the assembly hall. The waste will be recycled.

Date: 27 th July 2019	Venue: Melati Assembly Hall
Time: 8:00 a.m. to 1:00 p.m.	Focus area: Students' Skills Workshop

Tools and garbage bags will be provided.
Free breakfast packs will be available at the canteen.

Your participation is greatly appreciated.

Organised by:
Health, Safety and Environment
Student Club

DENGUE

B. Tick the right answer. How long will the community clean-up last?

- An hour
- Two hours
- Three hours

C. Match the phrases in List A to the suitable phrases in List B.

- | List A | List B |
|---------------------------------|--|
| 1. The community clean up is to | at the event. |
| 2. Free breakfast pack | turned into something useful. |
| 3. Tools will be provided | must be involved in this activity. |
| 4. All students | clean up the school compound and collect waste to be recycled. |
| 5. The waste will be | can be collected at the canteen. |

D. Write your answers in the space provided.

1. What is the notice all about?

2. What do you think are the tools used for community clean-up?

3. Why do we need to sort the waste?

4. Suggest two ways to stop dengue fever outbreaks.

WRITING 1

A. Draw the four most common waste materials at your school dumpsites and name them.

--	--	--	--

B. In pairs, write a process on how to make a multipurpose compartment using recycled materials found at your school such as paper, glass, cans and plastics. Draw pictures in the boxes provided to help you elaborate.

HOW TO MAKE A MULTIPURPOSE COMPARTMENT

1.	2.
----	----

Recycling can reduce pollution caused by waste. Many of the things that people throw away can actually be changed into new things. Today, I am going to make _____ from these materials: _____, _____, and _____.

First, _____

3.	4.
----	----

Then, _____

 After that, _____

Finally, _____

GRAMMAR FOCUS

Modal Verbs: Should / Shouldn't

Notes

We use **should** to give advice or make recommendations. For example:

Affirmative: We should stop using plastic bags when going shopping.

Negative: We shouldn't use plastic straws anymore.

Question: Should I recycle the newspapers?

Answers: Yes, you should. / No, you shouldn't.

The basic structure of should:

	Subject	Auxiliary Verb	Main Verb (base)	Elaboration
1.	I	should	follow	his advice.
2.	We	should	take	some actions.
3.	You	should	stay	with me.
4.	They	should	get	enough sleep.

Match each sentence with a suitable advice.

- We should recycle things
- Laila loves spending on new clothes.
- Raju has plenty of time.
- The use of heaters and air conditioners contribute to air pollution.
- There is a lot of trash at the beaches.
- He smokes a lot.
- Around 500 000 000 plastic straws are used each day in the United States.

- More people should volunteer doing beach clean-ups regularly.
- He should stop smoking.
- We should only use them when necessary.
- We should start banning plastic straws to stop plastic pollution.
- to reduce waste products.
- He should join voluntary work to give back to the community.
- She should give her old clothes to the charity.

ENRICHMENT

Ask questions based on the pictures. This activity is to find the pupil who does most of the practices. Whoever does the most practices will be crowned as MISTER/ MISS ENVIRONMENTALIST!



1. I always keep my room clean and tidy.

YES NO



2. I like donating old clothes and toys to the less fortunate people.

YES NO



3. I turn off the water tap while brushing my teeth.

YES NO



4. I don't waste water in the bathroom.

YES NO



5. I keep the bottles and use them as useful containers.

YES NO



6. I switch off the light when I leave the room.

YES NO



LISTENING 2



Listen to the audio and match each label to the correct picture.

Alternative energy:
any energy source that is an alternative to fossil fuel.

Hybrid car:
powered by both an electric motor and internal combustion engine.

Recycling:
the process of collecting waste materials into useful products.

Deforestation:
the removal of a forest or trees from land for human use.

The ozone layer:
an area of the Earth's stratosphere that absorbs most of the sun's ultraviolet radiation.

Pollution:
the process of making land, water, air, or other parts of the environment dirty and harmful.



1.



2.



3.



4.



5.



6.

SPEAKING 2

You are at the park with your friend. Suddenly, you see a man throwing large garbage bags into the bushes. You decide to advise him not to do so. Work in pairs, use the expressions below to help you give the advice.

Excuse me...	I'm sorry but...	Please remember...
Could you please try not to throw...	You should not throw your garbage here.	Do not throw the rubbish here.
You should throw the garbage into the dustbin.	The garbage on the ground will create an unhealthy environment.	



READING 2

A. Read the text below.

A Gift for a Gift

Once upon a time, there lived a king who was loved by all the people in his kingdom. One day, he went for a ride alone on his horse in the forest. After riding for hours in the dark forest, he realised that he was lost. He felt tired, scared, hungry and cold.

He went on riding until he found a small hut of a poor farmer. The farmer was working and his wife was alone. She was cooking potatoes on the fire. The King could smell the delicious hot potatoes and felt very hungry. The wife of the farmer said, "We are very poor, but I can give you potatoes for dinner and an old blanket for you." The King gladly accepted her offer. She quickly gave the King a large bowl of potatoes and a blanket. They had dinner and the King finished all the hot potatoes. He said, "These are better than the best beef." Before the King left, he gave her a gold coin as a token.

When the farmer returned home, his wife told him about the visitor and showed him the gold coin. The farmer realised that the visitor was the King and he felt that the gold coin was too generous. He decided to take a bushel of potatoes to the King. The farmer went to the palace to see the King. "Your Majesty, you gave my wife a gold coin for a plate of potatoes and an old blanket. You are too generous. So, I am giving you a bushel of potatoes which you said tasted better than the best beef. Please accept them."

The King felt touched by the farmer's words and his honesty. He rewarded him a beautiful house on a small farm. They lived in the beautiful house happily ever after.

Zwier, L. J. & Pike-Baky, M. (2007). Interactions 1 Writing: Sentence Development and Introduction to the Paragraph. Silver Edition. New York: McGraw-Hill, pp. 92-107.

B. Answer these questions.

1. Match the vocabulary that matches in the story.

- | | |
|--------------------------------------|---------|
| a. A small house | bushel |
| b. A large piece of woollen material | hut |
| c. A kind of meat | gift |
| d. The home of the King | palace |
| e. A large container | blanket |
| f. A token | beef |



2. Why did the farmer go to the palace?

3. What is the moral of the story?


WRITING 2

You are writing a short social media post on how reducing the use of straws and plastic containers would save the turtle. Use the pictures provided to help you write your post.


Miss_Anna FOLLOW


paper bags



metal straw



clean the beach




recycling

This picture really makes me sad and angry. We can't just watch and stay in silence anymore. I believe we should stop using plastic products because they are harmful and deadly to the sea creatures. Do you know that plastic straws would harm the sea turtles? They would choke and die. So, here are some ideas that we can practice to lessen the usage of plastics and save the turtles.

1. We should start using reusable shopping bags to substitute single-use plastic bags.
2. _____
3. _____
4. _____
5. _____

HANDS-ON ACTIVITY

Look at the REDUCE, REUSE AND RECYCLE environmental poster. Now, in a group of three, design one environmental poster creatively.





THEME **4**

CONSUMERISM AND FINANCIAL AWARENESS

UNIT 10 A PENNY SAVED IS A PENNY EARNED

In this unit, you will learn about:

- parenting tips on money management
- junior savings account
- active/ passive voice

UNIT 11 MANAGING MONEY

In this unit, you will learn about:

- tips on saving money
- needs and wants
- asking opinions on managing money
- relative clauses
- negotiating prices
- business ideas
- making comparisons

UNIT 12 SMART CONSUMERS

In this unit, you will learn about:

- characteristics of smart shoppers
- giving advices
- shopping for groceries
- sections in a department store
- narrating experiences
- past simple passive sentences
- consumers' rights

UNIT 10

A PENNY SAVED
IS A PENNY
EARNED



~~SAMPLE~~



LISTENING 1

Why should teenagers save money? Scan the QR code to find out and answer the questions below.

SCAN HERE



- Saving changes the statement _____ into _____.
A. "no, you can't", "you can, but later"
B. "no, I shouldn't", "yes, I should"
- When people make a budget, we only take into account expenses that are predictable such as
A. food, groceries, tuition fees and bills.
B. food, diapers, cooking oil and soy sauce.
- Self-reliance means not relying on your parents all the time. In other words, it means
A. buying your own food and supplies.
B. taking some financial weight off your parents' shoulders.
- Saving can help you feel less _____, _____ or _____ by being independent and making more choices available.
A. stressed, tired, disappointed
B. anxious, depressed, unsatisfied
- Saving gets you to _____.
A. keep your eye on your dreams.
B. make your parents' dreams, a reality.



SPEAKING 1

A. In pairs, discuss this topic "What I would do with RM10,000.00". You may spend on no more than five items. An example is provided.

1. ITEM	Transport	Travel	Food	House (Fix/ Buy/ Renovate)	Jewellery
AMOUNT	I would spend RM2,500.00 to fix my father's car.	I would spend RM2,000.00 to go on a vacation with my family.		I would spend RM2,000.00 to buy new furniture for our house.	

2. ITEM	Donate/ Charity	Shoes	Bags	Gadgets	Saving
AMOUNT	I would donate RM1,000.00 to a animal shelter.				I would put aside RM2,500.00 in my saving account for emergency use.

B. Give justification to your spending.

Example:

- I would spend RM2,500.00 to fix my father's car because it is in bad condition. He uses the car to get to work and to send me to school every day.
- I would spend RM2,000.00 to bring my family on a vacation. My family does not go on vacation often because it is expensive.
- I would spend RM2,000.00 to buy new furniture for our house because the furniture is very old. It is also a present for my mother.
- I would donate RM1,000.00 to a animal shelter because I love animals.
- I would put aside RM2,500.00 in my saving account for emergency use.

READING 1

A. Read the following parenting tips on money management.

Kids & Money

The expression "a penny saved is a penny earned" means that it is useful to save money. Before we tell children to save money, they should first be taught about the value of money, how it is earned and how to manage money. So, here are some ways we could educate the younger generation about money.



A. Use a clear jar to save
Clear jars give kids visual. They will see the money growing in amount and volume.



B. Set an example
Children more often than not take after their parents' habits. They do what their parents do. So, parents should start a habit of saving money.



C. Show them that things cost money
Do not just tell them the cost. Help them get the money from the jar, and take it to the cashier. This will have a more meaningful impact.



D. Show opportunity cost
Tell the children, "If you buy this game, you won't be able to buy that pair of shoes." They should be trained to weigh decisions and understand possible outcomes.



E. Give commissions, not allowances
Pay them or reward them based on chores they do around the house like taking out the trash, cleaning their room, or mowing the grass.



F. Avoid impulse purchases
Avoid unplanned, or unnecessary purchases. Spend time on purchases that have an impact on your budget, no matter how small.



G. Stress on the importance of giving
Once they start making a little money, be sure to teach them about giving. They will soon learn how giving does not just affect the people they give to, but the giver as well.



H. Give them the responsibility of a bank account
By the time children become teenagers, they should already have his or her own savings account instead of just saving money at home. This takes money management to the next level, and will (hopefully) prepare them for the future.

B. Answer the following questions.

1. Whose habits do children follow at home? _____	4. You saw something at the mall that you like. What should you do? _____
2. Why should we use clear jars to save money? _____	5. In your opinion, how does giving affect the giver? _____
3. Suggest three chores children can do at home. _____ _____ _____	6. What do you think savings should be spent on? _____

Find the listed words.

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

- MONEY
- DEPOSIT
- EXPENSES
- BUDGET
- SAVINGS
- BANK
- ACCOUNT
- WITHDRAWAL
- INTEREST
- INVESTMENT

LISTENING 2

How did money come to be? Listen to the audio track entitled "A Brief History of Money: From Barter to Bitcoin." Then, answer the questions that follow.

SCAN HERE



1. The concept of currency began from _____ activity.
 - A. eating
 - B. travelling
 - C. trading
2. It is estimated that humans have traded among themselves as early as
 - A. 1992
 - B. the time of dinosaurs
 - C. 9000 BCE
3. The first paper currency was printed in China during the _____.
 - A. Yuan Dynasty
 - B. Song Dynasty
 - C. Ming Dynasty
4. The concept of banks and banking emerged in the 1400s. This era is also known as the
 - A. Age of Empires
 - B. Middle Ages
 - C. Younger Ages
5. The first credit cards were issued by the _____ Club in 1950.
 - A. Gentleman
 - B. Diners
 - C. Barbers
6. Cryptocurrency was introduced in 2008. It was known as _____.
 - A. Bytecoin
 - B. Coins
 - C. Bitcoin

SPEAKING 2

Your father's birthday is coming up. You and your siblings wish to buy him a present. However, you do not have the money. Discuss what you would get for him and how you will get the money to buy it. Some suggestions are provided below. You may share your own. Write the suggestions in your note book.



perfume



a set of belt and wallet



watch



a set of diary and pen

How to raise money:

- get a part-time job
- borrow from a friend or a family member
- sell some of your stuff

READING 2

A. Read the following dialogue between Fatin and a bank teller.

Bank teller: Good morning and welcome to Carson Bank. How may I help you, miss?

Fatin: Good morning. I would like to open a junior savings account, please.

Bank teller: Okay, here is what you need to do. First, you have to fill in the application forms. Any customer under the age of 18 will need the consent of a parent or guardian. They have to be here too. Please bring along a copy of your birth certificate and MyKid. Your parents will have to provide his or her identification card and a valid driver's licence.

Fatin: How much do I have to deposit to open the account?

Bank teller: A minimum of RM1.00 has to be deposited to open the account.

Fatin: Will I be getting a passbook and a debit card?

Bank teller: We no longer issue account passbooks. You may manage your account and view transactions via our website, mobile application or at the Automatic Teller Machine. Yes, you will be issued a debit card. However, your daily withdrawal limit will be RM500.00 per day only until you reach 18 years old.

Fatin: What happens to the account when I am 18?

Bank teller: Once you reach 18 years old, the bank will automatically convert your junior savings account into a personal savings account.

Fatin: What is the difference between the two accounts?

Bank teller: With the personal savings account, you will be granted full control of your accounts. You may also choose another savings scheme if you wish.

Fatin: Thank you so much for the information. I will return with my mother next time.

Teller: You are welcome. Have a good day, miss.

B. Answer the following questions with information from the above dialogue.

- | | |
|--|---|
| 1. How old do you think Fatin is?
_____ | 4. Why do you think the bank no longer issues passbooks?
_____ |
| 2. Was her parent with her at the bank?
_____ | 5. What is the withdrawal limit of a junior savings account?
_____ |
| 3. What is the minimum amount required to open the account?
_____ | 6. What does ATM stand for?
_____ |

WRITING 2

Below is a table comparing the feature of savings accounts at banks in Arshad's hometown. Study the table and answer the questions below.

Bank	SEA-T BANK	DIMB BANK	AM-E BANK
Minimum initial deposit	RM5,000.00	RM250.00	RM1.00
Interest rate	0.5% per annum	0.1% per annum	1.2%
ATM card issuance fee	RM8.00	RM8.00	RM8.00
MEPS withdrawal fee	RM4	RM1	RM1
Mobile banking app	✓	✓	✗
Advantage	International bank (Instant global access to your account when you travel abroad)	Low ATM withdrawal fee.	High interest rate
Disadvantage	1. High MEPS withdrawal fee. 2. High initial deposit.	Low interest rate.	Does not have mobile banking app

- If Arshad wishes to maximize the growth in his savings, which bank should he choose and why?

- Arshad plans to further his study overseas next year and wishes to open an international account. However, he is concerned about the high cost. Which bank should he choose and what do you think Arshad is concerned about?

- What is the benefit of having an international account?

- Arshad is looking for a savings account which allows him to use his smartphone to transfer funds to his parents. He currently has RM400.00 cash in his money box at home. Which bank would you recommend?

HANDS-ON ACTIVITY

Currency Exchange

- Pupils will be divided into groups of four.
- Based on the given currency exchange rate, each group is required to complete the table with the correct exchange rate.
- The fastest group to complete the table correctly wins.

Foreign Currency Units		Malaysian Ringgit (MYR)
1 Euro	EURO	4.67
1 U.K. Pound	GBP	5.13
1 U.S. Dollar	USD	4.21

ITEMS	PRICE IN FOREIGN CURRENCIES			
	EURO	MYR	GBP	USD
 Cheese	750.00		682.75	
 Running shoes		673.60		160.00
 Umbrella		71.82	14.00	
 Watch	332.76			369.12

UNIT 11

MANAGING MONEY

FINANCE



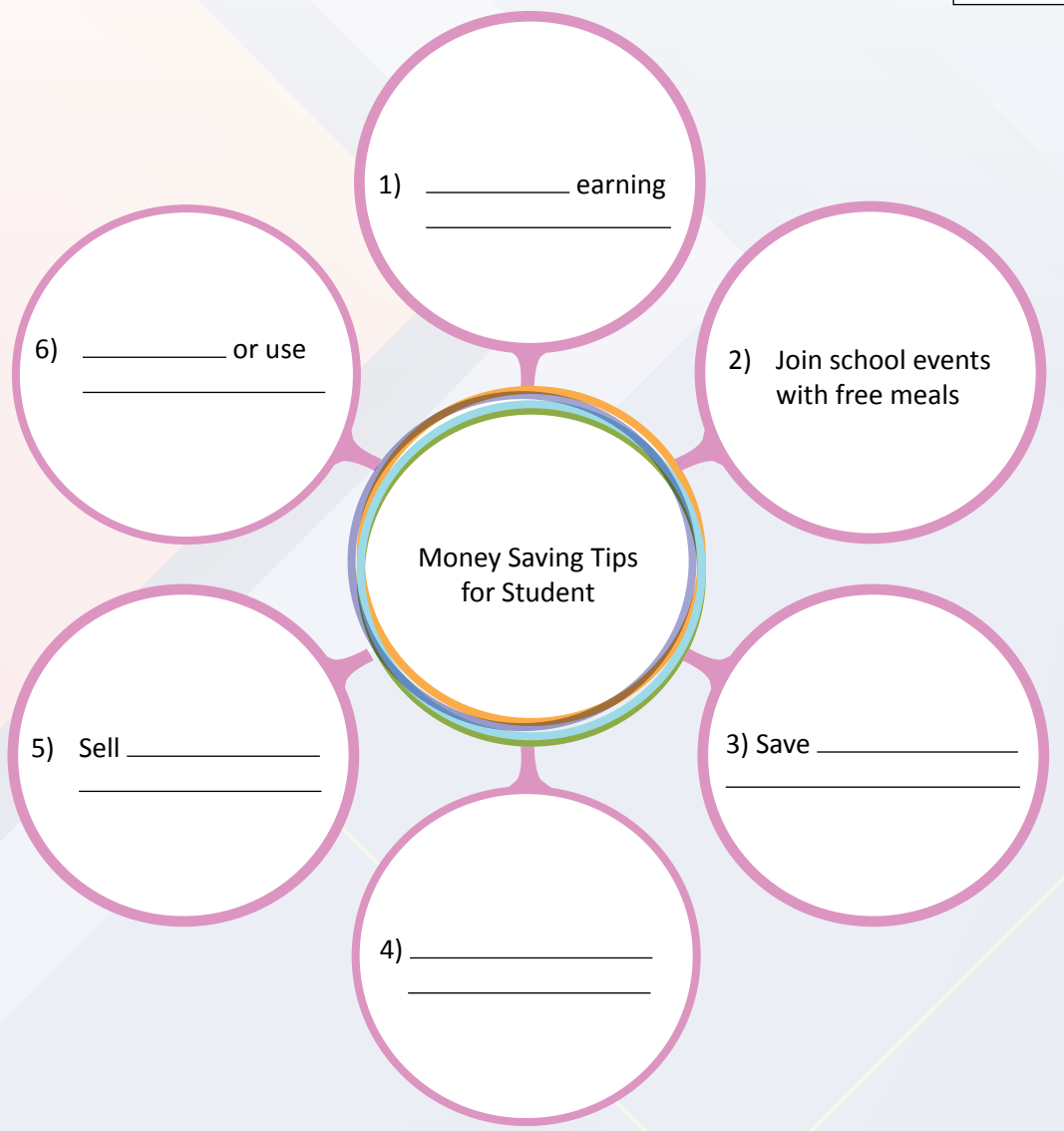
WARM UP ACTIVITY

Answer these questions.

1. Do you have any financial issue?
2. If yes, what do you do to solve it?

LISTENING 1

Listen to the audio and complete the bubble map below.



SPEAKING 1

A. Check the pronunciation of all the following words in the dictionary. Pronounce the words correctly.

- People need to buy:**
 - groceries
 - food
 - kitchenware
 - toiletries
 - furniture
- People want to spend money on:**
 - clothes
 - vacations
 - vehicles
 - gadgets
 - jewellery
- People want to save money for:**
 - a house
 - a car
 - an education
 - an emergency situation

B. In pairs, take turns to ask and answer these questions.

1. What do you spend most of your money on? I mostly spend my money on...
2. What do you need to buy next? I need to buy...
3. Are you good at saving money? Yes, I'm good at it/ No, I'm not.
4. Are you saving money to buy something? Yes/ No.
5. If so, what are you planning to buy? I'm planning to buy...
6. How much does it cost? It costs about RM...

READING 1

A. In a group of three, recite this poem creatively with confidence and enjoyment. The group with the best performance will be the winner.

Money

Money can buy costumes but not beauty
 Money can buy idols but not devotion
 Money can buy books but not wisdom and knowledge
 Money can buy bed but not rest and sleep
 Money can buy medicines but not health
 Money can buy wealth but not health

Money can buy flowers but not freshness and fragrance

Money can buy honey but not sweetness
 Money can buy something but not everything
 Money can buy luxuries but not happiness.

Adapted from: a poem by Greenpeace

B. Answer these questions.

- Which line do you most agree with? Share your opinion.

- 'Money can buy luxuries but not happiness'. Share your opinion on this idea. Provide details to support your opinion.

WRITING 1

You received an e-mail from your best friend asking for your opinion on how to spend his money. You may use some of the phrases provided to help you.

Spending Money

vinoth_van@gmail.com

Dear Eric,

How are you doing? I hope you are in good health. I want to share a good news with you. I've just won a Robotic competition organised by my school. I won RM1,500.00. How lucky! I'm thinking of spending this money on a new mobile phone. However, my brother thinks that I should keep that money in my savings account for future use.

What do you think? How should I spend this money? Is spending money on a new mobile phone a good idea? Please share your thoughts. Looking forward to your reply.

Regards,
Vinoth

Useful Phrases:

- You should...
- I think _____ is better than _____
- You need... / you don't need...
- I don't think _____ is very important because...
- _____ is important than _____ because...
- I feel that...

New Message

Recipients vinoth_van@gmail.com

Subject Money matters!

Dear Vinoth,

Congratulations on winning the Robotic competition! I'm happy for you. In my opinion...

GRAMMAR FOCUS

Defining Relative Clauses using Who, Which and That

Notes

We use relative clauses to combine two sentences, to give more information about someone or something.

Example:

He is an architect. He designed the world's famous building.
He is an architect **who** designed the world's famous building.

who / that → Is used to refer to people

Example: The girl who/ that lives next door baked me a delicious apple pie.

that / which → Is used to refer to animals and things

Example: The car that/ which he is driving belongs to his parents.

Fill in *who*, *which* or *that* in the blanks to complete the sentences.

- Siti is the student _____ is doing some part time jobs.
- Layla is my friend _____ manages few online businesses.
- This is the bank _____ offers special savings accounts for students.
- Yesterday, I found a purse _____ that has a lot of money.
- Can I talk to the man _____ is carrying the big black bag?
- That is the woman _____ earns around RM20,000.00 a month.

ENRICHMENT

Match the pictures with the correct word.

- | | | | | | |
|---|-----------|---|--------------|---|-------------|
| A | wallet | B | bill | C | purse |
| D | money jar | E | cash machine | F | credit card |
| G | coins | H | cashier | I | notes |

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

LISTENING 2

SCAN HERE



A. Listen and say.

expensive cheap buy sell price

want need borrow lend pay

B. Listen to the conversation and complete the dialogue below.

SCAN HERE



Tourist: Do you speak _____ ?

Lili: A _____.

Tourist: I want to _____ this shirt. How much is it?

Lili: This one?

Tourist: No, the red one.

Lili: _____.

Tourist: One hundred and fifty ringgit? That's _____!

Lili: I will _____ it to you for one hundred and twenty ringgit.

Tourist: One hundred ringgit?

Lili: Sorry, I cannot do a hundred ringgit. A hundred and twenty ringgit.

Tourist: _____ I won't take it.

Lili: Alright. A hundred ringgit.

SPEAKING 2

Your school is organising a fund-raising carnival to upgrade the school facilities. Each class needs to participate and sell something to help collect some funds. In a group of three, plan and decide on the items and the price. Present your ideas to your class.

Business Ideas for a Fund-Raising Carnival

- Hello everyone! We want to open a booth at the school carnival. We are planning to sell _____ because _____
- These are the materials/ ingredients that we need. They are _____
- The cost for one item is around _____
- We have decided to sell it at RM_____ so that we can get a profit of RM_____ for every item we sell!



READING 2

A. Read the notice on the school board.

Congratulations to all students of Sekolah Seri Rampai for holding a successful fund raising event. The carnival managed to hit our target of RM10,000.00. All funds made will be used to upgrade the school facilities. These are the list of things that the school will purchase.

RM10,000.00

- Three computers at RM1,500.00 each.
- Two whiteboards at RM800.00 each.
- Food and drinks vending machine at RM2,000.00.
- Projector at RM700.00.

B. Answer the questions.

1. How much is the total amount in the list above? Tick (✓) the correct answer.

RM10,000.00	RM8,000.00	RM12,000.00
-------------	------------	-------------

2. What are the items that your school is NOT purchasing. Tick (✓) the correct answer.

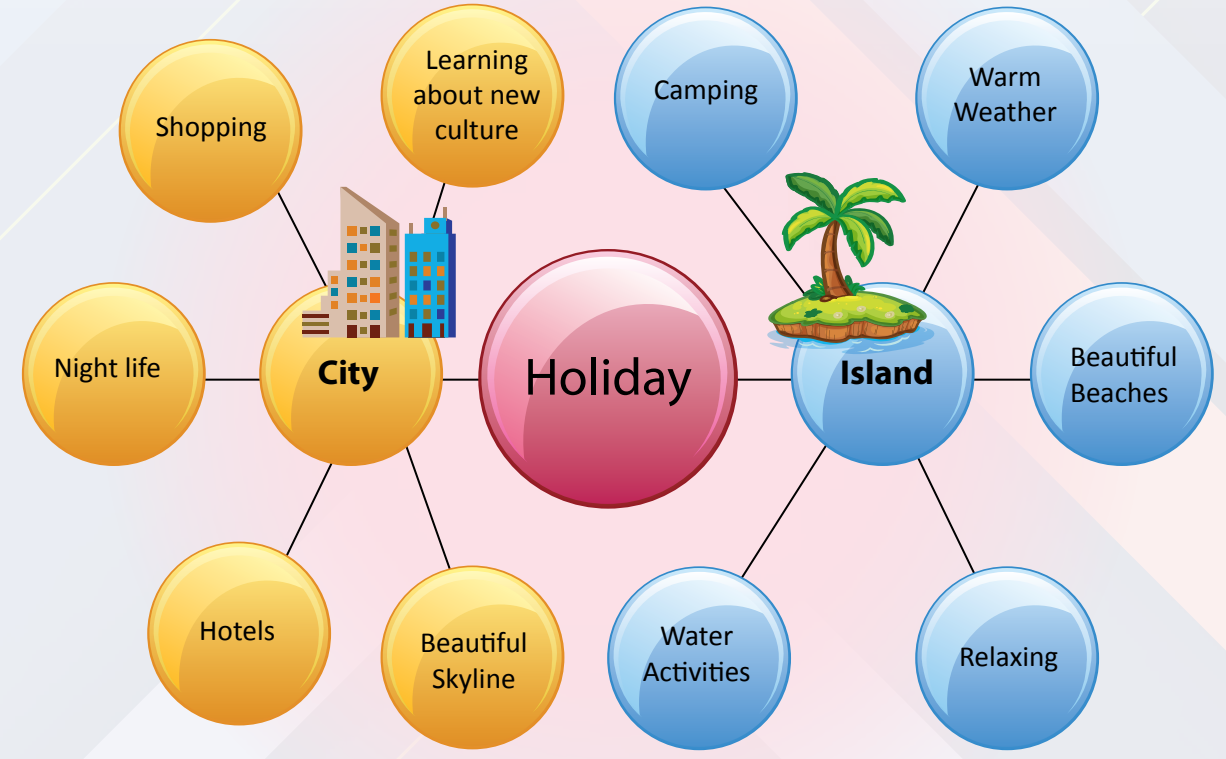
computers	whiteboard	desks
-----------	------------	-------

3. Why is it important for schools to receive funding?

4. What would you purchase with the balance money that the school has?

WRITING 2

A. You want to spend your holiday with your family. You are given choices to go for a holiday in a city or on an island. Read the description of both places.



UNIT 12

SMART CONSUMERS



WARM UP ACTIVITY

In pairs, answer these questions.

1. Do you prepare a list before shopping?
2. Do you check the products before purchasing?

LISTENING 1

A. Listen to the audio and circle the correct answers.

1. What do smart shoppers prepare before shopping?
A. Receipt B. Shopping list
2. Why do smart shoppers prepare a shopping list?
A. To save time and money B. To be kept in the bag
3. What do smart shoppers do before purchasing any products?
A. Check the price only B. Inspect the products C. Read food labels
4. Which of the following is not checked by smart shoppers before purchasing?
A. Expiry date B. Packaging C. Recipe
5. Why do smart shoppers get the wet food products last?
A. To keep it in safe temperature B. They will stain the shopping cart and other products C. They will be cheaper

B. Which products should be in the shopping cart first? Based on the audio in Activity A, number the following products in the correct order.



wet food products



dry food products



non-food products



C. Cooking ingredients

C. To buy things

C. Read food labels

C. Recipe

C. They will be cheaper

WARM UP ACTIVITY

Answer these questions.

1. Are you a smart shopper?
2. What do you think the characteristics of a smart shopper are?

SPEAKING 1

A. Dellany wants to be a smart shopper. However, she usually buys products with bad quality. In groups, take turns to give advice to Dellany. You can use the phrases provided.

- I think you should...
- Why don't you...
- Have you tried...
- How about you...

- prepare a shopping list
- inspect food packaging
- check receipts
- buy items on sale

- check the expiry date
- compare the prices
- read food label
- do a look and smell test
- shop around
- shop in order



B. Write a short message to advise Dellany on her shopping habit.

Hi, Dellany _____

READING 1

A. Read the text and tick (✓) the characteristics of a smart shopper that can be found in Mr. Chen.

Last week, Mr. Chen went to a department store. He walked to the different sections in the store to get all the items that he had listed down on his shopping list. First, he went to the toiletries section. He grabbed two bottles of mouthwash, a bottle of shampoo and a tube of toothpaste.













Next, he went to the dry food section. He took two boxes of cereals and three packets of potato chips and put them into the shopping cart. Later, he walked through the dairy section and took two cartons of low fat milk for his cereals.

After that, he went to the produce section and got himself a bunch of bananas, three red apples and a packet of chillies.

Lastly, he added two packets of chicken wings and a packet of frozen fish fillet into the shopping cart. Before going home, he checked the receipt and then placed the chicken wings and frozen fish fillet in the cooler that he brought from home to prevent them from getting spoiled on his way back.

- 1. prepares a shopping list
- 2. reads food labels
- 3. brings a cooler for frozen products
- 4. inspects the condition and packaging of products
- 5. asks to run a small test for electrical appliances
- 6. looks for SIRIM labels on electrical appliances
- 7. checks the expiry date
- 8. checks the receipts

B. Tick (✓) for items that Mr. Chen purchased at the store. Then, write the quantity of each item in the next box.

1.  <input type="checkbox"/> <input type="checkbox"/>	2.  <input type="checkbox"/> <input type="checkbox"/>	3.  <input type="checkbox"/> <input type="checkbox"/>
4.  <input type="checkbox"/> <input type="checkbox"/>	5.  <input type="checkbox"/> <input type="checkbox"/>	6.  <input type="checkbox"/> <input type="checkbox"/>
7.  <input type="checkbox"/> <input type="checkbox"/>	8.  <input type="checkbox"/> <input type="checkbox"/>	9.  <input type="checkbox"/> <input type="checkbox"/>
10.  <input type="checkbox"/> <input type="checkbox"/>	11.  <input type="checkbox"/> <input type="checkbox"/>	12.  <input type="checkbox"/> <input type="checkbox"/>

WRITING 1

Write about your experience when you went grocery shopping with your family. You may use the phrases provided.



push – shopping cart – grocery store



mother – shopping list – help – to find



stationery section – pencils



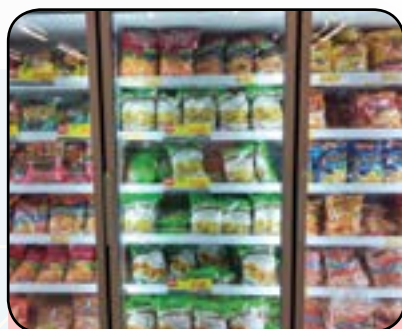
dry food section – boxes of cereals



dairy products section – bottles of milk – flavoured yoghurt



produce section – fresh vegetables and fruits



frozen food section – fries – chicken nuggets



queue – checkout counter – to pay



mother – checks receipts – home

GRAMMAR FOCUS

Past Simple Passive Sentences

Notes

- We use the passive to show what happened to the subject.
- To make a past simple passive form:
 - we use was/were + past participle of the verb
Example: was + bought
 - the object (the receiver of the action) comes first followed by 'be' verb (was/ were) in agreement with the object and followed by the verb in its past participle form.
Example: The apple + was + bought
 - the subject can be mentioned by placing it after the preposition 'by'.
Example: The apple + was + bought + by + my mother.

A. Complete the sentences with 'was/ were + past participle'.

- The bread _____ (eat) by Rahim last night.
- The expired products _____ (throw away) by Reza last week.
- A box of oranges _____ (buy) yesterday.
- The spaghetti _____ (cook) by Mei Ling this afternoon.
- The complaint _____ (make) by a customer last Monday.
- These beautiful shoes _____ (sell) cheap during Year-End sale last week.

B. Circle the correct answers.

- The shopping list _____ by my mother.
A. were prepared B. prepare C. was prepared
- The complaint _____ by the manager.
A. were handled B. handled C. was handled
- The furniture _____ yesterday.
A. sold B. was sell C. was sold
- The food products _____ by the shopkeeper.
A. sort B. was sorted C. were sorted

ENRICHMENT

In groups, gather as many newspaper copies as you can. Look for pictures of products that can be found in each section of a grocery store. Paste and label them in the correct boxes.

1. Dairy products


2. Toiletries

3. Produce

4. Cleaning supplies

WARM UP ACTIVITY

Answer these questions.

1. Have you ever made a complaint about any faulty products that you purchased?
2. Why do you think customers complain? 

LISTENING 2

A. Listen to the audio and answer the questions.

1. Why did the customer want to meet the manager?
2. How did the manager solve the problem?

B. Listen to the audio again. After listening, tick (v) for the correct details to complete the complaint form.

SCAN HERE



Customer Complaint Form	
Customer's Name: <input type="checkbox"/> Fikri	Customer's Phone: <input type="checkbox"/> Salina binti Iman 012-3456789
Customer's Address: No. 167 Jalan Tanjung Raga, Taman Sri Temenggong, Jalan Temenggong Ahmad	
Complaint Date: 09/09/2019	Complaint taken by: <input type="checkbox"/> Fikri <input type="checkbox"/> Fitri
Complaint regarding: <input type="checkbox"/> product <input type="checkbox"/> pricing <input type="checkbox"/> service <input type="checkbox"/> cleanliness	
Complaint details: A customer bought faulty electrical appliance (rice cooker) from this store. The customer provided proof of purchase (receipt) and the product is still under warranty.	
Action (s) taken: <input type="checkbox"/> an explanation <input type="checkbox"/> an apology <input type="checkbox"/> refund/ product exchange <input type="checkbox"/> others	
Status: <input type="checkbox"/> Solved <input type="checkbox"/> Unsolved and need immediate attention	

SPEAKING 2

You wanted to make some complaints about food you bought at a supermarket. In groups, take turns to play the manager and a customer. Describe the product to the manager on duty. You may use the phrases and expressions provided.

- Excuse me, I would like to make a complaint...
- I am sorry to bother you but the product is...
- Pardon me, I would like to inform you that one of the products on sale is/has...

- mouldy
- passed expiry date
- left uncovered
- dented
- not fresh
- cracked shell



1. ready-to-eat food



2. strawberries packed in a box



3. canned food



4. expiry date label



5. produce products



6. eggs in an egg tray

READING 2

A. Read the text and find the meaning of the underlined phrases on the Internet. Then, match it to the suitable description.

Know Our Rights!

As consumers, we should be aware of our rights so we can buy products that are worth our money. We can make complaints if we are not happy with our purchases and get refunds for faulty products. We can make complaints about pricing errors, overpriced products, faulty products and poor service.

However, we should avoid being unreasonable when we make our complaints even though we feel disappointed with the products or services. We should be polite and make our complaints to the right person so it can be handled appropriately. We can make our complaints directly to the shop that sold us the item.

We should avoid making useless complaints without any evidence. We should have evidence such as receipts or pictures to support our complaints so the other party can take action regarding our complaints.

Adapted from: CompareHero.my. (2016, May 12) Refused a Refund? Know Your Consumer Rights in Malaysia! Retrieved from: <https://www.comparehero.my/money-tips/articles/consumer-rights-malaysia>

- A. not working
- B. not done with care and skill
- C. too expensive
- D. retailer displays the wrong price

- 1. pricing error
- 2. overpriced products
- 3. faulty products
- 4. poor service

Glossary

worth- good value for the price paid
unreasonable- not acceptable

B. Based on the text, decide if the statements is True (T) or False (F).

No.	Statement	T/ F
1.	We need to know our rights as consumers.	
2.	We can make complaints if we are not happy with the purchased products.	
3.	We will get refund for every product that we purchased.	
4.	We can make complaints about overpriced products.	
5.	We can get angry at the shop if we feel disappointed with the product that they sell.	
6.	We should be polite when we make our complaints.	
7.	We should make complaints through social medias.	
8.	We should provide evidence when making complaints.	

WRITING 2

Choose Scenario 1 or Scenario 2. Then, fill in the boxes with suitable details for the scenario to complete the letter of complaint. You may use the words and phrases provided.

Scenario 1
 bought – table fan 20/09/2019. Three days later – table fan – loud noises when switched on. The brand name – BETA.
 prefer – product exchange.

Scenario 2
 bought – a lot of canned food – one – dented – leaking. The brand name – DelliFish.
 prefer – cash refund

Your address _____

Date _____

Recipient and shop address _____

Salutation Dear _____ ,

Body of letter
Paragraph 1
 Introduce yourself and the reason for writing.
 Describe what is wrong with the product, date of purchase and place of purchase.

Paragraph 2
 Suggest how you would like to resolve the problem and include your contact number.

Signature _____

Your full name _____

ENRICHMENT

In groups of four, go to the nearest department store and find out the price for the items listed. Compare the prices with the other groups.

What's The Price?

Category	Item	Brand	Price per Unit (RM)
Clothes	t-shirt		
	shorts		
	socks		
	pyjamas		
Toiletries	toothpaste		
	soap		
	shower gel		
	shampoo		
Cleaning agents	detergent		
	fabric softener		
	dishwashing liquid		
	bleach		
Shoes	sport shoes		
	slippers		
Home appliances	rice cooker		
	iron		
	hairdryer		
	blender		

TEACHER'S NOTE • Teacher needs to discuss and decide to standardise the specifications of the items for example: one litre of fabric softener.

Unit	Page	Skill	Exercise	Type	Audio Transcription
1. Making New Friends	6	Listening 1	A & B	Audio	<p>Sarah: Hello, Aishah. It's me, Sarah.</p> <p>Aishah : Hello, Sarah. How are you? How is your new school?</p> <p>Sarah: I'm fine, thank you. As you know, I have moved to a new school and everything is great but I have trouble in making new friends. I need your help. What should I do?</p> <p>Aishah: I'm sorry to hear that, Sarah. I know making friends can be very hard for some people. In my opinion, the best thing to do for now is to keep on smiling. When you smile, you will make a good first impression to people around you. Then, you should introduce yourself politely to them. Be friendly and make small talk with them.</p> <p>Sarah: Thanks, Aishah. I will keep that in mind.</p> <p>Aishah: No worries, Sarah. I hope it would work for you.</p>
	7	Speaking 1	A	Video with subtitle	<p>Alia: Hi, I am Alia.</p> <p>Irene: Hello, Alia. Nice to meet you. I am Irene. How are you?</p> <p>Alia: Nice to meet you too, Irene. I'm fine, thank you. What are you doing here?</p> <p>Irene: I am about to play badminton with my friends.</p> <p>Alia: That's great! Do you like to play badminton during your free time?</p> <p>Irene: Yes, I am. How about you? What do you like to do during your free time?</p> <p>Alia: I enjoy cycling.</p> <p>Irene: That's nice. I don't know how to cycle.</p> <p>Alia: No worries, I can teach you someday.</p> <p>Irene: That would be great, Alia. I'm sorry but I need to go. My friends are calling for me.</p> <p>Alia: That's alright. Nice to know you, Irene. See you!</p> <p>Irene: Nice to know you too, Alia. See you!</p>

	12	Listening 2	A	Audio	<p>My name is Vijaya. I'm 17 years old and I'm an Indian girl. I have long beautiful hair and I always wear a black bindi on my forehead. I'm from Johor Bahru. My family and I celebrate Deepavali. A few days before the celebration, my mother and I always work together to make a kolam in front of our house. Usually, it is a peacock-shaped kolam. We also prepare traditional cakes and sweets such as murukku and laddu. In the morning of Deepavali, we wake up before sunrise for our ritual oil bath and then head to the temple to perform our prayers. My mother and I normally wear colourful salwar kameez while my father and my brother wear dhoty. After performing our prayers, we then return home to take family photos and celebrate the rest of the day with our family members and friends.</p>
2. My Occupation	20	Listening 1	A, B & C	Audio	<p>Counsellor: Good morning, Anita. How are you today?</p> <p>Anita: Good morning, Mr Lim. I'm fine, thank you.</p> <p>Counsellor: Glad to hear that. Are you ready for our Career Talk?</p> <p>Anita: Yes, I am.</p> <p>Counsellor: Good. I'll ask you a few questions throughout our session and you need to answer all the questions honestly, alright?</p> <p>Anita: Sure, Mr Lim.</p> <p>Counsellor: Can you tell me what kind of activities you like doing during your free time?</p> <p>Anita: I enjoy cooking. I always cook with my mother whenever I have the opportunity.</p> <p>Counsellor: Glad to hear that. By the way, what is your ambition?</p> <p>Anita: I want to be a chef, just like my mother!</p> <p>Counsellor: That's wonderful. Do you want to be a chef because of your mother?</p> <p>Anita: I want to be a chef because I love cooking so much and my mother is my inspiration. She encourages me to be a chef too.</p> <p>Counsellor: Very good. Would you like to explore your hobby further?</p> <p>Anita: Yes, I would. I always do. Last week, my mother and I created a new dish together. It was delicious.</p>

					<p>Counsellor: That's awesome! Have you ever participated in a cooking competition?</p> <p>Anita: Yes. I always participate in cooking competitions. Recently, I won first place.</p> <p>Counsellor: Congratulations, Anita! I'm really glad to hear that. For now, I would suggest you keep on exploring your hobby further. You seem to enjoy it so much. That way, you can improve yourself doing what you love the most.</p> <p>Anita: Thank you, Mr Lim. Sure, will do.</p>
	27	Listening 2	A	Audio	<p>Speaker 1: I am a baker. I prepare dough and fillings. I work in a bakery. I work from 8:30 a.m. to 5:00 p.m.</p> <p>Speaker 2: I work as a secretary. I make appointments and prepare documents for meetings. I work in an office. I work from 9:00 a.m. to 5:00 p.m.</p> <p>Speaker 3 : I work in a boutique as a fashion designer. I sketch and design clothes. I work from 9:00 a.m. to 5:00 p.m.</p>
	27		B	Audio	<p>Chefs play significant roles in a restaurant. Their roles are not simply cooking. They have to do plenty of work such as hiring kitchen workers and budgeting for the restaurant. Chefs often start their day by doing the inventory for food and beverages. Then, they have to conduct quality checks to make sure that the raw ingredients such as meat, fruits and vegetables are fresh.</p> <p>After that, they have to make sure that the quantity and the quality of the products delivered are as ordered. Next, the chefs will supervise the kitchen workers during food preparation. Later, they need to go through and investigate customer complaints to improve the restaurant's performance. Lastly, at the end of the day, chefs will plan and review the menu for the next day.</p>
3. Wonderful Malaysia	34	Listening 1	A	Audio	<p>Malaysia is one of the most popular holiday destinations. The country is very well known for its culture since it is a multiracial country. Malaysia is also known as a food haven that offers a wide range of food selections that reflect the diversity of its society. Apart from that, the country has many shopping malls and street markets that can attract people to come and shop. Besides, it has many beautiful beaches and tropical islands too. In fact, some of these beaches and islands are popular diving locations. In addition, the country is also known for its historical sites that are listed as the world heritage sites by UNESCO.</p>

	34	Listening 1	B	Audio	<p>Question 1 In this question, you will listen to a tourist talking. I am a nature lover and I know there are many areas that are rich in biodiversity in Malaysia, are being protected by conservation projects. It is a good way to preserve nature and wildlife that comes with it.</p> <p>Question 2 In this question, you will listen to a woman talking. This is my first time eating chicken rice served this way. The rice is shaped like a ping-pong ball.</p> <p>Question 3 In this question, you will listen to a radio broadcast. Sipadan Island is located in Sabah and it attracts divers from all over the world. The calm water offers the best diving experience that suits them.</p>
	41	Listening 2	A, B & C	Audio	<p>Travel agent: Good morning. Welcome to UrbanTrip Agency. May I help you?</p> <p>Allysha: Good morning, I'm Allysha. I want to ask about your trip packages to Langkawi for this coming school holiday. Could you please give me the details?</p> <p>Travel agent: Sure. Before that, may I know who you are going with? Are you going with your family or friends? We have special offers for family packages.</p> <p>Allysha: That's wonderful. I'm going with my family. There are six of us and we prefer packages that include water sports.</p> <p>Travel agent: That's great. We offer two tour packages to Langkawi for this coming holiday. Package A offers adventurous experience to those who love nature and thrilling activities.</p> <p>Allysha: That sounds great. What activities does this package offer?</p> <p>Travel agent: This package includes ATV rides, a canopy walk and jungle trekking.</p> <p>Allysha: That's awesome. How about Package B? Can you tell me the details?</p> <p>Travel agent: Package B offers you fun yet challenging activities such as canoeing, snorkelling and banana boat rides. You'll get to experience the beautiful scenery of the beach too.</p>

Unit	Page	Skill	Exercise	Type	Audio Transcription
4. Smartphones, Smart Users	50	Listening 1	A	Audio	<p>There are seven billion people living on Earth today. Roughly 85.7% or six billion of them own a smartphone. How are these gadgets affecting your body and brain.</p> <p>Recent studies show that people spend an average of 4.7 hours a day looking down at their phones. This, in addition to the length of time spent on computers have led to the increase of nearsightedness or myopia. Today, in some parts of Asia, 80% to 90% of the population is nearsighted. Playing games on your mobile phone, like Candy Crush, can be addictive.</p> <p>This is because of the hormon 'dopamine' which is produced by our body. 93% of people aged 18 to 29 prefer to use their phones when they are bored instead of reading or interacting directly with people around them. This is known as 'nomophobia'– the fear of being without your phone.</p> <p>The blue light emitted by smartphone alter your sleep pattern. People who spend time on their smartphones during bedtime find it more difficult to go to sleep. So, try to avoid spending time on your smartphone in the last two to three hours before bed.</p>
	56	Listening 2	A	Audio	<p>Let us explore some of the side effects of smartphone addiction.</p> <p>Firstly, texting for a long time will make your fingers, wrists and forearms painful. To avoid this, try to have conversations with your friends instead of texting.</p> <p>Secondly, looking at your smartphone screen for long hours especially at night will damage your vision and cause nearsightedness. Nearsightedness is a condition in which you can see near objects clearly, but farther objects become blurry.</p> <p>To help prevent nearsightedness, try the 20-20-20 rule. If you are reading for 20 minutes, you need to look up at an object 20 feet away for 20 seconds, then continue to read again.</p>

Unit	Page	Skill	Exercise	Type	Audio Transcription
	56		B	Audio	<p>Wonder who are the top five smartphone companies in the world? Based on maximum number of smartphones shipped in 2018, here are the five biggest smartphone brands globally according to gadgets now.</p> <p>At fifth position is Oppo, founded in 2004 and based in Dongguan, China. Based on maximum units of shipment, the company's global market share in 2018 was 8%.</p> <p>Next, at number four is another Chinese company – Xiaomi. With an 8% market share, Xiaomi bagged fourth position in the global smartphone market. The company witnessed a 26% growth in 2018.</p> <p>Huawei stood at the third position. This Chinese smartphone brand witnessed 34% year-on-year growth during the calendar year 2018 with an 18% global market share.</p> <p>At the number two spot globally is the US smartphone giant, Apple. The iPhone-maker held 14% market share at the end of 2018.</p> <p>And at number one, Samsung. The South Korean smartphone giant's topped the list in global smartphone shipments for 2018 with 19% market share.</p>
5. Modern Home	64	Listening 1	A	Audio	<p>I am going to buy a new house soon. I am planning to make it as smart as it could be. This means, there will be a few smart home devices that I will install and place in several parts of the house. The smart home devices will make household chores such as cooking and cleaning easy for me. Some of the smart home devices will be there to increase my comfort and safety. I will have a security camera and a smart doorbell at my front door for safety purposes. I will have a smart television and a smart air conditioner in my living room. I will place a robot vacuum cleaner in my living room as well. I will also have a smart air conditioner and motion sensor lights for bedrooms. Next, I will have smart faucets installed in both my bathroom and kitchen. I will have a smart fridge in my kitchen and a smart dryer in my laundry room. As for the garden, I will get a smart lawn mower and motion sensor lights. I am sure I will be very happy living in my modern house soon.</p>

	71	Listening 2	A	Audio	<p>Shop assistant: Hello there, can I help you with anything?</p> <p>Customer: Yes, please. I'm interested in buying a smart fridge for my kitchen but I don't know which one to get. Can you give me some suggestions?</p> <p>Shop assistant: Sure. May I know how much is your budget for the smart fridge?</p> <p>Customer: Oh, I'm sorry but I don't have a budget in mind.</p> <p>Shop assistant: That's alright. Let's go to the smart fridges aisle first. In this shop, we have four leading brands for smart fridges that we could offer you.</p> <p>Customer: That's great! I like this one. What do you think?</p> <p>Shop assistant: I like it too. It's a Seagull 1S. It is cheap and it only costs you RM5700.00 per unit. However, this smart fridge has the lowest energy efficiency level. It has only two stars on the Energy Rating label.</p> <p>Customer: Really? Do you have others with higher energy rating?</p> <p>Shop assistant: Sure. This one right here is a QT100. It has five stars on Energy Rating label. It means this smart fridge can save a lot of energy. This model is the most expensive one here but I can guarantee you that the quality is really good.</p> <p>Customer: Why do you think so?</p> <p>Shop assistant: This model has the latest technology that comes with an interior camera that you can access with your smart phone. It comes with the five year warranty card too.</p> <p>Customer: That's wonderful. I'll take this one then.</p> <p>Shop assistant: Great. You may go to the counter and make your payment there.</p> <p>Customer: Thank you.</p> <p>Shop assistant: You are welcome.</p>
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6. Information At Your Fingertips	78	Listening 1	A, B & C	Audio	<p>Mobile applications are designed to run on electronic gadgets such as our smart phones and tablets. They enable us to multitask and help us to be more organised. There are many categories for mobile applications that we can find and install into our electronic gadgets. Here are the five most popular categories for mobile applications that can be found in almost everyone's gadgets. The categories are education, games, social, communication, along with health and fitness. The communication applications enable the users to communicate with each other. Meeting new friends and socializing have never been easier through applications that fall under this social category. Meanwhile, applications that fall under the education category aim to improve users' knowledge and skills. Next, the health and fitness category is also popular among users. These applications mostly guide users to stay fit and healthy. Lastly, the game applications help reduce users' stress levels with fun and challenging missions.</p>
	84	Listening 2	A & B	Audio	<p>I am a victim of a scam and I would like to share my experience.</p> <p>It began when I created an account for a social application. I had never met this person before but I was able to see his profile through the application. The scammer looked like a kind person. He wanted to be my friend.</p> <p>To cut the story short, he asked for my personal contact number and I gave it to him. We talked to each other often. One day, he told me that he was involved in a car accident on his way back from the post office. He was sending an expensive gift bought especially for me.</p> <p>I felt bad for him, so I offered to pay for his medical fees despite his refusal. In the end, he sent me his bank account numbers through a text message so I transferred RM1,000.00 to his account. I could not contact him anymore after that so I made a police report and found out that I was a victim of a scam.</p>

Unit	Page	Skill	Exercise	Type	Audio Transcription
7. Dengue: What You Need To Know	94	Listening 1	A	Audio	<p>Dengue fever has been on the rise in Malaysia over the past 40 years. It is a virus-caused disease spread by the bite of the Aedes mosquito and is more prevalent in urban areas.</p> <p>Here is some trivial information that you may find interesting.</p> <ol style="list-style-type: none"> The Aedes mosquito has black and white stripes and only bites during the day, mostly in the morning. Dengue mosquitoes do not like heights. If you live in a tower block above the second floor you are less likely to be bitten. Mosquitoes are attracted to warm bodies and to carbon dioxide. Mosquitoes can detect your presence from a distance up to 35 metres. Dengue is also known as breakbone fever because of the severe muscle and joint pains. Only female mosquitoes are dengue carriers.
	100	Listening 2	A	Audio	<p>5 MYTHS ABOUT DENGUE</p> <p>Myth 1 - Bananas Some probably would have heard that consuming bananas during the night ultimately increases your chances of getting bitten by mosquitoes. Well, according to a study conducted by CNN in 2012, fruits, including bananas and garlic have actually been proven not to influence mosquito bites all that much.</p> <p>Myth 2 - They prefer women Women do not get more susceptible to mosquito bites during their ovulation period. The theory suggested that women released more hormones, especially during the time of their ovulation; therefore, becoming more “attractive” to get bitten by the mosquitoes. However, no studies have been able to prove the truth behind this suggested theory.</p> <p>Myth 3 - Dark clothing attracts mosquitoes Wearing dark coloured clothing does not affect the outcome of getting bitten. Despite being a common myth among folks, in actuality, wearing black clothing does not equate to a person getting bitten nor being more susceptible from getting mosquito bites.</p> <p>Myth 4 - You cannot get dengue twice Many have the misconception that once a person has suffered dengue fever before, it will not be able to recur. This statement is false as patients can in fact, get dengue more than once in their lifetime. Dengue is caused by four different strains of virus. Therefore, being infected once does not mean the person is unable to contract the virus again.</p>

					<p>Myth 5 - Transferred via physical contact The belief that an infected person is able to transmit the virus through physical contact is false. Dengue is carried by a vector which is the Aedes mosquito. These mosquitoes spread the virus through biting an infected person.</p>
8. Healthy Lifestyle	108	Listening 1	A	Audio	<p>Aina: Hello, can I help you?</p> <p>Bobby: Yes, I need something for my sore throat. It really hurts.</p> <p>Aina: Well, we have either this syrup or these tablets.</p> <p>Bobby: Which is better?</p> <p>Aina: The tablets have a stronger dosage.</p> <p>Bobby: I will take the tablets then. How often should I take it?</p> <p>Aina: Just one every four to six hours. Take it before you eat.</p> <p>Bobby: Ok.</p> <p>Aina: Are you allergic to any medicine?</p> <p>Bobby: No, I am not.</p> <p>Aina: Then, you should be fine with this. That will be RM15.00.</p> <p>Bobby: Here you are. Thank you.</p>
	109		B	Audio	<ol style="list-style-type: none"> You should eat hot chicken soup when you feel ill. Just drink water. Lots of water. Drink orange juice and take lots of vitamin C. Drink hot water with lemon and honey. You should eat garlic! It works, I promise! Just take medicine and stay in bed. I think you should eat foods with lots of vitamin A like carrots. Go for a sauna session.
	115	Listening 2	A	Audio	<p>Anita: Hi, Dr Azam. What's your opinion on healthy lifestyle?</p> <p>Doctor: Hi! In my opinion, a healthy lifestyle is living your life healthily. You need to take care of your body, your heart and your mind. For example, eating healthy food and practising a good fitness routine to have a well-balanced life.</p> <p>Anita: Fitness routine? That sounds hard.</p> <p>Doctor: Not at all. You can start by walking 30 minutes a day as a workout.</p> <p>Anita: That easy?</p>

					<p>Doctor: Yes. Walking for 30 minutes will burn a hundred calories. Find ways to walk more than you usually do. For example, take the stairs instead of the lift. You should not be lazy too. Too much sitting is not good. Do some activities around you.</p> <p>Anita: Wow! Thank you Doctor for your advice.</p>
9. Making A Difference	122	Listening 1	A	Audio	<p>Nellie: Hi, Sandra! How are you doing?</p> <p>Sandra: Hi, Nellie! I'm doing fine, thank you. What are you writing?</p> <p>Nellie: Oh, I'm writing for our school magazine. It's about making a difference.</p> <p>Sandra: Wow, interesting! Can you share with me what it is about?</p> <p>Nellie: The topic is about the environment. We need to change our habits. We have to protect our earth.</p> <p>Sandra: How can we protect our earth?</p> <p>Nellie: Firstly, we should stop using plastic. Replace them with reusable bags. When we go shopping, bring our own reusable bags or shopping bags. They are cheap and durable. They look stylish as well!</p> <p>Sandra: Good idea. Anymore tips?</p> <p>Nellie: Yes. We should also save electricity. Turn off lights, the television and fans when we are not using them. Next, we should save water too. Limit our water usage. For example, when brushing teeth, turn off the tap. Try not to use a lot of water when washing the dishes.</p> <p>Sandra: That sounds amazing! Can you share more?</p> <p>Nellie: Yes! Get the school magazine next Monday. I share all my ideas there.</p> <p>Sandra: Okay. I can't wait.</p>
	129	Listening 2	A	Audio	<ul style="list-style-type: none"> • Pollution • Deforestation • Recycling • Hybrid car • Alternative energy • The ozone layer

Listening Text

THEME 4

CONSUMERISM AND FINANCIAL AWARENESS

Unit	Page	Skill	Exercise	Type	Audio Transcription
10. A Penny Saved Is A Penny Earned	138	Listening 1	A	Audio	<p>If you are not clear on exactly why saving is so important, here's a breakdown of some reasons.</p> <p>1. Saving lets you buy things you can't afford now, later. The money you get from chores or allowances probably does not cover everything you want or need. However, that's not necessarily true—they can be within your reach if you simply wait and keep setting money aside toward your purchase. In this way, saving changes “no, you can't” into “you can, but later.”</p> <p>2. Saving can keep you out of financial trouble in emergencies. When people make a budget, we only take into account expenses that are predictable, such as food, groceries, tuition fees and bills. We cannot take into account unexpected expenses such as medical bills. When this happens, borrowing money is an option, but it's not a great choice. If you save some money, you can take from the cash you put away instead and avoid debt.</p> <p>3. Saving means self-reliance. If you save your money, you don't have to rely on your parents all the time. This fact does not mean their opinion no longer matters. It simply means you can take some financial weight off their shoulders and carry it yourself, earning some independence.</p> <p>4. Saving can make you happier. Money can't buy happiness, per se, but if you're more independent and have more choices available to you, you probably won't feel as anxious, depressed or unsatisfied. You also can feel great about the fact you set and met your money goals, especially if those goals involve helping other people.</p> <p>In conclusion, Saving is something every teenager should do. It lets you buy items that otherwise might be out of reach, keeps you out of financial trouble and makes you more independent. Often, it means you can do more, as you have more choices or get additional cash. Subsequently, you can feel happier. Most importantly, saving gets you to keep your eye on your dreams. Set goals. Look ahead. With saving, you can make things happen!</p>

	145	Listening 2	A	Audio	<p>They say “Money makes the world go round.”, but do you know what made money in the first place?</p> <p>The concept of currency began from trading. It is estimated that humans have traded since 9000 BCE. The Barter economy was the only form of trade until 3000 BCE when the Sumerian Shekel was introduced as the first standard unit of currency.</p> <p>Coins were standard in civilizations around the world until the Song Dynasty printed the first paper money. Paper currency was lighter and easier to carry.</p> <p>In the 1400s, also known as the Middle Ages, the concepts of banks and banking emerged. Italian traders started making profits by financing the sea voyages of other traders.</p> <p>Lending became easier when, in the 1950s, the Diners Club issued the first credit cards that could be used in multiple locations.</p> <p>Money continues to evolve even to this day. In 2008, the first virtual currency or cryptocurrency, known as Bitcoin, was released on the Internet.</p> <p>While cash and coins are still relevant, we now have plenty of choices for how we use money.</p>
11. Managing Money	152	Listening 1	A	Audio	<p>Being a student, you may experience problems like not having enough money and living on a budget. However, this is the opportunity to learn how to manage your finances on your own and be smart about the way you spend your money. There are a number of ways to keep your pocket full and free yourself from debt. Here are some ways to save money for students:</p> <p>First, start earning money. Do you have any talents or special skills? For example, designing website, content writing, photographing and formatting computer. This is the best time to apply your skills and making some money out of them.</p> <p>Second, join school events with free meals. Normally there will be regular school events that offer free breakfast, lunch or dinner. Take advantage of these events with free meals so that you can save your money. Not only that, you will also get new knowledge and good experience when joining school events.</p> <p>Third, save on your mobile bill. Use free Wi-Fi connection were possible instead of your mobile data to save on your mobile bill.</p> <p>Fourth, use students’ discount. A number of shopping stores offer student discounts. These include restaurants, grocery stores and bookshops. Most of these places offer student discounts or products with affordable price.</p>

Unit	Page	Skill	Exercise	Type	Audio Transcription
					<p>Next, sell your used books. If you are no longer using your books, you can consider selling them.</p> <p>Lastly, walk or use public transportation. Instead of having your own car, you can just walk or use available public transportation because they are cheaper, quicker and better for the environment.</p>
	158	Listening 2	A	Audio	<ol style="list-style-type: none"> 1. Expensive 2. Cheap 3. Buy 4. Sell 5. Price 6. Want 7. Need 8. Borrow 9. Lend 10. Pay
	158		B	Audio	<p>Suzy: Do you speak English? Lili: A little. Suzy: I want to buy this shirt. How much is it? Lili: This one? Suzy: No, the red one. Lili: One hundred and fifty ringgit. Suzy: One hundred and fifty ringgit? That’s expensive! Lili: I will sell it to you for one hundred and twenty ringgit. Suzy: One hundred ringgit? Lili: Sorry. I cannot do a hundred ringgit. A hundred and twenty ringgit. Suzy: No, thanks. I won’t take it. Lili: Alright, a hundred ringgit.</p>
12. Smart Consumers	166	Listening 1	A & B	Audio	<p>Smart shoppers spend their money carefully. They plan on what to buy and come up with the shopping list. It enables them to easily find the things that they need and save their precious time from wandering at the store. They also do some product inspections especially on food products before making the purchase. They check on the conditions of the food packaging, the expiry date of the products and the full labels. They make sure to check that the products have not passed the expiration date and the packaging is still in good shape. Smart shoppers also shop in an orderly manner. They will get the non-food products first followed by dry food. They will get the wet food products and frozen products last to keep them in safe temperature and prevent the food from getting spoilt on their way back from grocery shopping. Lastly, they always check their receipts before leaving the store to make sure they are not overcharged.</p>

	173	Listening 2	A & B	Audio	<p>Customer: Excuse me sir, can I meet your manager?</p> <p>Manager: That will be me, miss. I am Fikri and I am the manager on duty for today. Is there anything that I can help you with?</p> <p>Customer: I'm glad to meet you. My name is Salina binti Iman. I want to meet you because I want to make a complaint about a product I purchased here.</p> <p>Manager: May I know what is the problem?</p> <p>Customer: I bought a rice cooker yesterday and I couldn't use it. It caused short circuits whenever I used it. I brought the receipt with me to prove my purchase.</p> <p>Manager: That's terrible. I'm so sorry about this, miss. Don't worry. Can you give me the receipt?</p> <p>Customer: Yes, sure. Here you are.</p> <p>Manager: Thank you. Alright, miss. The rice cooker is still under warranty and the receipt proves that you have purchased the rice cooker here, so you are entitled to have a product exchange. We will give you a new one to replace the broken one. Is that alright?</p> <p>Customer: Really? That's great. I'm fine with it.</p> <p>Manager: Thank you, miss. Please wait for a while. I will get one of my staff to get it for you. After that, we will conduct a short test to check if the rice cooker is functioning properly. If it is, then we will give it to you.</p> <p>Customer: Thank you so much, Mr. Fikri.</p> <p>Manager: My pleasure, you are welcome.</p>
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Dengan ini **SAYA BERJANJI** akan menjaga buku ini dengan baiknya dan bertanggungjawab atas kehilangannya, serta mengembalikannya kepada pihak sekolah pada tarikh yang ditetapkan.

Skim Pinjaman Buku Teks			
Sekolah _____			
Tahun	Tingkatan	Nama Penerima	Tarikh Terima
Nombor Perolehan: _____ Tarikh Penerimaan: _____			
BUKU INI TIDAK BOLEH DIJUAL			

Teacher's notes

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ISBN 978-967-2212-64-5



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