

KSSR

ENGLISH YEAR 6 SEKOLAH KEBANGSAAN

ENGLISH

YEAR

SEKOLAH KEBANGSAAN

6

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# **RUKUN NEGARA**

**Bahawasanya Negara Kita Malaysia**  
mendukung cita-cita hendak:

Mencapai perpaduan yang lebih erat dalam  
kalangan seluruh masyarakatnya;

Memelihara cara hidup demokrasi;

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

Menjamin satu cara 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**

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STANDARD-BASED CURRICULUM FOR PRIMARY SCHOOLS



**ENGLISH**



**YEAR**  
**SEKOLAH KEBANGSAAN** **6**



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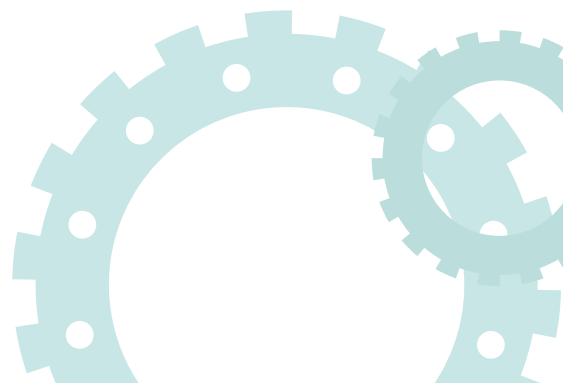
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# INTRODUCTION

The Ministry of Education introduced the Standard-Based English Language Curriculum (KSSR) in 2010. With KSSR, the teaching of English Language in the primary schools is governed by the Standard-Based English Language Curriculum. The curriculum aims to provide pupils with a solid foundation in the English Language through meaningful contexts and fun-filled activities.

The Standard-Based Curriculum adopts a modular approach in the teaching of the English Language skills and contents. The modular approach ensures that every language skill is given emphasis which in turn helps pupils to acquire the language. This book promotes Higher Order Thinking Skills (HOTS) which enable pupils to master important cognitive skills: problem-solving, reasoning, creative thinking, and innovation.

## Listening and Speaking

This module aims to develop pupils' abilities to listen and respond to different stimuli. It also aims to develop pupils' abilities to listen to oral texts and to express themselves confidently. The activities are to be conducted by the teacher as a pairwork or in groups where pupils can use the language to interact with each other. Take note that the listening and speaking activities are to be conducted by the teacher or as a pairwork activity to enable the pupils to practise the language orally. The Listening and Speaking activities are presented with these icons:



**Let's listen.**  
**Let's listen and talk.**  
**Let's look and say.**  
**Let's practise.**  
**Let's do.**



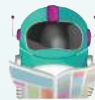
**Let's talk.**  
**Let's speak.**  
**Let's say.**  
**Let's answer.**  
**Let's discuss.**

## Reading

The reading module provides opportunities for pupils to read at word, phrase, and sentence levels. A variety of linear and non-linear texts are included to enrich pupils' reading experience. The texts are simple and are pitched to pupils' level of understanding. They are presented with these icons:



**Let's read.**  
**Let's do.**  
**Let's answer.**  
**Let's recite.**



**Let's practise.**  
**Let's talk.**  
**Let's read and do.**  
**Let's read and answer.**



## Writing

The writing module provides opportunities for pupils to form letters and words in legible writing. It also focuses on using appropriate language, form, and style for specific purposes. Pupils are taught to write at word, phrase, and sentence levels. The writing activities are presented with these icons:



**Let's write.**  
**Let's spell them right.**  
**Let's revise and write.**



**Let's practise.**  
**Let's create.**  
**Let's learn and practise.**  
**Let's do.**

## Grammar

The grammar activities in every unit provide a simplified explanation of the rules in grammar and a contextualised use of the item. The units encourage pupils to use the grammar items learned in a variety of contextualised or situational texts.



**Let's learn.**  
**Let's learn and practise.**  
**Let's learn and answer.**  
**Let's write.**  
**Let's practise.**  
**Let's revise and practise.**



**Let's try.**  
**Let's revise.**  
**Let's do.**  
**Let's learn and write.**

## Language Arts

This module provides opportunities for pupils to use English through fun-filled activities that stimulate their imagination and creativity. It also encourages them to appreciate and enjoy poems, short story, and graphic novel. Pupils are also given the freedom to produce creative pieces of art. Teachers are encouraged to adapt and adopt the suggested activities to suit the current literature texts provided by the Ministry of Education. These are the icons for the language arts activities:



**Let's recite.**  
**Let's try.**  
**Let's answer.**  
**Let's do.**



**Let's make.**  
**Let's talk.**



## Main Characters

These are the main characters found in the book.



Encik Hakimi



Najmee



Asin



Idith



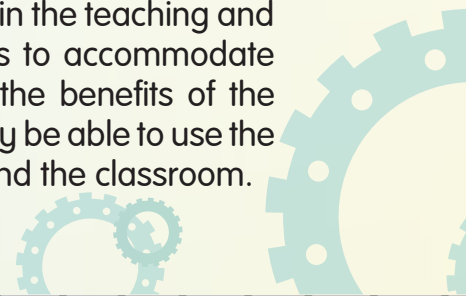
Kamini



Lee Ann

## Conclusion

It is hoped that teachers will optimise the use of the textbook in the teaching and learning process. Teachers should use and adapt materials to accommodate pupils' levels and needs. This will ensure that pupils gain the benefits of the content and activities presented in this book. Only then will they be able to use the English language appropriately and confidently in and beyond the classroom.







# Unit 1

# Reading: A Window to the World



Let's look and say.



horror

science fiction

adventure

poetry

autobiography

folklore

1. Do you like to read? Why?
2. How often do you read?
3. Based on each book cover, guess the type of the book.
4. Which book would you choose to read? Why?



1.1.3





## Let's listen.

Kamini and Idith are discussing how to select interesting books to read.



My father promised to take me to the Big Book Fair this weekend.

I went there last weekend. There were many different types of books. I bought ten books there.

Kamini, how do you know if the books are interesting?

It's easy, Idith. First choose your favourite *genre*. Then read the synopsis or gist of the story. It's on the back of the book. If you find it interesting, then buy it.



Wow! That sounds simple. Thanks, Kamini.

**Genre:** A particular style of literature, art, film or music that has its special feature.



## Let's talk.



Which story would you choose to read, Asin? Why?



I would choose *Jack and the Beanstalk* because the story is exciting and interesting. It is full of magic and suspense. I wish I could have the magic beans so that I could be as adventurous as Jack.



## PAIRWORK

Which is your favourite book? Why?



- » Little Red Riding Hood
- » bad wolf
- » grandmother
- » plan to eat



- » Goldilocks
- » forest
- » eat porridge
- » sleep
- » three bears



- » Rosemary
- » monsters
- » attack
- » help
- » gnomes



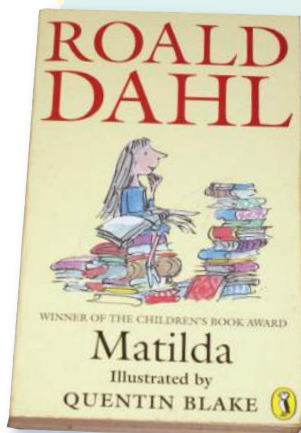
1.2.4  
1.1.2





## Let's listen.

Kamini is at the Big Book Fair and she has chosen two books.  
Listen to the blurbs.



Matilda is a genius. She is not only a bookworm but a Maths wizard too. Unfortunately, her parents do not appreciate her.

When Matilda starts school at Cruncher Hall Primary School, which is run by the strict Miss Trunchball, a big-sized and ferocious woman, she develops more unbelievable talents.

A blurb is a short description of a book.

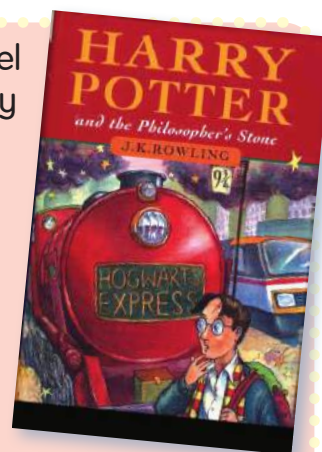
### State 'True' or 'False' based on the blurb.

1. Matilda is good in Mathematics.
2. She studies at Cruncher Hall Primary School.
3. Her parents are proud of her talents.
4. Miss Trunchball is Matilda's class teacher.



Harry Potter lives a miserable life with the Dursleys, his cruel aunt, uncle, and their son, Dudley. He has no friends or any celebrations for his birthday. He has never played a sport, too.

A messenger brings him a mysterious letter. It is an invitation to a wonderful place he had never dreamt of. There he finds friends, sports, and magic. Something great is awaiting him. If Harry can survive the encounter...



### Answer the questions.

1. Which word tells that Harry Potter lives a sad life?
2. Who is Dudley to Harry Potter?
3. How did Harry Potter receive the mysterious letter?
4. Harry Potter went to a beautiful place. Describe it using your imagination.



## Let's talk.

1. If you were Kamini, which book would you prefer to read? Why?
2. How do you choose books to read? Do you look at the cover, pictures, thickness, the author or something else? Give reasons.

1.3.1(b)(d)



Let's read.

## The Knight of the Night

In the country of **Peace Piece**, all the children would go to sleep at night only when the **Knight of the Night** flew over their houses and sang melodious lullabies to them.

One Saturday night, none of the children went to sleep because the Knight of the Night was late. All the mothers were angry and started to complain about the delay. Finally, one of the mothers went to meet him.

The Knight of the Night apologised and said, "I'm sorry. I was very busy. I was cleaning the whole day. I still have a lot to do tonight. Tomorrow is Sunday, a holiday, and everything has to look clean, tidy, and pretty." The mother asked, "What do you have to do?"

"I have to put the sun to sleep and wake the moon up," said the Knight of the Night.

"After that, I have to go to the gardens and check whether the wind has blown the dust off the grass and the flowers. Then, I have to go up to the sky, bring down the stars and make them shiny and bright, and put them back in their places."

The surprised mother said, "You can't put the sun to sleep, wake the moon up or bring down the stars!" The Knight of the Night was angry on hearing this. He said, "I know what I'm doing!"

The mother was so confused. She wanted to **write** a report because she was **right**. When she peeped through the window, she saw the children were already fast asleep. She did not want to argue with the Knight of the Night, so she went home. She never found out if the Knight of the Night was actually telling the truth.

### Answer the questions.

1. What does the Knight of the Night do every night?
2. Why were the mothers angry?
3. "I have to put the sun to sleep and wake the moon up."  
Why do you think the mother was confused with this statement?
  - a. Do you think the sun sleeps? Why?
  - b. Where would the moon be during the day?
4. Did the mother write the report? Why?



## GROUP WORK

1. **Peace-piece**, **knight-night**, and **write-right** are words that have same pronunciation but they are different in spelling and meaning. They are called h ■ ■ ■ p ■ ■ s.
2. Based on your answer, come up with other words in this category.



2.3.1(a)





## Let's read.

Pak Johan owned an **organic** vegetable farm. He was able to grow good organic greens because of his scarecrow. Pak Johan built the scarecrow himself and made it as scary as possible. He gave it **enormous** straw arms that **stretched out** about two metres and big long legs.

The scariest thing about the scarecrow was its head which was made of a huge earthen pot. The scarecrow's face was so scary and ugly that even he was scared to look at it. It was very **effective**, scaring away every bird that tried to eat his vegetables. The neighbouring farm owners, Man and Lan were jealous of Pak Johan's success. One night, they stole his scarecrow and locked it in their house. The next day, Pak Johan realised his scarecrow was missing and his greens were eaten up. He was **devastated**.

That night, the brothers had trouble sleeping. They could not get the image of the scarecrow's horrible face out of their minds. Man **took out** the scarecrow, smashed its head with a hoe, and buried it in their lawn.

At midnight, they heard scratching and clawing sounds at their door. Suddenly, the door burst open and a long straw arm snaked in. The men froze in fear. They looked in horror as the headless scarecrow's body **rose up**. It caught Lan's neck. Lan shouted for help but Man had already made his way onto the moonlit road.

Man kept running. He **glanced** back over his shoulder and saw the scarecrow chasing after him. It was getting closer and closer to him. He noticed that the scarecrow had a new head and it looked like...



## Let's answer.

Match the words or phrases in bold in the passage to the meanings given below.

- |  |                                  |
|--|----------------------------------|
| 1. extremely large                                       | 5. to feel very shocked and sad  |
| 2. to look quickly at somebody or something              | 6. producing a successful result |
| 3. to put out a long arm                                 | 7. to remove it from its place   |
| 4. something produced without using artificial chemicals | 8. an upward movement            |

## GROUP WORK

1. Give a title to the story.
2. How do you think the story ended?
3. Describe the new head of the scarecrow.



2.2.2(a), 2.3.1(a),  
2.2.4, 2.2.3(c)





## Let's write.

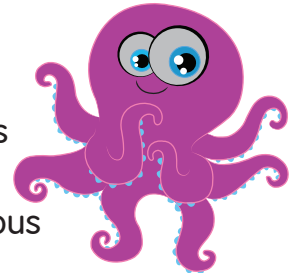


1. A **full stop** (.) is placed at the end of a complete sentence.
2. A **comma** (,) is used to separate phrases or items in a list.
3. A **question mark** (?) is placed at the end of a sentence when asking a question.
4. A **capital letter** is used to begin a sentence, in proper nouns, and in direct speech.
5. An **exclamation mark** (!) is placed at the end of a sentence to show strong emotion.
6. A **quotation mark** ("...") is used in a sentence or question to indicate speech or conversation.  
Example: *"How can you take them out?" asked the mother.*



Rewrite the sentences. Put a **full stop**, **capital letter**, **question mark**, **quotation mark** or **comma** where necessary.

1. tan and his wife jenny lived in a village by the seaside
2. he was a fisherman and loved his job very much
3. one day he caught some fish prawns and a huge octopus
4. the octopus opened its mouth and started to talk
5. can you throw me back into the sea please asked the octopus
6. he agreed when the octopus granted his wish



## PAIRWORK

Rewrite the passage using correct punctuation in neat cursive writing.

tan saw lots of food on the table jenny was wearing a new red dress are you satisfied now he asked no said jenny she told her husband to go back to the sea and ask the octopus for more things the octopus gave everything she wanted

one day she wanted to be the queen of the country no she can't have everything she wants throw me back into the sea and go home said the octopus

later when tan reached home jenny was in her old clothes and all her new things had gone she was furious and told him to go back to the sea unfortunately tan was not able to find the huge octopus again

Example:

*Tan saw lots of food on the table. ...*



3.2.3  
3.1.2(b)





### Let's write.

When you read a book and write what you think about the story, it is called a book report. Your opinion can either be positive or negative.

Idith completes her book reports after reading *Little House on the Prairie* and *Jaws*.

**Title:** Little House on the Prairie  
**Author:** Laura Ingalls Wilder  
**Genre:** Classic  
**Characters:** Laura, father, mother, Mary, and Baby Carrie  
**Synopsis:**  
 The story is about a family that moves to a new town. They work hard to make this new place their home. There they learn about survival skills and the importance of family values.

**Opinion about the book:**  
 I like the book because it is exciting and interesting. Laura experiences a lot of adventures in her new home.

**Moral values / knowledge gained:**  
 I learnt the importance of family values, honesty, and hard work.

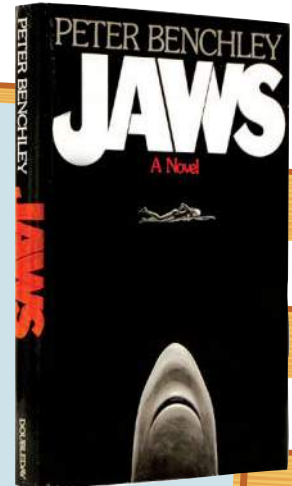


**Title:** Jaws  
**Author:** Peter Benchley  
**Genre:** Science Fiction  
**Characters:** Brody (a police officer), Quint (a shark hunter), and Hooper (a marine biologist)  
**Synopsis:**

The story is about a great white shark that attacks a small resort town and the journey of three men to kill it.

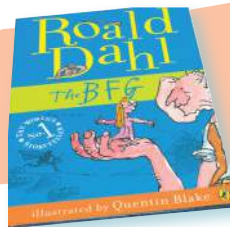
**Opinion about the book:**  
 I do not like the book because it is frightening and scary. Many people who went swimming were attacked and killed by the big white shark.

**Moral values/knowledge gained:**  
 I learnt that we must take care of ourselves and be courageous.



### Let's practise.

Write a book report on one of these books.



Exchange your book report with a friend. State whether you agree or disagree with his or her opinion.



Let's learn.

Tan and his wife, Jenny, lived in a village by the **seaside**.

The word in bold is a **compound noun**.

A compound noun is a word that is made up of two nouns.

When we pronounce the word, place the stress on the first noun.

Example: **football**, **wallpaper**, **goldfish**

## GROUP WORK

1. Name the pictures. Say the compound nouns.

1.



2.



3.



4.



5.



6.



7.



8.



2. Complete the following compound nouns.

ice .....

lip .....

..... ball

..... tie

..... paste

sauce .....

dragon .....

key .....

drum .....

arm .....

..... bow

moon .....

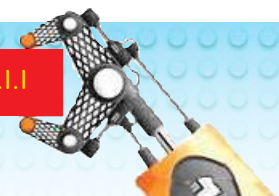


Let's write.

Write sentences using the compound nouns above.



5.1.1







## Let's learn and practise.

Read these sentences aloud.

Najmee plays **football** every evening at the school field.  
 Kamini's room is decorated with colourful **wallpaper**.  
 There were a lot of cars on the **highway** yesterday.

Match words in Column A to Column B to make compound nouns.

A	B
1. cow	bell
2. class	cake
3. ground	mate
4. shop	port
5. door	nuts
6. cup	keeper
7. air	boy

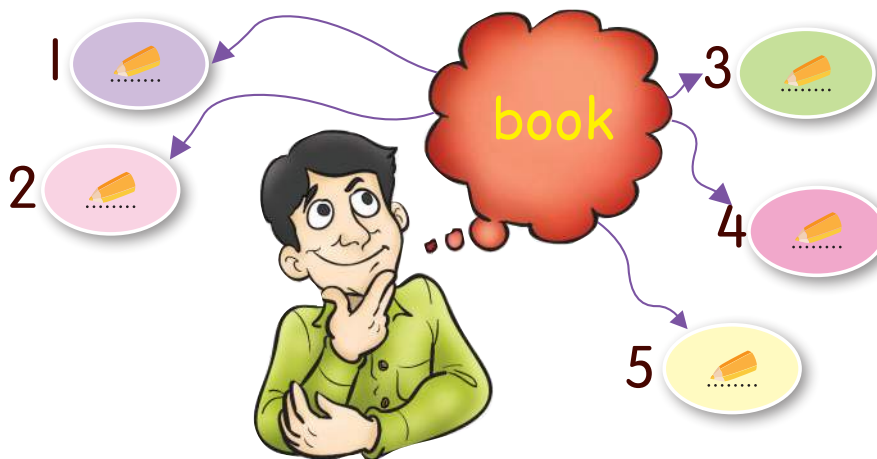
Fill in the blanks with compound nouns from the table.

Example: A **cowboy** lives on a ranch.

1. KLIA is a very modern ..... .
2. There is only one ..... left on the plate.
3. The ..... is very polite to his customers.
4. She was in the kitchen when the ..... rang.
5. Najmee is Asin's ..... . They are in 6 Robotics.
6. Lee Ann's father loves to eat ..... while watching television.

## GROUP WORK

1. Form compound nouns using the word 'book'.



2. Write sentences using the compound words formed.





## Let's recite.

Recite the poem.

## Toes

Toes,  
handy to wiggle,  
useful to kick;  
fun to tickle,  
hard to lick!  
Good to count on,  
walk on, run –  
feet without toes  
would be much less fun!  
To me it's quite clear  
there is nothing as neat  
as a fine set of toes  
on the end of your feet!

*Judith Nicholls*



## Let's try.

Toes help us to balance. Try standing on one foot. Do not let your toes touch the ground. Now, relax your toes.

1. How does that feel?
2. Do you appreciate your toes more now? Why?

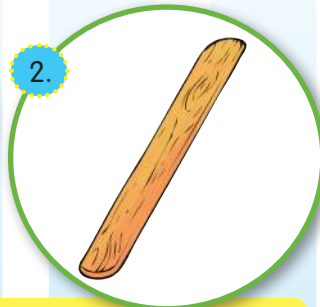
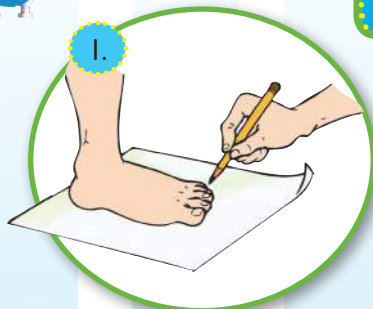


## Let's make.

### Make a Foot Puppet

Things needed:

- white paper
- craft stick
- sticky tape
- coloured pencils



#### Instructions:

1. Place your foot on a piece of manila card.
2. Trace your foot. Then cut out the shape.
3. Stick a craft stick to the cut out shape.
4. Draw a face onto your foot puppet.
5. Recite the poem again with actions. Use the foot puppet.



4.1.1  
4.1.2



# Unit 2

# Appreciating Others



Let's talk.



1. Have you ever received greeting cards?
2. Have you ever sent a card?
3. To whom do you send cards? Why?

1.1.2





### Let's listen.

We express happiness, concern, support or sorrow for different situations and reasons.



Someone is sitting for an examination

Wish you good luck in your examination. Work hard and believe in yourself. All the best!

Someone is celebrating his or her birthday

Hope you have a wonderful birthday filled with love and fun. May all your wishes come true. Happy birthday!



Someone is sick

Sorry to hear that you are not feeling well. We hope you have a speedy recovery. We miss you here at school. Get well and come back soon.

Someone in the family has just passed away

We are sad to hear of your recent loss. Our sincere condolences to you and your family.



### Let's practise.

What would you say to someone who:

1. has passed the examination with flying colours?
2. has just undergone surgery?
3. is participating in the National Storytelling Competition?
4. has lost his or her beloved pet?

## PAIRWORK

Ask and answer questions.



..... were you absent yesterday, Lee Ann?

I was absent because .....

He fell and broke his arm.

Hope he will recover soon.



1.2.1(a)(b)(c)(d)  
1.3.1(a)





**Let's speak.**



In what other ways can we show our appreciation to people, Encik Hakimi?

Well, you may present gifts or flowers to them. You can also offer to help them or simply say thank you.



Look at the brace map. Talk about the ways to appreciate others.



Ask and answer the questions.



How did you show your appreciation to your teacher?

I helped my teacher to carry exercise books to the classroom.



How did you show your appreciation to your...?

1. father
2. mother
3. grandparents
4. friend
5. neighbour who has helped you move into your house





## Let's read.

It has been said that children today are very demanding. Do you agree?



Lee Ann is reading an online article.

**BE APPRECIATIVE**  
 Published: Thursday 25 FEB 20\_\_ - 9:25 a.m.  
 By Medina A.D.

Hasnah goes out of her way to give her daughter, Mira, everything she never had as a child. To her surprise, this approach had backfired. Mira is not appreciative. "Buy her a simple mobile phone, she wants a branded smartphone. She is only nine and she demands only the most expensive things," said Hasnah.

"Mira is a child who does not appreciate what she has and it is not a healthy practice," said a child therapist, Dr. Azwan. He advised children to appreciate what they have.

He said that there are many ways children can learn to be appreciative. First, before they go to bed, they should list the things they are most grateful for that day. Second, children must learn to be thankful. For example, thanking their parents, friends, the postman or the bus driver. Most importantly, they should be thankful for the little things they have such as food, clothes, and shelter.

Parents play an important role in teaching children to be appreciative. They can encourage their children to read stories with good values or watch inspiring movies. These would help them to be grateful for what they have.

### Answer the questions.

1. Why is Hasnah worried?
2. Describe Mira's character.
3. What are the child therapist's suggestions?
4. List out the basic necessities mentioned in the article.
5. Find the word in the article that has the same meaning as:
  - a. gone wrong
  - b. a roof over your head
  - c. major



## Let's talk.

1. Why must we appreciate what we have? Discuss.
2. How do you say 'thank you' in other languages?

Surf the Internet to find out how to say 'thank you' in different languages.





Let's read.



## WAYS TO APPRECIATE YOURSELF

- Think about the times when you have done something good, when you have been helpful, kind, and **thoughtful** to others.
- Take part in activities that make you feel good such as **indulging** yourself in hobbies, playing sports or spending time with friends.
- Have **confidence** in yourself. Be confident when you make decisions.
- Know and acknowledge all your positive **attributes**.
- Think about the things you do well. Take **pride** in your success.



Let's practise.

Match the words to their meanings.

thoughtful

indulging

confidence

attributes

pride

• a belief in your own ability

• qualities

• considerate

• to satisfy a particular interest

• a feeling of satisfaction when you have done something well

## GROUP WORK

Complete the circle map with ways you can appreciate your parents.



2.2.2(b)





**Let's write.**

Kamini made a personalised card for her father on Father's Day.



*Dear Dad,*

*Thank you for always being there for me. You make my world a brighter and happier place. I hope your special day is blessed with love and laughter.*

*Your daughter,  
Kamini*

Make a card for one of your family members to express your love and gratitude.



**Let's create.**

The pupils of 6 Robotics are selling personalised cards on Entrepreneurs' Day. They decide to donate the money raised to a home for the elderly. Help them write messages in the cards using cursive writing.



You may use the phrases given below.

*Thank you for being my ..... *

*I am proud to be your ..... *

*You are an excellent ..... *

*You are always there for me when ..... *



3.3.1(b)  
3.1.2(a)

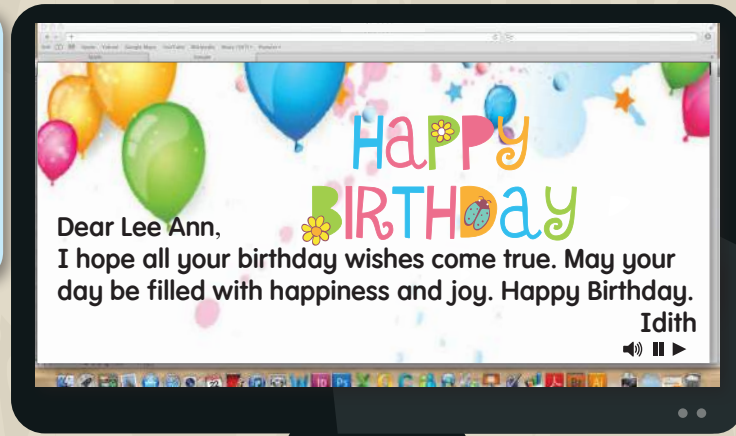






## Let's write.

Electronic cards or e-cards are cards sent online. They are easy to create and quick to send through email. They are also environmentally friendly.



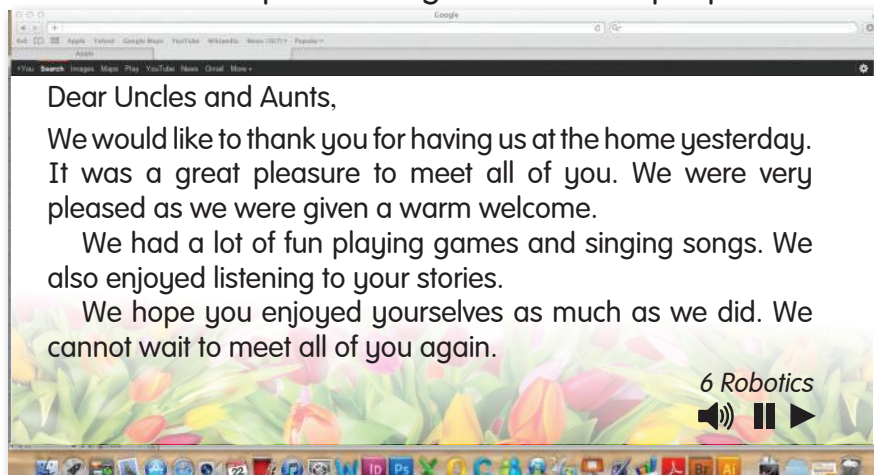
An e-card is a digital version of a greeting card. It is sent through email.

Send an e-card to your best friend on his or her birthday.



## Let's learn and practise.

Encik Hakimi and the pupils of 6 Robotics visited the home for the elderly. They cleaned the home, ate with the old folks, and entertained them with games, songs, and performances. The people at the home were very happy. They sent an e-card to express their gratitude to the people at the home.



## GROUP WORK

You spent your holidays at your relative's house. You had a great time. Send an e-card to thank them.



3.3.1(b)





## Let's learn.

They sent an e-card to express their **gratitude** to the people at the home.

The word in bold is an **abstract noun**.

Nouns can be **abstract** or **concrete**.

1. **Abstract nouns** are nouns to express ideas, feelings or thoughts.

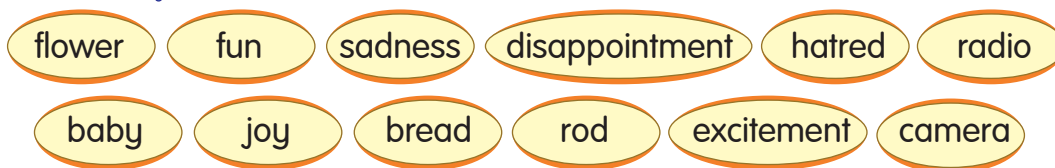
Abstract noun	Example
<b>pride</b>	My sister takes great <b>pride</b> in her singing.
<b>confidence</b>	Asin told the story with great <b>confidence</b> .
<b>friendship</b>	Our <b>friendship</b> started in kindergarten.
<b>charity</b>	The man donated all his money to <b>charity</b> .
<b>childhood</b>	I have many wonderful memories of my <b>childhood</b> .

2. **Concrete nouns** are 'sense' nouns. We can see, hear, smell, taste or touch them.

Concrete noun	Example
<b>school</b>	I love going to <b>school</b> .
<b>music</b>	I prefer listening to <b>music</b> than watching television.
<b>perfume</b>	My mother likes the scent of that <b>perfume</b> .
<b>sweets</b>	My younger brother dislikes <b>sweets</b> .
<b>table</b>	This <b>table</b> is made of wood.



## Let's practise.



Complete the table with abstract and concrete nouns.

Concrete noun	Abstract noun

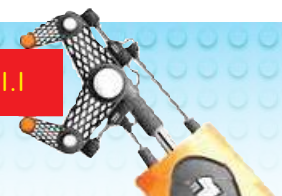
## PAIRWORK

Write sentences using the concrete nouns above.



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5.1.1





## Let's learn and answer.

Complete the sentences with the abstract noun.

concern

confidence

honesty

beauty

courage

patriotism

1. We show our ..... when we sing the National Anthem.
2. Encik Hakimi always shows great ..... about our work.
3. It takes a lot of ..... to stand up for what you believe in.
4. The young prince was charmed by Cinderella's .....
5. The boy had ..... that he would win in the spelling competition.
6. I respected the ..... Kamini showed when she admitted her fault.

Complete the story with the correct abstract noun.

joy

anger

upset

danger

disguise

jealousy

“Mirror, mirror on the wall, who is the fairest of them all?” asked the queen.

“It’s Snow White, Your Majesty!” answered the mirror. The queen was full of ..... She ordered her huntsman to kill Snow White. Snow White soon realised that she was in great ..... because of the queen’s hatred and ..... She ran away into the woods. Luckily, she found shelter at the seven dwarfs’ cottage.

The queen found out that Snow White was still alive. One day, she came in ..... and gave Snow White a poisoned apple. Snow White took a bite and fell into a deep sleep. When the seven dwarfs came home, they saw Snow White lying on the floor. Feeling very ....., they cried all night and built a glass coffin for her.

A few days later, Prince Charming was riding past the cottage. He saw Snow White lying in the coffin. He kissed her and immediately Snow White opened her eyes. She was alive again! The seven dwarfs danced with .....

Prince Charming married Snow White and he took her to his palace and they lived happily ever after.



## Let's recite.

Do you enjoy going to the playground? Why?



### Swinging

Swinging, swinging,  
**Low** and high,  
 Down in the green grass  
 And up in the **sky**.  
 When I'm bigger I'll stand when I swing,  
 When I'm bigger I'll do everything.

Swinging, swinging,  
 Low and high,  
 Up in the tree-tops  
**Down** by and by.  
 When I'm bigger, then I **can** try,  
 When I'm bigger I'll **reach** to the sky.

Swinging, swinging,  
**High** and low,  
 Up to the **sun**  
 And down I go.

*Leila Berg*

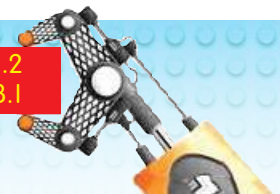
## GROUP WORK

1. Recite the poem with actions.
2. Write two rhyming words for the words in bold.  
 Example: *swing - string - bring*



## Let's do.

Create a model of a futuristic playground.  
 Present your model to the class.

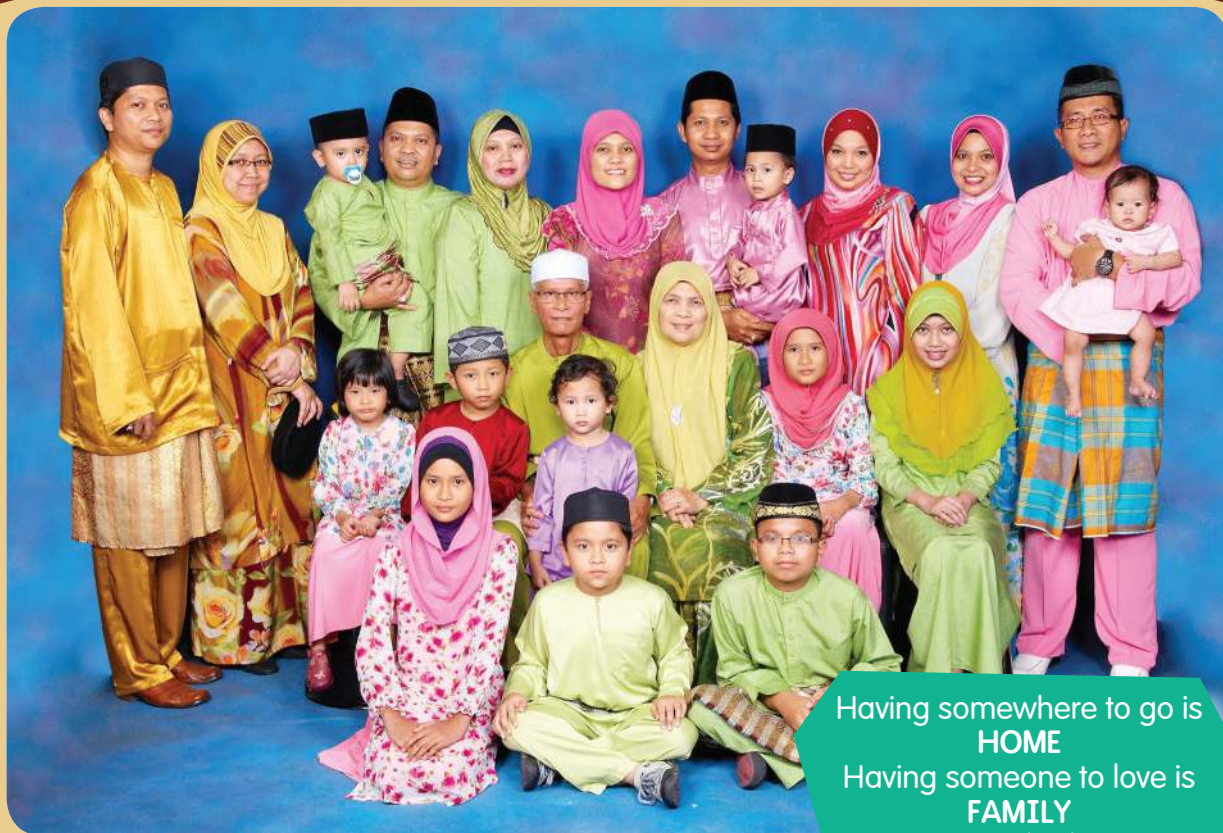


# Unit 3

# Family Ties



Let's talk.



Having somewhere to go is  
**HOME**  
Having someone to love is  
**FAMILY**  
Having both is  
**A BLESSING**

1. What does the picture show?
2. Talk about your family members.
3. What do you think the quote means?

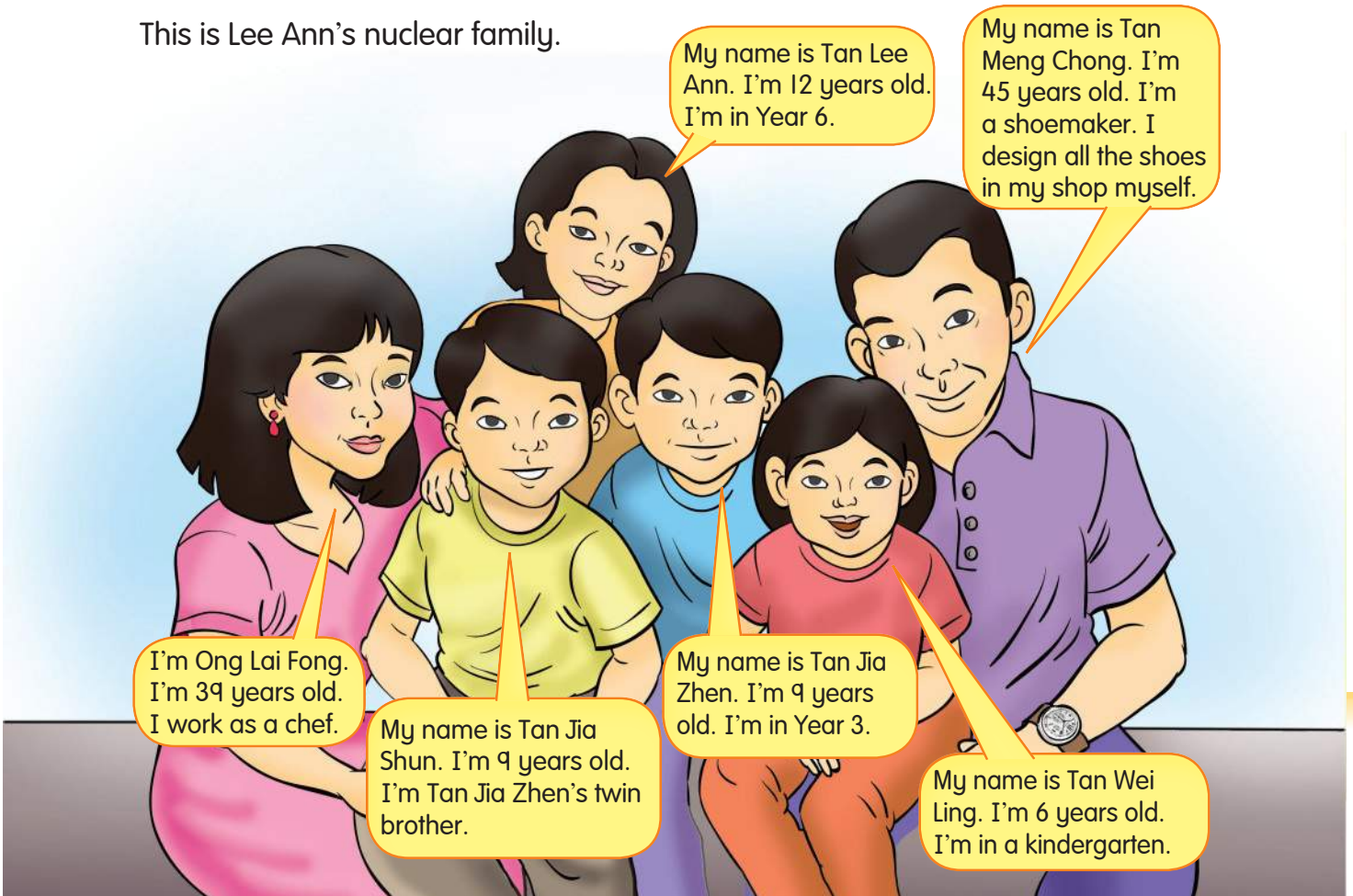
1.1.3

21



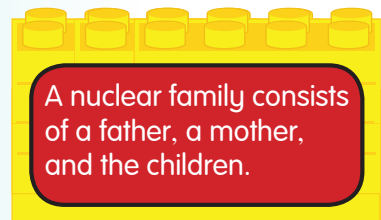
**Let's listen.**

This is Lee Ann's nuclear family.



Name the correct relationship between the people mentioned below.

1. Tan Jia Shun is Tan Jia Zhen's .....
2. Tan Lee Ann's brothers are Tan Meng Chong's .....
3. Tan Meng Chong is Tan Lee Ann's .....
4. Ong Lai Fong is the ..... of Tan Meng Chong.
5. Tan Wei Ling is the ..... of Ong Lai Fong.
6. Tan Lee Ann is Tan Wei Ling's .....
7. Tan Meng Chong and Ong Lai Fong are ..... and .....



**Let's talk.**

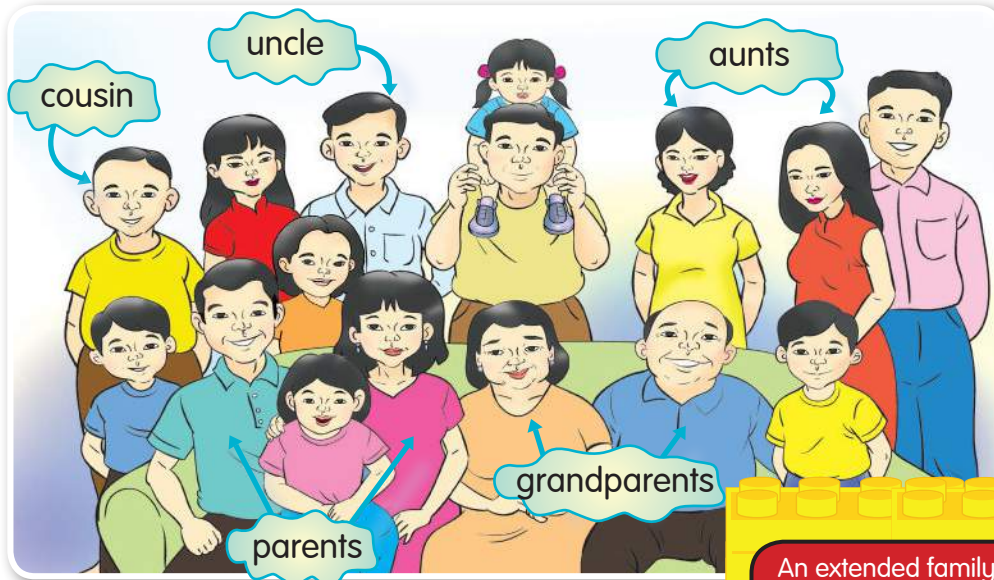
Talk about your nuclear family.





## Let's speak.

This is Lee Ann's extended family.



An extended family includes parents, children, grandparents, uncles, aunts, cousins, nephews, and nieces.

## PAIRWORK

Imagine you are a member of Sekolah Kebangsaan Tunas Cipta Editorial Board. Interview your friend about his or her extended family members using the questions provided.

1. Do you have an extended family?
2. Do you know all of them?
3. How many siblings does:
  - a. your father have?
  - b. your mother have?
4. Can you name some of your:
  - a. uncles?
  - b. aunts?
  - c. cousins?
5. Do you keep in touch with your extended family members? How?

## GROUP WORK

Having an extended family can be a blessing. Discuss.



1.2.5, 1.2.4, 1.1.3





Let's read.

Asin is reading an article in a magazine.

## TIPS ON PLANNING A MEMORABLE FAMILY REUNION

- ▶ **Memory T-Shirts**  
Each family wears different coloured T-shirts with identifiers such as 'Taqif's family'.
- ▶ **Photo Swap**  
Each family brings their own photos to share stories. Encourage everyone to label their photos with details.
- ▶ **Family Scavenger Hunt**  
A scavenger hunt ensures plenty of interaction between different generations by answering family-related questions.
- ▶ **Family Tree Chart**  
Create a large family tree. Family members can use it to fill in their information.
- ▶ **Heritage Cookbook**  
Each family contributes their favourite recipes and creates a wonderful family cookbook.
- ▶ **Story Time**  
A storytelling session encourages families to share sweet memories.
- ▶ **Tour into the Past**  
If your family reunion is held near your birthplace, organise a tour. This provides an opportunity to share family memories.

Answer the questions.

1. Name two activities that allow family members to share memories.
2. Which activity allows the family members to arrange a trip?
3. What is the purpose of memory T-shirts?
4. Name the activity that encourages the young and old family members to talk about themselves.
5. What is the benefit of creating a heritage cookbook?

## GROUP WORK

You plan to organise a family reunion. Which of the activities would you choose? Give reasons for your answer.

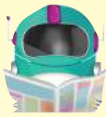


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2.2.2(b)







## Let's read.

Idith's family members talk about the bliss of having an extended family.



mother

When my children were born, I encourage their grandparents, aunts, uncles, and cousins to be a part of their life.

My extended family members live in different states. They come over during our family gatherings such as weddings, birthday parties, and funerals. These gatherings make us closer to each other.



aunt



cousin

My siblings live in the same town with their children. It is a lot of fun to visit them and be able to see them. We often have barbecues and potlucks together. My children, nieces, and nephews consider themselves as best friends. This allows them to share their interests, hobbies, and also problems.

My nearest family members live five hours away, so it is a real treat when they come to visit us. I wish we could see each other more often.



uncle



sister

I'm studying in London. I use social media to chat with my family members at all times. Therefore, we do not miss each other.

### Answer the questions.

1. What is Idith's family talking about?
2. Why is it important for nephews and nieces to be good friends?
3. Name the special occasions when family members gather.
4. "It is a real treat when family members come to visit us." Why do you think Idith's uncle says so?

## GROUP WORK

What would you do if members of your extended family were reluctant to participate in family gatherings?



2.2.2(b)



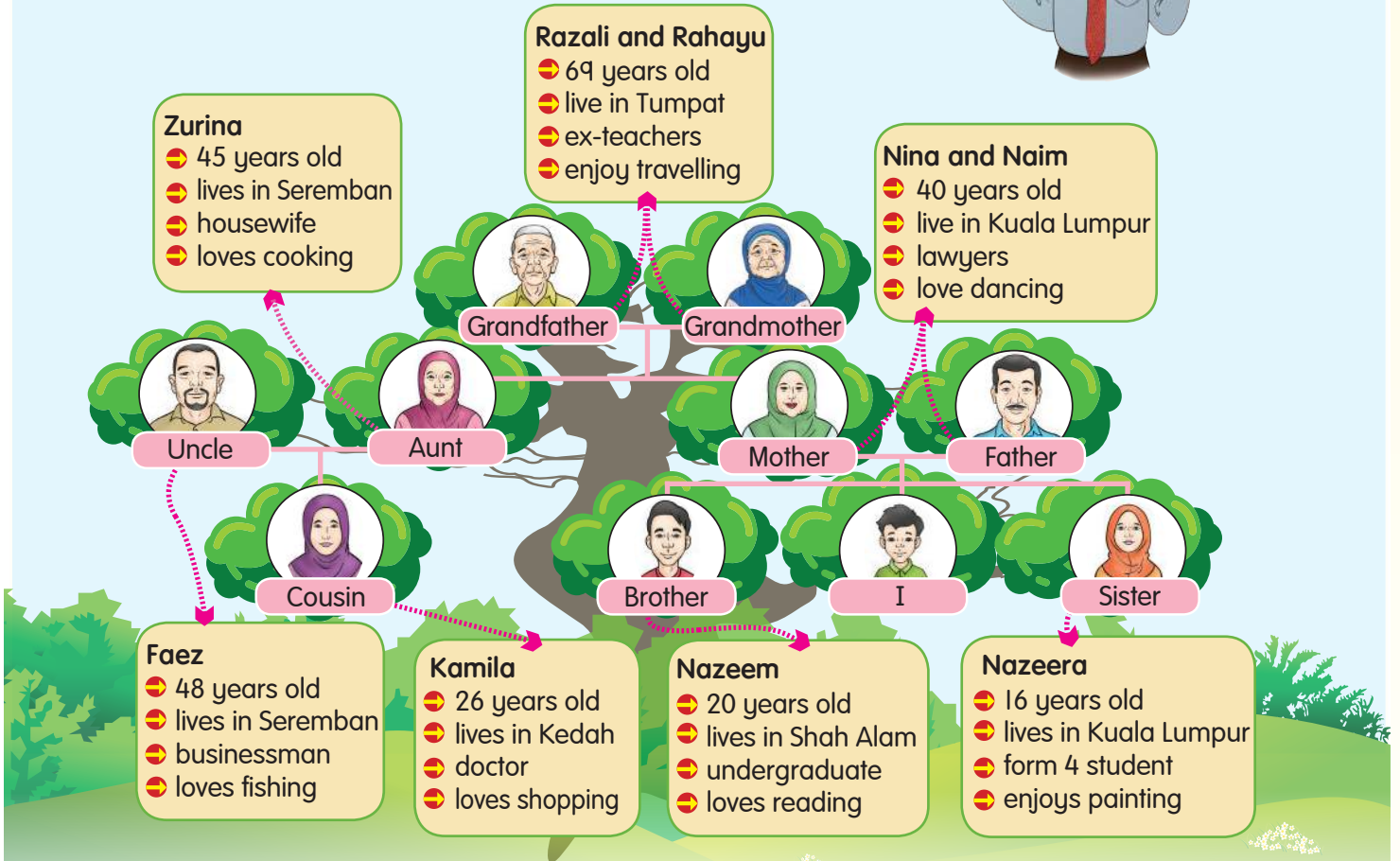


Let's write.

What is the purpose of having a family tree?



This is Najmee's family tree.



Write a short description based on the information given above.

Example:

*Encik Faez is Najmee's uncle. He is 48 years old. He lives in Seremban and is a businessman. He loves fishing during his free time.*

GROUP WORK

Present your family tree with a short description of each family member. You may do a PowerPoint presentation.





## Let's write.

We can use these three basic sentence patterns when we write.

<b>There is/are/was/were...</b>	<b>This is/was...</b>	<b>These are/were...</b>
<i>There is a television in the room.</i>	<i>This is a flower.</i>	<i>These are my friends.</i>

<b>Subject</b>	<b>Verb + ing</b>	<b>Object</b>
<i>Kamini</i>	<i>is eating</i>	<i>an apple.</i>

<b>Subject</b>	<b>Verb + ing</b>	<b>Adverb Complement</b>
<i>The nephews</i>	<i>are sleeping</i>	<i>in a room.</i>

You can change the verb into different tenses such as present/past/future.

Najmee's family is at home during a weekend. Describe their activities.

Example:

*These are Najmee's family members.*



brother



sister



grandfather and grandmother



father and mother

## PAIRWORK

Look at the picture. Write five sentences in neat cursive writing.





*I design all the shoes in my shop **myself**.*  
*My grandparents enjoyed **themselves** at the party.*

The words in bold are **reflexive pronouns**.

We use a reflexive pronoun as the object of a sentence, to show that it refers to the same thing as the subject.

Example: **Kamini** made breakfast **herself**.

subject

object

	Personal Pronoun	Reflexive Pronoun	Example
Singular	I	myself	<i>I made the blouse <b>myself</b>.</i>
	You	yourself	<i>Why do <b>you</b> blame <b>yourself</b>?</i>
	He	himself	<i><b>He</b> bought <b>himself</b> a pair of jeans.</i>
	She	herself	<i><b>The queen</b> saw <b>herself</b> in the mirror.</i>
	It	itself	<i><b>The door</b> closed by <b>itself</b>.</i>
Plural	You	yourselves	<i><b>You</b> must wash the clothes <b>yourselves</b>.</i>
	We	ourselves	<i><b>We</b> baked the cakes <b>ourselves</b>.</i>
	They	themselves	<i><b>They</b> washed their clothes <b>themselves</b>.</i>

Complete the sentences with suitable reflexive pronouns.

- Yes, I wrote it ..... .
- Asin made the T-shirt ..... .
- I bought ..... a piece of chicken pie.
- Kamini did the homework ..... .
- Idith, did you write this poem ..... ?
- The buffalo defended ..... bravely.
- We helped ..... to the snacks at the party.
- Encik Hakimi did all the preparation for the party ..... .
- “Children, if you need more milk, please help ..... to it,” said mother.
- They felt proud of ..... when they were announced as the winning team.





## Let's learn and practise.

The subject 'you' can be both singular and plural.

Example:

*You painted the wall yourself.*



*Did you cook the food yourselves?*



We can use 'by' before a reflexive pronoun to show the action is done without help.

Example: *I cooked the curry all **by myself**.*

Fill in the blanks with suitable reflexive pronouns.

1. Idith : Did you bake the cake ..... ?  
Lee Ann : Yes, I did it all by .....
2. Idith : Does she take care of the sick man ..... ?  
Lee Ann : No, she does not. He takes care of .....
3. Idith : Did all of you wash your shoes ..... ?  
Lee Ann and friends : Yes. We washed them .....

Complete the text with the correct reflexive pronouns.

Asin and his family arrived at the beach early today. The beach was crowded. Asin's mother found a shady place and spread out the mat. His father set up the barbecue grill and soon began grilling the sausages .....

Asin and his younger sister built a sandcastle. They spent about an hour on it. It was huge and beautiful. They were proud because they built it .....

"Come on children, come and help ..... to the food," said mother.

Asin and his sister ran quickly to mother as they were very hungry. As Asin was eating, he saw a cat near their picnic spot. The cat was eating a fish by .....

On their way home, Asin said, "Thank you mum and dad. We enjoyed ....."



## Let's write.

Write five sentences using reflexive pronouns.





## Let's recite.

Recite the poem.

### My Sister's Eating Porridge

My sister's eating porridge  
It's going everywhere.  
Up her nose and down her front;  
A dollop in her hair.

My sister's eating porridge,  
She's missed her mouth again.  
Now it's dripping off her spoon  
Like lumpy porridge rain.

My sister's eating porridge  
And most is on the floor.  
No wonder she is hungry  
And crying out for, 'More!'

*John Coldwell*



## Let's answer.

1. What is a dollop?
2. Name three types of baby food.
3. Can babies be fed adult food? Why?



## Let's recite.

Write a poem about your family members and their favourite food.  
You can dedicate each stanza to each of your family members.

# Unit 4

# Step Up!



Let's talk.



**SMOKING**



**DRUGS**



**BULLYING**



**VANDALISM**



**CHILD ABUSE**



**ANIMAL ABUSE**

1. Talk about the issues in the pictures.
2. What can you do about them?

1.1.3

31




## Let's speak.



Listen to the conversation between Kamal and the school counsellor.



- Kamal : Good morning, teacher.  
 Counsellor : Good morning. Come in. How can I help you?  
 Kamal : I would like to report a bully.  
 Counsellor : Sit down, please. What's your name and which class are you from?  
 Kamal : I'm Kamal from 6 Robotics.  
 Counsellor : Are you being bullied or do you know someone who is being bullied?  
 Kamal : Some boys from the neighbouring school are bullying me, teacher.  
 Counsellor : What did they do to you?  
 Kamal : They always threaten me and ask for money.  
 Counsellor : How often does this happen?  
 Kamal : Every morning. They always stop me on the way to school.  
 Counsellor : Don't worry, Kamal. I'll look into the matter. May I have your parents' contact number?  
 Kamal : You can call my father, Encik Rosli at 015-33156553.  
 Counsellor : Okay, Kamal. You are very brave. I'm proud of you for stepping up.  
 Kamal : Thank you, teacher.  
 Counsellor : You're welcome.



Listen to the conversation again and help the counsellor to complete the form.


**SEKOLAH KEBANGSAAN TUNAS CIPTA  
INDIVIDUAL COUNSELLING SESSION**

Name:  \_\_\_\_\_

Class:  \_\_\_\_\_ Gender:  \_\_\_\_\_

Age:  \_\_\_\_\_ Problem:  \_\_\_\_\_

Time of incident:  \_\_\_\_\_ Location of incident:  \_\_\_\_\_

Contact details:  \_\_\_\_\_



## Let's talk.

1. Why did Kamal go to the counsellor?
2. Predict the outcome if Kamal did not report the incident.



## Let's do.

1. Write a creative anti bullying message. Read it aloud.
2. Display your message.







## Let's speak.

Look at the pamphlet. Talk about it.



### WHAT IS CYBER BULLYING?

- ➔ A form of bullying that happens through mobile phones, computers or other electronic devices.

### WHO IS A CYBER BULLY?

- ➔ A cyber bully is a person who uses social network sites, text messages, chats, and websites to harm others.

### WHAT STUDIES SAY?

- ➔ In a study of 9,651 primary and secondary school children, 13% admitted to being victims of cyber bullying. 26% admitted they had been bullied at least one time in the past.

*The Star Online. Feb 2014*

### WHY CYBER BULLYING SHOULD BE STOPPED?

- ➔ It lowers confidence and self-esteem.
- ➔ It causes embarrassment and shame.
- ➔ It results in depression or anxiety.

### HOW TO PREVENT CYBER BULLYING?

- ➔ Keep passwords safe or change passwords often.
- ➔ Set profiles to 'private'.
- ➔ Never reveal personal information to strangers on the Internet.
- ➔ Never open messages from unknown people.
- ➔ If nothing else works, block the sender and save the links and messages for evidence.

## PAIRWORK

Use the pamphlet above to ask and answer questions.



What is the pamphlet about?

It is about cyber bullying.



What is ..... ?

Cyber bullying is a form of bullying that occurs through mobile phones, computers or other electronical gadgets.



## Let's talk.

Do you think school children are easy targets for cyber bullies? Why?





**Let's read.**

Idith reads a blog.









**ANIMAL ABUSE**

Animal abuse is a nationwide problem. Abuse means to cause pain and suffering. Animals are beaten, starved, and used for scientific research. Millions of helpless animals die each year. There are many forms of animal abuse too.

Here are some tips to prevent animal abuse:

- Read books and magazines to create awareness on animal abuse.
- Watch documentaries, videos or movies about animals.
- Take care of their habitats.
- Take part in events and activities to protect animals.
- Visit an animal shelter to do charity work.
- Donate to animal organisations.
- Adopt abandoned animals as pets.

Complete the table with the given information.

Animal Abuse	
Definition:	
Types:	a.  b.  c. 
Effect:	
Prevention:	a.  b.  c. 

**GROUP WORK**

If you were to adopt an animal, what would it be? Why?





Let's read.

Lee Ann reads an article on vandalism.

# NEW TIMES

## Stop Vandalism!

VANDALISM is the act of destroying other people's property such as benches, garbage bins or windows. This also involves graffiti. People who vandalise are called 'vandals'. Vandalism is against the law. It is a **crime**.

According to a recent **survey**, most vandals are young people from school children to teenagers. They damage **property** because they are bored, angry, influenced by peers or taking revenge.

Prevention is better than cure. We must take a stand to stop vandalism. You may report it to school authorities, the police or someone who can take action.

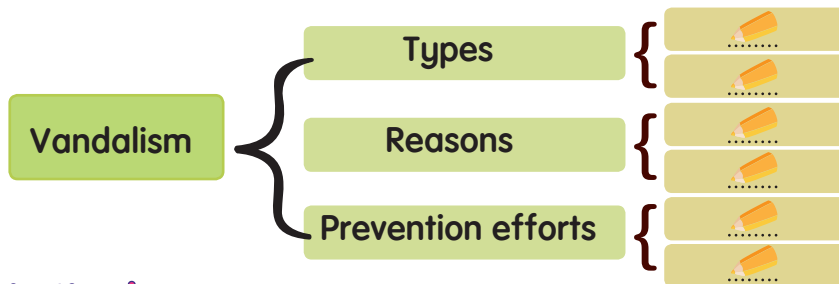
Young people should be involved in vandalism prevention efforts. They can work with schools or the community to paint murals on areas that are **vulnerable** to graffiti. Make it a contest for them. They can also be appointed as young patrols or volunteers to clean up **litter** and keep an eye on things.

The best way to prevent vandalism is to find out how and why it happens and develop a strategy to overcome it.

Graffiti is writing or drawings on public walls, toilets or other surfaces.

### PAIRWORK

Complete the brace map with the information from the article.



Let's do.

Guess the meaning of the words in bold in the text. Check the meaning in the dictionary.

2.2.3(a), 2.2.4, 3.2.1(b)



## Let's write.

Read the online invitation below.



# JOIN THE TUNAS PET PROJECT



## ANIMAL AWARENESS FAIR

Date:	12 April 20__
Time:	8:00 a.m.
Venue:	Harmony Hall
Audience:	Pupils, teachers, and parents
Admission:	Free
Officiated by:	Encik Noor Razak bin Hasbullah
Objectives:	<ul style="list-style-type: none"> <li>• To raise awareness on animal cruelty among adults and school children</li> <li>• To raise funds to stop cruelty against animals</li> </ul>
Activities:	<ul style="list-style-type: none"> <li>• Football and netball games</li> <li>• Colouring contest</li> <li>• PowerPoint presentations on animal cruelty</li> <li>• Pet adoption</li> </ul>
NGOs involved:	<ul style="list-style-type: none"> <li>• Paws Animal Welfare Society (PAWS)</li> <li>• Society for the Prevention of Cruelty to Animals (SPCA)</li> </ul>

## LET'S MAKE THIS EVENT SUCCESSFUL

### PAIRWORK

You are going to announce the Tunas Pet Project in the school assembly. Using all the information provided on the online invitation, write the announcement.

Tunas Pet Project is going to organise an animal fair to .....



## Let's do.

Create a poster to promote the Tunas Pet Project Animal Awareness Fair in your school.



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3.2.1(a)  
3.3.1(a)





**Let's write.**

Let us learn how to take care of our pets.



**Food**

- feed - pets - regularly
- feed them - nutritious food
- remember - give - water

*We should feed our pets regularly. We need to feed them nutritious food. We must remember to give them water.*

Write paragraphs using the notes below.



**Health care**

- take - pets - veterinarian occasionally
- look after - pets' health
- regular - check-ups



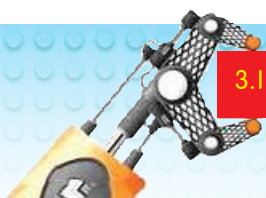
**Show affection**

- give - pets hug frequently
- show them - love - care
- remember - clean



**Leisure**

- take - pets - a walk regularly
- let - pets - play - suitable toys



3.1.1(b)



People **who** vandalise are called vandals.

The word in bold is called a **relative pronoun**.

**Who**, **whom**, and **which** are relative pronouns.

Examples:

1. The man **who** lives in the bungalow is my uncle.  
We use 'who' as the subject to refer to the 'man'.
2. They hired the man **whom** we interviewed yesterday.  
We use 'whom' as the object to refer to the 'man'.
3. The car **which** my brother was driving last night was my father's.  
We use 'which' as the object to refer to the 'car'.

Who or whom refers to people.  
Who comes before the verb.  
Whom comes after the first verb.

Fill in the blanks with 'who' or 'which'.

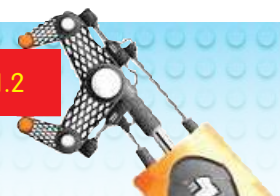
1. His horse ..... is a female, won the race.
2. This is the girl ..... won the singing competition.
3. The man ..... is wearing a blue coat is my father.
4. Kamini did all the homework ..... the teacher assigned.
5. The shirt ..... Najmee bought for his father cost RM60.00.
6. The woman ..... answered the telephone call was very polite.

## PAIRWORK

Complete the sentences using 'who' or 'whom'. You may use the dictionary.

Example: A hero is a person who is the main male character in a story. (who)

1. This is my friend ..... (who)
2. He is the baker ..... (whom)
3. A sculptor is a person ..... (who)
4. Ibrahim is the taxi driver ..... (whom)





## Let's learn.

Let's look at more examples on relative pronouns.

The young girl **who** lives next door is my classmate.

I met the person **whom** we talked about.

The bag **which** he bought last week is torn.



## Let's practise.

Complete the sentences with the phrases given in the box. Remember to include 'who', 'whom' or 'which' before adding the phrases.

the motorcyclist snatched	I admire the most	I won in a contest
my son likes to watch	I helped thanked me	the baker sells is fresh and tasty
could help me to repair my computer	stitched your shirt is my neighbour	he saved during the flood

Example: *This is the washing machine **which** I won in a contest.*

1. The boy ..... .
2. The lady ..... .
3. The bread ..... .
4. That is the bag ..... .
5. He adopted the boy ..... .
6. Do you know anyone ..... ?
7. My father is the person ..... .
8. *Tom and Jerry* is the cartoon ..... .

Write sentences using the correct relative pronouns.

Example: *doctor - person - treats sick people*

*A doctor is a person who treats sick people.*

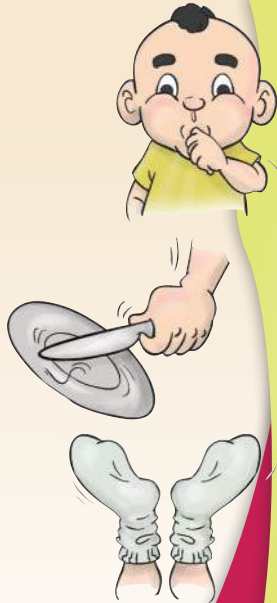
1. lion - animal - lives - jungle
2. chef - person - cooks - hotel
3. Asin - boy - helped - old lady
4. mobile phone - gadget - used - call
5. *ketupat* - rice cake - served - Hari Raya
6. turtles - sea creatures - protected - Malaysia





## Let's recite.

Recite the poem.

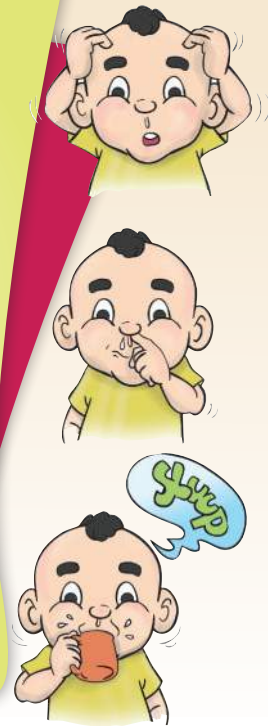


### Don't

Don't do this, don't do that.  
 Don't scrape your plate.  
 Don't tease the cat.  
 Don't pick your nose.  
 Don't suck your thumb.  
 Don't scratch your head.  
 Don't swallow gum.  
 Don't stick your tongue out.  
 Don't make that face at me.  
 Don't wear your socks in bed.  
 Don't slurp your tea.  
 Don't touch your father's records.  
 Don't touch your brother's glue.

So many things I *mustn't* –  
 Whatever *can* I do?

John Kitching



## Let's talk.

1. What are the bad habits you have seen people doing in public places?
2. Why should we avoid doing these bad habits?
3. Your sibling likes to pick his nose in public. What advice would you give him?

## GROUP WORK

Make an accordion book on acceptable public behaviours in the following places:

- a. In a bus
- b. At the library
- c. At a restaurant



4.1.2  
4.3.1







# Unit 5

# 360°



Let's talk.



The world is a beautiful place. Let us explore it together.

1. What information can you get from a globe?
2. Name some of the countries you know.
3. Choose a country you would like to visit. Why?



1.1.3



41



## Let's listen and talk.

Have you been to other countries?  
Talk about it.



The pupils of 6 Robotics are listening to a short description of famous landmarks.

- ➔ Angkor Wat
- ➔ consists of many temples
- ➔ built in the early 12th century
- ➔ located in Siem Reap



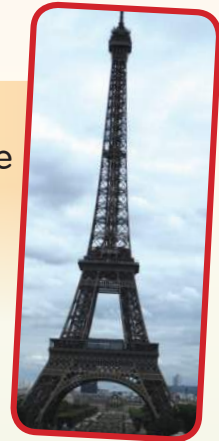
Cambodia

1. In which countries are these landmarks found?
2. Choose one landmark you would like to visit. Why?



- ➔ Sydney Opera House
- ➔ unique architecture
- ➔ world-class performing arts centre
- ➔ located in Sydney

- ➔ Eiffel Tower
- ➔ one of the tallest man-made structures in the world
- ➔ named after the engineer, Alexandre Gustave Eiffel
- ➔ located in Paris



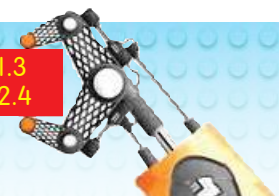
- ➔ The Great Bell or famously known as 'Big Ben'
- ➔ 96 metres high
- ➔ took 13 years to build
- ➔ located in London



- ➔ Statue of Liberty
- ➔ symbol of freedom and independence
- ➔ stands on Liberty Island
- ➔ located in New York

## GROUP WORK

If you had the opportunity to choose a landmark for Malaysia, what would it be? Why?





## Let's talk.

Najmee and his family are on a holiday in Bangkok. This is the itinerary for their one-day tour.

Today,

- 7:00 a.m. - leave the hotel
- 7:45 a.m. - ride on trishaws to the floating market
- eat breakfast
- buy fresh fruits
- 10:00 a.m. - visit the Elephant Sanctuary
- go on an elephant ride
- feed the elephants bananas and sugarcane
- 12:00 noon - eat lunch
- 1:00 p.m. - visit a Bangkok handicraft shop
- buy souvenirs
- 3:00 p.m. - visit the snake farm
- take photographs with the snakes
- 4:00 p.m. - have tea in a restaurant
- 5:00 p.m. - take a boat cruise along the Chao Phraya River
- watch the sunset
- 8:00 p.m. - return to the hotel



Itinerary - A plan of a journey.

## PAIRWORK

State True or False. Then, correct the false statements.

1. Najmee's family began their one-day tour at quarter to eight in the morning.
2. They were at the Elephant Sanctuary three hours after they had departed from the hotel.
3. The Crocodile Farm was in their itinerary.
4. All of them had a drink in the evening.
5. They returned to the hotel at midnight.



## Let's talk.

If you were in Bangkok, which activity would you prefer to do? Why?



1.1.3  
1.2.1(e)

43



**Let's read.**

Asin is reading a brochure about famous places in Perak.

**PERAK ATTRACTIONS**



**Gua Tempurung** is a famous limestone cave in Malaysia. It is located in Gopeng. Gua Tempurung is well-known for caving. The cave has stalagmites, stalactites, and other amazing rock formations.

**Bukit Larut** is the oldest hill station in Malaysia. It is located in Taiping. Visitors can go hiking or bird watching. The rare giant fishtail palm and golden sunflower grow here.



**Pulau Pangkor** is a popular holiday destination. It is located off the shore of Perak. The island offers sandy beaches and crystal clear water. Some of the activities visitors can do are snorkelling, wind-surfing, and fishing.

**Kellie's Castle** is situated in Batu Gajah. It was built by William Kellie Smith in the 19th century. The castle was not completed because of his sudden death. Kellie's Castle has a high tower and several secret tunnels.



**Belum Forest Reserve** is a large rainforest located in Gerik. It is a habitat for many endangered species such as elephants, rhinoceros, tapirs, and tigers. Guided tours can be arranged to certain areas of the forest reserve.

Complete the table with the information given above.

Name of place	Location	Unique features	Attractions
Pulau Pangkor			snorkelling, wind-surfing, and fishing
Belum Forest	Gerik		
Bukit Larut			
Gua Tempurung			
Kellie's Castle		incomplete castle	

**PAIRWORK**

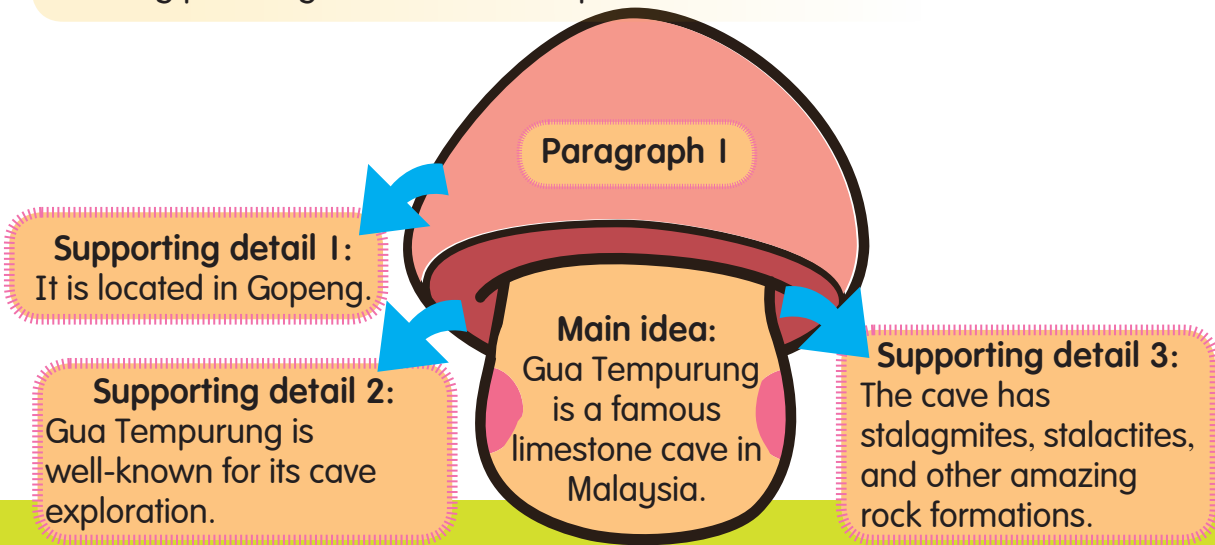
What are the **do's** and **don'ts** when we visit places of interest? Discuss.





## Let's read.

A good paragraph contains a main idea and supporting details. A **main idea** is the key concept of a paragraph. The **supporting details** explain the main idea by providing details and examples.



## Let's practise.

Identify the main and supporting details of the second paragraph from the brochure.

- Main idea : *Bukit Larut is* .....
- Supporting detail 1 : *It is* .....
- Supporting detail 2 : *Visitors* .....
- Supporting detail 3 : .....

## PAIRWORK

Identify the main idea and supporting details of the remaining paragraphs from the brochure.

**Paragraph 3**  
Main idea:

**Paragraph 4**  
Main idea:

**Paragraph 5**  
Main idea:





## Let's write.

Idith and her family love to go to Gunung Pulai Recreational Forest 2, Johor for a picnic. These are her reasons.

Gunung Pulai Recreational Forest 2 is a popular picnic spot in Johor.

There are several waterfalls with man-made pools.

It is an ideal place for camping and jungle trekking.

The forest also has a unique flora and fauna sanctuary.



*Gunung Pulai Recreational Forest 2 is a popular picnic spot in Johor. There are several waterfalls with man-made pools. It is an ideal place for camping and jungle trekking. The forest also has a unique flora and fauna sanctuary.*

Identify the main idea and supporting details. Rewrite them.



- Its main attraction is the 45-minute cultural performance of songs, dances, and entertainment.
- Sarawak Cultural Village is located in Kuching, Sarawak.
- It has a theatre where tourists can enjoy multicultural dance performances.
- Sarawak Cultural Village is famous for its fascinating cultural showcase.
- Visitors are able to see and experience the culture and lifestyle of the various ethnics in Sarawak.

## GROUP WORK

Write a paragraph about a place you would like to visit. Include a main idea and three supporting details. Write in neat cursive writing.

Remember, you should write the topic sentence first and then the supporting details in order of importance.





**Let's write.**

Look at the pictures of Kuala Gandah National Elephant Conservation Centre. What do you see? Brainstorm your ideas, then use a tree map or bubble map to write your main idea and supporting details.

**Step 1**

**Step 2**

Brainstorming ideas

**Step 3**

Tree map

Main idea (MI)

Supporting detail 1

Supporting detail 2

Supporting detail 3

Bubble map

Using the ideas presented, write a paragraph on Kuala Gandah National Elephant Conservation Centre based on the main idea and supporting details. Give a title to it.

Surf the Internet to learn more about Kuala Gandah National Elephant Conservation Centre.



## Let's learn.

Najmee and his family **leave** the hotel at 7:00 a.m.  
Asin **reads** a brochure about famous places in Perak.

The verbs in the sentences above are written in the **simple present tense**.

We use the **simple present tense**:

(a) to show habits, regular actions or to refer to present time.

Examples: *I **brush** my teeth every day.* (habit)  
*She **teaches** English every Saturday.* (regular action)  
*We **are** hungry.* (present time)

(b) to state general facts

Examples: *The earth **is** round.*  
*Birds **have** wings.*



## Let's write.

Complete the sentences below using the correct form of the verb.



Idith and Asin ..... to school every day.



He ..... television before he goes to bed.



Encik Hakimi ..... an email to his brother every week.



The sun ..... in the east and ..... in the west.



My father ..... his car during the weekends.



Najmee ..... a black bag to school every day.





**Let's learn and write.**

These are the facts about Gunung Pulai Recreational Forest 2. Identify the verbs.

Gunung Pulai Recreational Forest 2 is a popular picnic spot in Johor. There are several waterfalls with man-made pools. It is an ideal place for camping and jungle trekking. The forest also has a unique flora and fauna sanctuary.

Fill in the blanks with the correct form of the verb.

Dear Idith,

How are you? I hope that you are fine. As you ..... (know) my family and I are at Krabi, Thailand. Krabi ..... (be) a small town.

Every morning, my family and I ..... (wake) up early to see the sunrise and we ..... (jog) along the sea. Then, we ..... (eat) breakfast at a cafe. My father usually ..... (order) the local coffee. The coffee here ..... (be) aromatic and tasty.

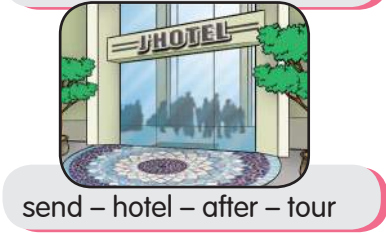
People in Krabi ..... (be) very friendly. They always ..... (smile) at us. Many tourists love to come to Krabi. They ..... (like) to buy clothes and souvenirs.

Hope you are having a good time too. We will be back home next Monday. Till we meet again. Bye.

Love,  
*Lee Ann*

**PAIRWORK**

This is Mr. Jaspal's daily routine. Write sentences based on the pictures. Use simple present tense.



**Let's do.**

Write a timetable based on your weekend activities. Use simple present tense.







Let's recite.

Do you think a garden is important? Why?

Recite the poem.

### A Garden

If I should have a garden  
I know how it would be,  
There'd be daisies and buttercups  
And an apple tree.

A dog would chase a ball there,  
A bird would sit and sing,  
And a little cat would play with  
A little piece of string.

And in the very middle  
I'd only have to stand  
For ladybirds and butterflies  
To settle on my hand.

*Leila Berg*

## GROUP WORK

1. Identify the **flora and fauna** found in the poem.
2. Replace the flora and fauna identified and rewrite the poem.
3. Draw an imaginary garden. Label the flora and fauna.

# Unit 6

# Go Green



Let's talk.



Water



Land



Air

1. What are the issues highlighted in the picture?
2. What can we do to save Mother Earth?

1.1.3

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**Let's listen.**

Listen to Encik Hakimi's explanation on recycling bins.

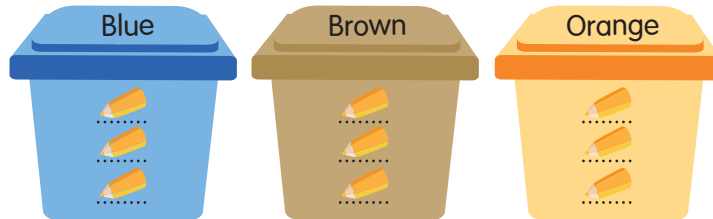
The 3R Campaign signifies "reduce, reuse, and recycle". Under the campaign, three-coloured waste separation bins or better known as 'recycling bins' are provided. The recycling bins are placed at housing estates, schools, and public places to collect waste such as paper, aluminium, and plastic for recycling purposes.

The blue bin is used to dispose of paper. Recyclable items such as newspapers, magazines, and cardboard boxes can be disposed of here. Glass items like bottled drinks, perfumes bottles, and glasses can be disposed of into the brown bin. The orange bin is used to dispose of aluminium and plastic waste. The waste includes soft drink cans and food product tins.



**Let's talk.**

Listen to Encik Hakimi's explanation again and categorise the items mentioned in the respective bins.



**Let's say.**

Ask and answer questions based on the information above.



What does 3R mean?

Where can you find recycling bins?

How many coloured recycling bins are introduced?

3R means .....

They can .....

They are .....





**Let's speak.**

Listen to Idith reading the news.

## Compulsory for Malaysians to Separate Rubbish from Next Year

The Urban Wellbeing, Housing and Local Government Ministry announced that from 2015 all Malaysian households will have to separate their waste according to categories. In a statement, its minister noted that household waste will be separated into several categories including plastic, paper, cardboard, glass, metal, food waste, and farm waste. "The implementation of this rule is a part of the government's effort to reduce the amount of waste sent to landfills," he said.



**Let's discuss.**

1. What is the benefit of separating waste according to categories?
2. How do you manage waste in your household?

### PAIRWORK

When you throw your rubbish do you separate the items? Conduct a survey. Interview your friends.

### 3R Survey

Name:

Gender:

Age:

1. Do you:



a	take your own shopping bags?	<input type="checkbox"/>	<input type="checkbox"/>
b	bring your own water bottle to school?	<input type="checkbox"/>	<input type="checkbox"/>
c	use rechargeable batteries?	<input type="checkbox"/>	<input type="checkbox"/>
d	repair items instead of buying new ones?	<input type="checkbox"/>	<input type="checkbox"/>
e	donate unused or old items?	<input type="checkbox"/>	<input type="checkbox"/>

2. Do you reuse or recycle:



a	old papers, magazines, and books?	<input type="checkbox"/>	<input type="checkbox"/>
b	containers such as jars, bottles, cans, and plastic?	<input type="checkbox"/>	<input type="checkbox"/>



1.2.4  
1.3.1(a)





## Let's read.

### Saving Our Environment

Good morning everyone. How are you today? I am Mr. Tan, the Advisor to the Junior Environment Club. I am here to talk about how young people like you can save our Mother Earth.

First, switch off and unplug all electrical gadgets when not in use. If we do not switch off televisions, computers, laptops or telephone chargers, they would still **consume** electricity. Therefore, switch off and unplug the gadgets to save on power consumption.

Next, switch to energy **efficient** lights. Fluorescent or LED light bulbs last longer and use less electricity than **conventional** bulbs. So, switch to energy efficient lights because they are long-lasting and economical.

You can also collect rain water. You can use it to water plants, clean drains and porches. Thus, collecting rain water helps to **conserve** water and save on water bills.

Last but not least, please avoid using **disposable** items. Plastic cups, bags, and containers take a minimum of 20 years to **decompose**. You can use your own bags or refuse to accept plastic bags when shopping. Hence, you can reduce the amount of waste going into landfills.

To conclude, I hope you as the next generation would protect and save our Mother Earth. I would like to end my speech by saying, "Keep the future bright, turn off the light." Thank you.



### Answer the questions.

1. What is the speech about?
2. State three ways to save our environment.
3. What happens if we do not switch off or unplug our electrical appliances?
4. What is the difference between fluorescent and conventional light bulbs?
5. How do we conserve water?



## Let's do.

Guess the meaning of the words in bold in the text above. Then, check the meaning in the dictionary.





## Let's read.

Read the following fact sheet.

### Decomposition Time of Waste Items

People around the world are generating a lot of waste. Do you know how long waste items take to decompose when buried in the landfills? Different waste items have different time lengths to decompose.

- ➡ tin cans: 80 to 100 years
- ➡ nylon fabric: 30 to 40 years
- ➡ plastic beverage containers: 100 years
- ➡ plastic jugs: 1 million years
- ➡ styrofoam: do not decompose
- ➡ aluminium cans: 200 to 500 years
- ➡ banana/orange peels: 3 to 4 weeks
- ➡ leather shoes: 40 to 50 years
- ➡ newspapers: 3 to 6 months
- ➡ cigarette butts: 2 to 5 years
- ➡ rubber soles: 50 to 80 years
- ➡ glass jars/bottles: do not decompose



Surf the Internet to find out more about the decomposition of waste items.



Answer the questions.

1. Newspaper decompose in .....  
 A. 10 to 16 weeks  
 B. 12 to 24 weeks  
 C. 20 to 32 weeks
2. Name some items that are made of styrofoam.
3. How can we minimise the use of styrofoam?
4. Sequence the order of the waste items according to their decomposition time.

## GROUP WORK

You have been asked to build a home for the future that is made from recyclable materials. It must last at least a century. Select three items wisely for your structure. State your reasons.



2.2.2(b)





## Let's write.

A good paragraph should have a concluding sentence.  
A concluding sentence summarises the main idea of the paragraph.  
It is usually written in a single sentence using your own words.

A concluding sentence:

- ➔ is the last sentence in a paragraph.
- ➔ restates the topic sentence using different words.
- ➔ should not introduce any new ideas.
- ➔ may use linking words such as **so, thus, therefore** or **hence**.

Main  
idea

It is important to save electricity. One way to do this is by switching off all electrical gadgets when they are not in use. Another way is to switch to energy efficient lights. You can also use solar energy because it is a cheaper resource. **Therefore, we should always do our best to save electricity.**

Supporting  
details

Concluding  
sentence



## Let's practise.

Identify and rearrange the main idea, supporting details, and concluding sentence. Rewrite the paragraph.

We can also collect waste water from washing machines to clean drains, porches, and flush toilets.

It is important to collect water for reuse.

We can collect rain water by leaving empty buckets outside our homes.

Thus, it saves our water bills and helps to conserve water.

The water we collect may be used to water plants and wash vehicles.

## PAIRWORK

Write a concluding sentence for the paragraph below.

Water pollution is an issue that affects Mother Earth. Water pollution happens when plastic, ship waste, and industrial waste get into rivers or seas. Water pollution affects people, plants, and also animals. Water is highly polluted near urban areas because there are more people and factories. ....

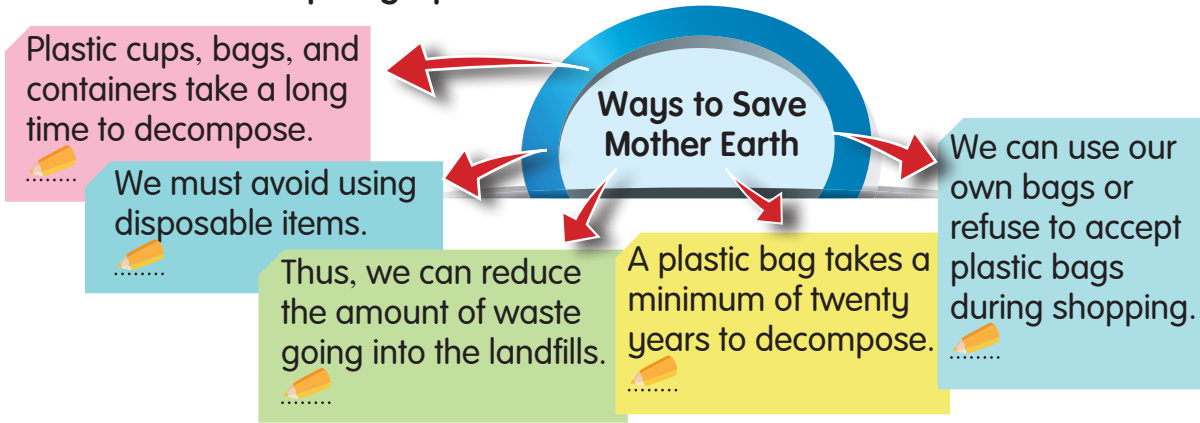






## Let's write.

Identify the main idea, supporting details, and concluding sentence. Rewrite them in a paragraph.



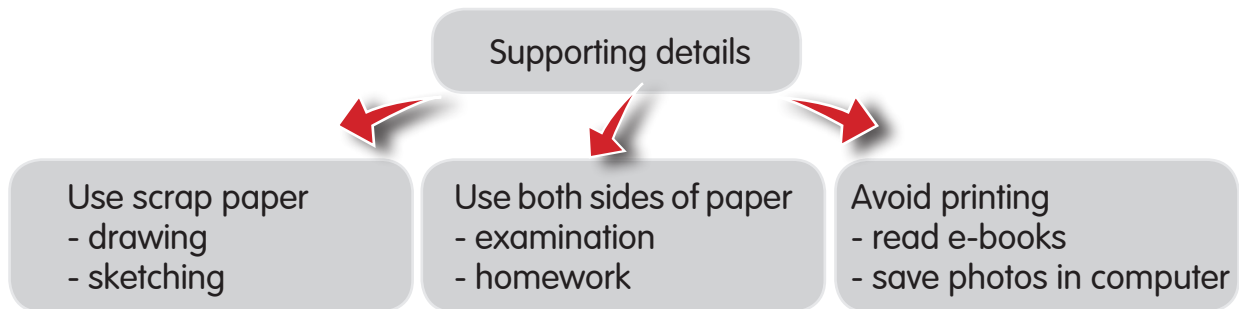
## GROUP WORK

Write a paragraph using the information given.

### Ways to Save Trees



**Main idea:** We can save trees by using less paper. We can ...



3.2.2(d),  
3.2.1(a)



## Let's learn.

People around the world **are generating** a lot of waste.

The phrase in bold is written in the **present continuous tense**.

Present continuous tense	Form	Example
To refer to things happening now.	is/am/are	<i>I <b>am reading</b> a book on the environment.</i> <i>Lee Ann and her friends <b>are participating</b> in the gotong-royong project.</i>
To refer to habits and things that happen over a period of time.	+ verb	<i>Mr. Joshua <b>is resting</b> at home after his surgery.</i> <i>They <b>are studying</b> in the university.</i>
To refer to things in the near future.	+ ing	<i>Najmee <b>is coming</b> home on Thursday.</i> <i>We <b>are having</b> a party next week.</i>

Complete the dialogue below using the present continuous tense.

Mum : Hello, dear! Is everything okay?

Dad : Hi. Everything's fine. Najmee ..... (sweep) the floor and Tina ..... (water) the plants in the garden.

Mum : How about Ariff? Is he sleeping?

Dad : No, he isn't. Ariff ..... (play) with his toys. Where are you now?

Mum : I ..... (drive) home now.

Dad : That's great. Tina and I ..... (cook) dinner. See you soon. Drive safely.

Mum : I will. Bye.

## PAIRWORK

Fill in the blanks with the correct present continuous tense.

Encik Hakimi and the pupils of Year 6 Robotics are at a *gotong-royong* project. They ..... (work) together to clean up their neighbourhood. Encik Hakimi ..... (clean) the drain. Najmee ..... (sort) out the rubbish. Kamini ..... (throw) the rubbish into the recycling bins. Asin ..... (empty) the tyres filled with rainwater. The girls ..... (sweep) the dead leaves. Some of the boys ..... (use) the garbage bags to collect the dried leaves.



## Let's write.

Describe what is happening in your classroom using present continuous tense.



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5.1.3





## Let's learn.

Present continuous tense can also be written in negative forms.

Example:

1. *They **are not sleeping**. They are watching television.*
2. *He **is not washing** his car. He is watering the plants.*

Complete the sentences using present continuous tense.

Example: *They **are not walking** to school today. They **are riding** their bicycles.*

1. He is not ..... a movie. He is ..... a book.
2. They (not) ..... to music, They ..... a song.
3. She (not) ..... to work today. She ..... the bus.
4. He (not) ..... in the sea. He ..... a sandcastle on the beach.
5. I am not ..... dinner at home tonight. I am ..... dinner at a restaurant.

## GROUP WORK

The pupils are holding an exhibition in their hall. Write a paragraph describing the event using present continuous tense.

### Exhibition on 'Saving the Environment'



give a talk on 'Ways to Save Earth'



make crafts from recyclable material



watch a video on pollution



## Let's try.

Take turns to mime an action and guess it correctly.

Use present continuous tense to answer.

Example: *Lee Ann is having a stomach ache.*



5.1.3



59



Let's talk.



Hansel and Gretel is the story of two young children abandoned by their father and stepmother in the forest. The children, who are lost in the forest, stumble upon a chocolate and candy-coated house. An old witch who lives in the house invites Hansel and Gretel in.



What do you see:

- on the front cover of the book?
- on the back cover of the book?

## GROUP WORK

What do you think happens in the story? Discuss and present your ideas.



4.2.1(a)(b)





# Unit 7

# Healthy and Wise



Let's talk.

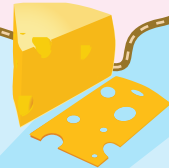


Peter Piper picked a peck of pickled peppers.  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers  
Peter Piper picked?

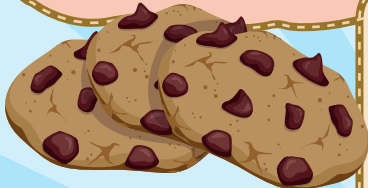
I scream, you scream, we all  
scream for ice cream!



Chester Cheetah chews a chunk  
of cheap cheddar cheese.



How many cookies could a good cook cook  
if a good cook could cook cookies? A good cook  
could cook as much cookies as a good cook who  
could cook cookies.



Betty bought some butter,  
but the butter Betty bought was bitter,  
so Betty bought some better butter,  
and the better butter Betty bought  
was better than the bitter butter Betty bought before!



Say the tongue twisters.

Rules:

- Say as fast as possible.
- Say without slips.



1.1.3



61



**Let's listen.**

How often do you eat fast food? Tick the appropriate box.



Do your parents allow you to eat fast food?



My parents do not allow me to eat fast food because it contains a lot of fat and is high in calories.



My mother discourages me to eat fast food because it has low nutritional value.



My father does not recommend fast food because it contains a high amount of sugar, sodium, and preservatives.

Talk about the facts on fast food using the information below.



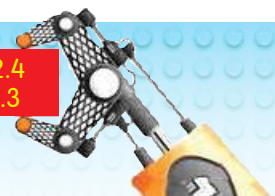
Why is fast food bad for health?

- contains a high amount of salt and preservatives
- contains artificial sweeteners
- contributes to increased weight
- more likely to experience stomach upset and digestive problems
- causes diabetes and heart disease



**Let's talk.**

1. Name some junk food we should avoid.
2. Suggest some food that can make us healthy.
3. What are other ways to keep ourselves healthy?





### Let's talk.

Do you include vegetables in your meals? Why?

Look at the two choices of food below. Brainstorm ideas. Use the notes given. Then debate in front of the class.



Fast food				Healthy home-made food			
tasty	affordable	quick to prepare	many choices	high nutritional value	fresh and healthy ingredients	easy to digest	low in calories



Fast food is .....



Home-made food is .....



### Let's talk.

1. Do you bring home-made food or buy food at the school canteen?
2. Which food is a healthier choice? Why?

## GROUP WORK

Plan a healthy meal for school recess.

Day 1	Day 2	Day 3	Day 4	Day 5



1.2.1(e)  
1.1.3



## Let's read.

In the old days, food tasted better and was more nutritious. This is because of the cooking methods our great grandparents used. There were no modern appliances like microwave ovens, food processors or automatic cookers like what we use today. Food may be cooked faster in modern times, but it is not as tasty or nutritious as the food our great grandparents cooked.

In yesteryears, our great grandparents used charcoal to cook. They would use a pestle and mortar to pound their spices. The spices were then used to marinate raw food such as fish and chicken or to cook curries. They would wrap fish in banana leaves before grilling the fish over a fire. They also cooked vegetables which were freshly picked from their own gardens.

Thus, the nutritional value in the food was maintained and it tasted better.



### Answer the questions.

- What is the passage about?
 

A. great grandparents	C. food
B. appliances	D. spice
- What is the purpose of a pestle and mortar?
 

A. cooking	C. picking
B. grilling	D. pounding
- Why did food taste better in the old days?
- Name electrical appliances that did not exist in the old days.
- Would you be able to live a life without technology and modern inventions? Why?

## PAIRWORK

- State how food was prepared in the past based on the passage above.
- Describe how food is prepared in your home.
- Discuss the different methods of the old days and current time.







## Let's read.

Read the poem.

For us,  
To be healthy, wealthy, and **wise**,  
Is more than just hard work,  
Early to bed, early to rise,  
We get both pain and **perk**.

For us,  
To be healthy, wealthy, and wise,  
Always eat well and keep fit,  
Breathe fresh air and exercise,  
Bad habits we must **quit**.

For us,  
To be healthy, wealthy, and wise,  
Avoid fast food and sugary drink,  
Listen and act on good advice,  
And life will be **in the pink**.



Answer the questions.

1. What is the poem about?
2. State three ways to be healthy, wealthy, and wise.
3. Find the meaning of the words or phrases. You may use the dictionary.
 

a. wise	b. perk
c. quit	d. in the pink



## Let's do.

1. Use the words below to form similes.
 

a. wise	-	
b. happy	-	
c. fit	-	

Surf the Internet  
to find out more  
about similes.




2. 'Early to bed, early to rise, makes a man healthy, wealthy, and wise'.  
What does the proverb mean? Discuss.



## Let's write.

Here are two recipes of healthy wraps you can try at home.

Black Pepper Chicken Wrap	Grilled Chicken Salad Wrap
 <p><b>Ingredients</b></p> <ul style="list-style-type: none"> <li>• Tortilla bread or chapatti</li> <li>• 1 tablespoon vegetable oil</li> <li>• ½ onion, sliced</li> <li>• 150g boneless chicken breast (cut into 2cm per piece)</li> <li>• Freshly ground black pepper</li> <li>• 1 tablespoon of soya sauce</li> <li>• 50g french beans thinly sliced</li> <li>• 50g carrot thinly sliced</li> <li>• 2 Romanian lettuce</li> </ul>	 <p><b>Ingredients</b></p> <ul style="list-style-type: none"> <li>• Whole grain wraps</li> <li>• 2 tablespoons of olive oil</li> <li>• 1 onion, minced</li> <li>• 2 boneless chicken breast (cut into 2 cm per piece)</li> <li>• ½ teaspoon freshly ground pepper</li> <li>• 2 tablespoons of low-fat mayonnaise</li> <li>• 50g asparagus</li> <li>• 50g carrot thinly sliced</li> <li>• 2 butterhead lettuce</li> </ul>



## Let's practise.

This is how black pepper chicken wrap is made.

### Instructions

1. Heat a tablespoon of oil on a non-stick pan.
2. Saute the onion.
3. Add chicken once the onion is soft.
4. Add pepper and soya sauce.
5. Mix well and transfer the black pepper chicken to a plate.
6. Steam or blanch the french beans.
7. Take a piece of chapatti or wrap.
8. Place the lettuce, vegetable mix, and chicken in the middle of the wrap.
9. Fold and roll the wrap.
10. Serve with sauce.



## Let's write.

Using the phrases given, write the instructions to make grilled chicken salad wrap.





## Let's write.

Study the information given below.

### Breakfast Set A

- whole grain bread cheese sandwich
- salad
- a glass of milk
- fruit
- contains protein and fibre



### Breakfast Set B

- fried rice
- fried sausage roll
- fried nuggets
- a glass of cola
- contains high sugar and excessive oil



I would choose **Breakfast Set A** because it is a healthy meal. The breakfast consists of a whole grain bread cheese sandwich, salad, a glass of milk, and a banana. Most importantly, it contains protein and fibre which is good for our health. Therefore, Breakfast Set A is my choice.

Which lunch set would you choose? Write a paragraph using the phrases given below.



### Lunch Set 1

- nutritious meal
- rice porridge
- anchovies
- soya bean drink
- fruit
- rich in calcium and minerals



### Lunch Set 2

- wholesome meal
- fried noodles
- an omelette
- fresh fruit juice
- fruit
- packed with essential vitamins and fibre



## Let's write.

Write a paragraph about your choice of a healthy dinner.

3.2.2(d)  
3.2.1(a)



## Let's learn and practise.

**Water keeps us healthy.**

When **we exercise** regularly we will be able to keep ourselves fit and healthy.

**It is** recommended to drink at least eight glasses of water per day.

The phrases in bold above follow the rule of **Subject-Verb Agreement**.

A simple sentence has a **subject** and a **verb**.

A **singular subject** is followed by a **singular verb**.

Examples:

**He walks** around the lake every morning.

**Kamini is** at school.

**You sing** like a professional.

Note: **I** and **you** although singular, require plural forms of verbs.

A **plural subject** is followed by a **plural verb**.

Examples:

**They have** three children.

**We do not know** the answers for the comprehension questions.

**Asin and Lee Ann rarely eat** fast food.

**The animals are** placed in the zoo.



## Let's practise.

Write sentences based on the table below.

Example: *Kamini is a good bharatanatyam dancer.*

Kamini	am	two years younger than me.
The cake	is	to meet our friends at the mall tomorrow.
We	are	a lot of raisins and chocolate chips in it.
You	has	<b>a good bharatanatyam dancer.</b>
My neighbours	have	beautiful gardens in front of their houses.
I	want	a Year 6 pupil.





## Let's learn.

Every sentence has a subject and a verb. The verb usually tells what the subject is or does.

- A. The indefinite pronouns *anyone*, *everyone*, *someone*, *somebody*, *no one*, *nobody* are always **singular subjects**. Therefore, they require **singular verbs**.





Examples: *Everyone has to be present in the meeting.*  
*Somebody has taken her diary.*  
*Nobody is allowed to leave the hall.*

- B. **Collective nouns** take a **singular verb**, such as a group, a team, a committee, a class, and a family.

Examples: *The team practises hard before their final match.*  
*The committee decides to go ahead with the plan.*  
*The family has a lot of pets.*

## PAIRWORK

Identify the error in each sentence. Write the correct answer.

Sentence	Correction
They <b>likes</b> to eat at fast food restaurants once in a while.	<i>They <b>like</b> to eat at fast food restaurants once in a while.</i>
These restaurants <b>sells</b> food like hamburgers, sausages, pizzas, and chips.	
Everybody <b>know</b> Encik Hakimi.	
Many people <b>is</b> at the park. They <b>is</b> jogging.	
I <b>has</b> two sons and a daughter.	

Complete the paragraph with the correct form of verb.

Many families like to eat out due to their busy lifestyle. There ..... (be) still a lot of people who ..... (prepare) food at home. One of them ..... (be) Encik Hakimi. He ..... (prepare) his own breakfast before he ..... (go) to work. He strongly ..... (believe) that home-made food ..... (help) him to stay healthy and fit. Everyone in the staff room ..... (agree) with him.

## GROUP WORK

Find an interesting newspaper article. Identify as many verbs with singular subjects, plural subjects, indefinite pronouns, and collective nouns.



5.1.3



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Let's answer.



Imagine you are a character in this story. Answer the questions below.

1. Who would you be?
2. Describe your personality.
3. What would you do in the story?
4. How would the story end?

## GROUP WORK

Things needed:

- A sock
- Double-sided tape
- Marker pen
- Wool thread



### Create a Sock Puppet

Instructions:

1. Draw eyes and a mouth on the sock with a marker pen.
2. Cut strips of wool thread and stick them on the sock puppet's head using double-sided tape.
3. Use the sock puppet to role-play a character in the story.



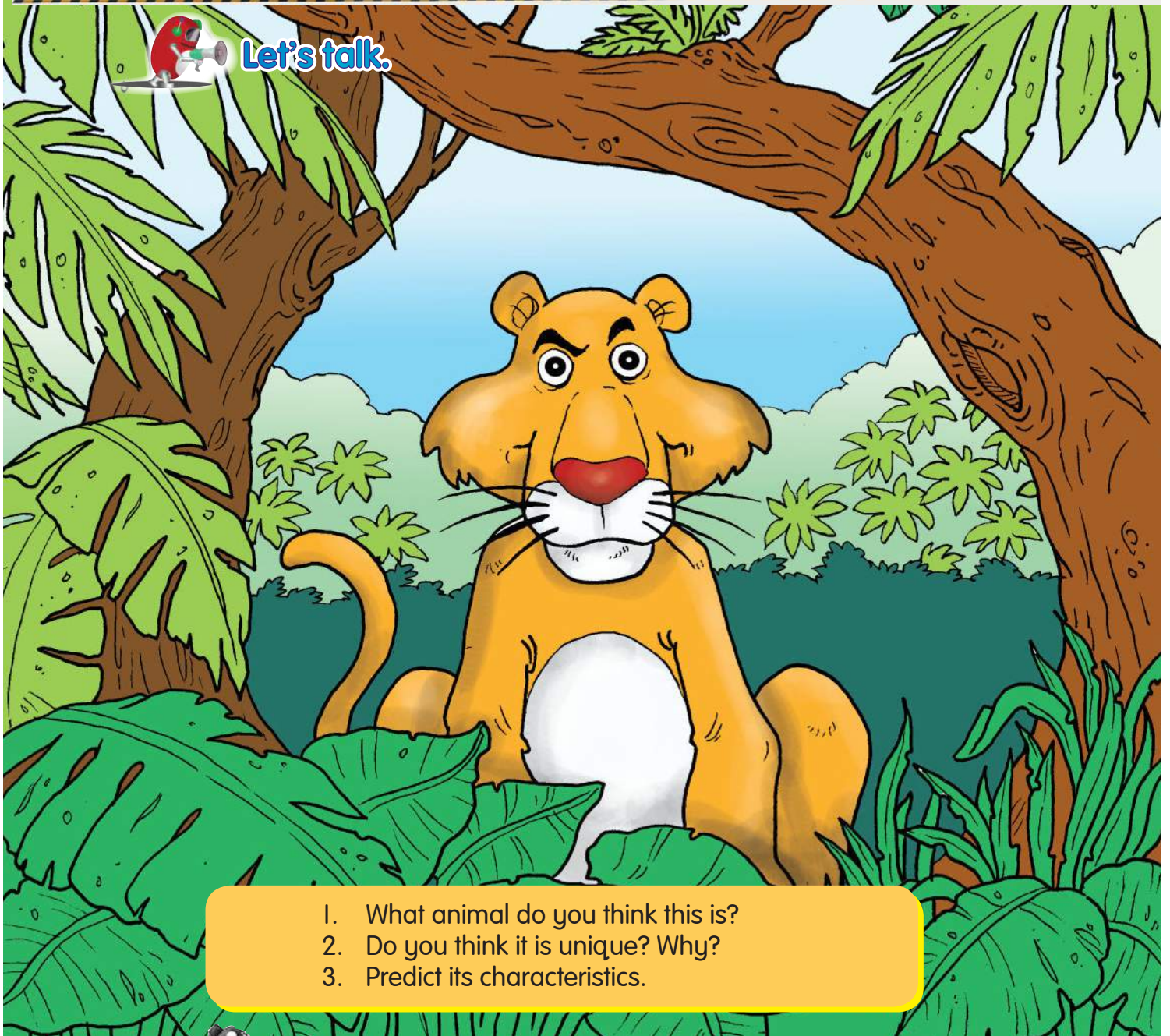


# Unit 8

# How the Tiger Got Its Stripes



Let's talk.



1. What animal do you think this is?
2. Do you think it is unique? Why?
3. Predict its characteristics.



I.1.3



71



**Let's listen.**

Encik Hakimi is introducing a story to 6 Robotics.

Do you know, many years ago, the proudest animal in the forest was neither the lion nor the peacock?

It was the tiger.

The tiger was proud of his fangs. It was also proud of its big paws and sharp claws. The tiger's biggest pride was its beautiful shiny coat.

The tiger was not afraid of any animals in the jungle except the buffalo because it was huge and tough. It also had long and powerful horns.

One bright and sunny morning, the tiger saw the buffalo working very hard. It was pulling a plough in the paddy field. The tiger was confused...



**Let's answer.**

1. Complete the table with the information given above.

Animals in the story	The tiger's pride	The buffalo's strength

- Why do you think the tiger was confused?
- What do you think happens next?



**Let's do.**

Solve the riddles.

I have wings but I am not a bird,  
I am small and colourful,  
I live in gardens and fields and forests,  
I used to be a caterpillar,  
I am a

I have four legs and a tail,  
I have no teeth,  
I can swim and dive underwater,  
I carry my house around with me,  
I am a







**Let's talk.**

Name some animals that are powerful and strong.



I am proud of my sharp claws because I can catch and eat my prey. I am also proud of my big paws because I can fight my enemies.



**Let's practise.**

These animals are looking at their reflections in the water and are proud of themselves. What would they say?



Talons

- ✓ sharp vision – see prey miles away
- ✓ powerful talons – kill my prey



- ✓ powerful legs – run fast
- ✓ strong body – carry people and loads



- ✓ big paws
- .....

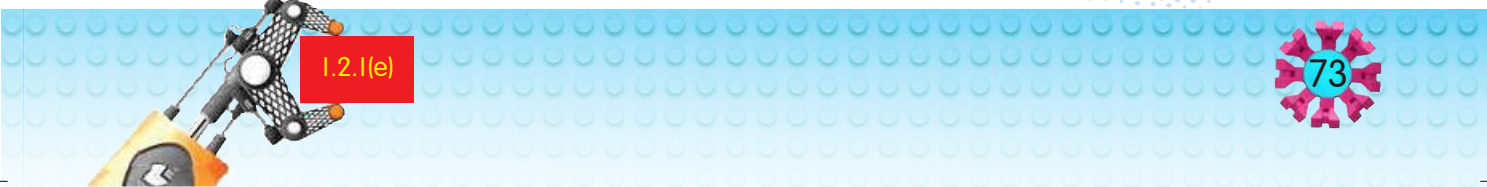
I am proud of my ..... because I can .....



**Let's talk.**

Imagine you are an elephant.

1. What would you be proud of? Why?
2. Suggest other characteristics that you wish to have.





Let's read.

## How the Tiger Got Its Stripes

There once lived a very proud tiger. One day, the tiger saw a mighty buffalo pulling a plough through a paddy field.



The tiger appeared in front of the buffalo.

Buffalo, why do you let yourself be tied to a plough and work so hard? You are so **huge** and strong.

If only I had his wisdom, I would be able to control all the animals! I would make them stand still while I choose my meal of the day.

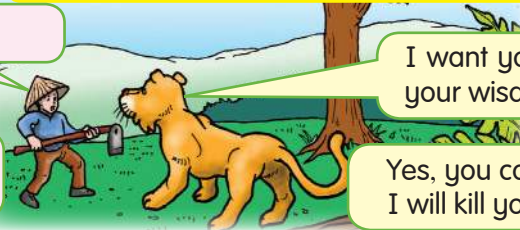


It is because man rules over me and the other animals on his farm. He says it is his **wisdom** that allows him to control us. He is a very smart **being**.

The next day, the tiger appeared in front of the man.

What do you want, tiger?

Wisdom? Wisdom is not something I can give you.



I want your wisdom. Give me your wisdom!

Yes, you can. Give it to me or I will kill you!

The man thought for a while and said, "Okay, I'll give you my wisdom, but I left it in my house. Wait here, I'll go and get it."



"Let me put a rope around you and tie you to a tree so that you cannot kill my goats," the man said slyly. The tiger agreed. The man wound the rope around its face, body, and legs. Then, he tied the tiger to a tree and ran home with his goats.





The tiger waited for the man, but he never returned. The tiger said to itself, "I'm hungry. I'm going to eat one of the man's goats." The tiger pulled and pulled at the rope with all its **might**. Finally, it broke free.

The tiger did not realise the rope had burnt stripes onto its shiny coat.

The tiger roared in anger.

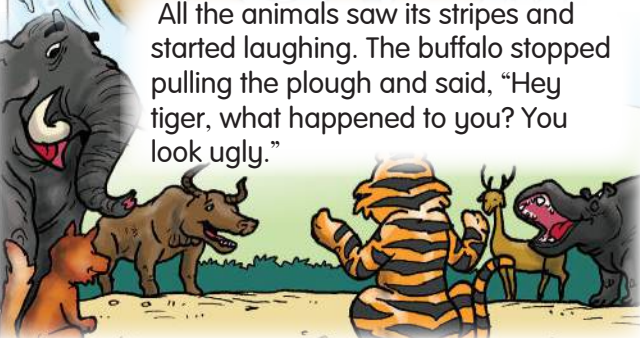
Where are the goats? Where is the man? Where is my wisdom?



Grrrr, the man has cheated me!



Angry, exhausted and thirsty, the tiger went to a lake for a drink. When the tiger saw itself in the water, it screamed! "What happened to my beautiful shiny coat? Why is it covered with stripes?"



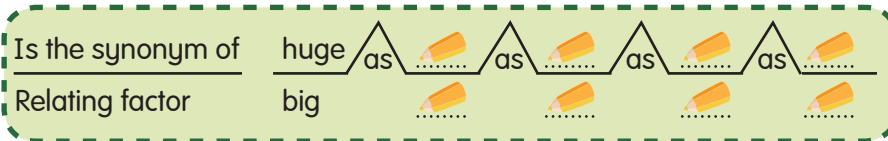
All the animals saw its stripes and started laughing. The buffalo stopped pulling the plough and said, "Hey tiger, what happened to you? You look ugly."



The tiger was very **embarrassed** of its stripes. The tiger ran away and hid itself deep in the jungle.

Adapted: <http://storycove.com>

Complete the bridge map with the synonyms for the following words. Use a dictionary.




Synonym - words that have similar meanings








## Let's read and answer.


Sequence the sentences in the correct order.


The man went home with his animals. 


One day, the tiger saw a buffalo working for a man. 

The buffalo and the other animals laughed. 


It wanted the man's wisdom. 

The man was afraid the tiger would eat his goats. 

So, he tied the tiger to a tree. 

Finally, the tiger hid in the jungle. 

The tiger broke free from the tree. 

It saw its reflection. 

Choose the best answer.

1. Where did the tiger see the buffalo?

It saw the buffalo...

- A. in the jungle.      B. at the paddy field.      C. near a lake.

2. What did the tiger wish for?

It wished for...

- A. wisdom.      B. strength.      C. pride.

3. Which of the following statement is false?

- A. The man tied the tiger to a tree.  
B. The man ran home with his goats.  
C. The tiger wanted wisdom from the buffalo.

4. The tiger screamed when it saw its reflection because it was ...

- A. surprised to see its body swollen.  
B. shocked to find its body with stripes.  
C. embarrassed to see its shiny coat burnt.

Answer these questions.

- Why did the tiger want wisdom?
- Did the tiger find wisdom at the end of the story? Why?
- If you were the author, how would you end the story?





**Let's write.**

A story has a setting, characters, and a plot.

Setting	It shows the place and time a story takes place.
Characters	Characters can be people, animal, or figures in a story. There are main characters and supporting characters.
Plot	The events that happen at the beginning, in the middle, and at the end of a story.

Based on the story 'How the Tiger Got Its Stripes', complete the table.

Setting		Where did the story take place? 
Characters		Who were the characters? 
Plot	What happened at the beginning of the story?	
	What happened in the middle of the story?	
	What happened at the end of the story?	

**GROUP WORK**

What other stories do you know that are related to animals? Present it in a circle map.





## Let's write.

When you write about the **similarities** and **differences** between people, places or things, you use the following words:

<b>Similarities</b>	Similarly,	Likewise,	Both,
<b>Differences</b>	On the other hand,	However,	In contrast,

Examples:

### Similarities

1. Cats are household pets. **Similarly**, rabbits are household pets.
2. Chocolates are sweet. **Likewise**, candies are sweet.
3. **Both** grilled chicken **and** fried chicken are delicious.

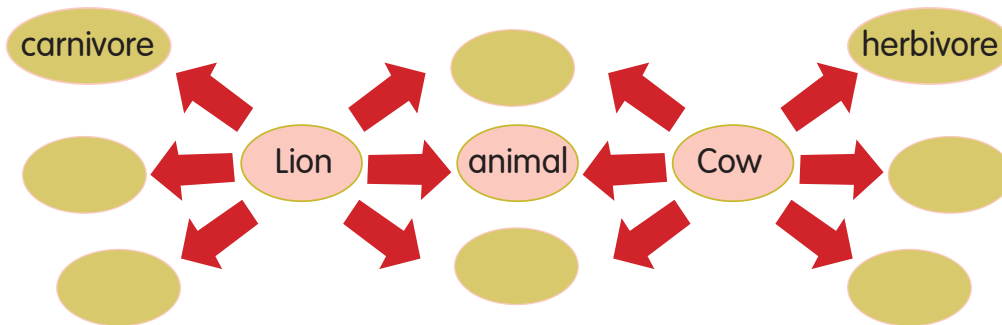
### Differences

1. The apple is red. **In contrast**, the lemon is yellow.
2. Kuala Lumpur is a big city. **On the other hand**, Kangar is a small town.
3. It is cold in the winter. **However**, it is hot in the summer.



## Let's practise.

Compare and contrast between a lion and a cow using the double bubble map.



Write sentences on the similarities and differences between the lion and the cow.

Examples:

<b>Similarities</b>	<i>Both the lion and the cow are animals.</i>
<b>Differences</b>	<i>A lion is a carnivore. In contrast, a cow is a herbivore.</i>





## Let's write.

When we write sentences, we may use these four basic sentence patterns.

<b>There is/was a ...</b>		<b>There are/were ...</b>
<i>There was a farm nearby.</i>		<i>There were many animals in the forest.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>
<i>The tiger</i>	<i>saw</i>	<i>a buffalo.</i>
<b>Subject</b>	<b>Verb</b>	<b>Adverb Complement</b>
<i>Lee Ann</i>	<i>jogs</i>	<i>in the park.</i>
<b>Subject</b>	<b>Linking Verb</b>	<b>Adverb Complement</b>
<i>The man</i>	<i>was</i>	<i>very wise.</i>
<i>She</i>	<i>feels</i>	<i>sad.</i>
<i>The food</i>	<i>tasted</i>	<i>awful.</i>

Linking verbs include the five sense verbs (smell, hear, touch, see, feel) and 'be' verbs (is, am, are)



## Let's practise.

Write sentences based on the pictures and words given below. Use the four types of sentences shown above.

1.

hot    crow

2.

water    pitcher

3.

drink    little

Example: *It was a hot day. There was a crow. He was so thirsty.*

4.

idea    pebbles

5.

rise    top

6.

quench    thirst

7.

happy

## GROUP WORK

Write the story in neat cursive writing.

3.2.2(a)  
3.2.1(a)



## Let's learn.

The man tied the tiger to a tree **and** he ran home with his goats.  
The tiger waited for the man, **but** he never returned.

The words in bold are called **conjunctions**.

We can join two independent clauses to form a sentence using a **conjunction**.  
Conjunctions include **for, and, but, or, yet, so**.

### Examples:

1. We love to listen to Anna. She sings sweetly.  
We love to listen to Anna **for** she sings sweetly.
2. Kamini is a graceful dancer. People enjoy watching her.  
Kamini is a graceful dancer **and** people enjoy watching her.
3. She is a great swimmer. She prefers to play golf.  
She is a great swimmer, **but** she prefers to play golf.
4. He can buy the book. He can borrow it from the library.  
He can buy the book **or** borrow it from the library.
5. They did not succeed. They did not give up.  
They did not succeed, **yet** they did not give up.
6. Asin felt cold. He put on his jacket.  
Asin felt cold, **so** he put on his jacket.

A comma can be used in joining the clauses. It is placed before the conjunction in the sentence.



## Let's practise.

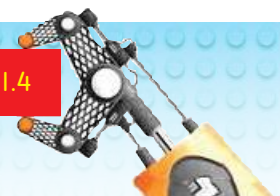
Fill in the blanks with the correct conjunctions.

1. I am a wife ..... a mother.
2. She wants to go to bed early ..... she is tired.
3. My grandfather is old, ..... he is active in sports.
4. I can eat the pizza right now ..... I can save it for later.
5. Kamini needed some new clothing, ..... she went shopping.
6. He never drives to work, ..... he sometimes drives to the mall.

Complete the sentences using the conjunctions provided.

Example: He wanted to watch television. There was a blackout.  
He wanted to watch television, **but** there was a blackout.

1. She put on a sweater for .....
2. Susan thinks she should stay home or .....
3. Encik Hakimi drove to visit his friend and .....
4. The restaurant has limited food choices, yet .....
5. Najmee did not understand the homework, so .....







## Let's revise.

Since, although, and because are also conjunctions.

Conjunctions	Usage	Example
since	to express cause and effect	<i><b>Since</b> you are very kind, I will buy you a gift.</i>
although	to show contrast	<i><b>Although</b> the man is old, he is very strong.</i>
because	to show reason	<i>She is late to school <b>because</b> she missed the bus.</i>

Fill in the blanks with 'since', 'although' or 'because'.

- ..... he was busy, he did not go out to play.
- He is very tired ..... he did not sleep last night.
- ..... he is poor, he always helps people in need.
- The boy did not buy the T-shirt ..... it was too expensive.
- ..... it was raining heavily, she went out to meet her friend.
- ..... the traffic was heavy, I arrived on time for the meeting.
- We are going for a picnic ..... the weather is cool and refreshing.
- Idith is very happy ..... she won the first prize in the competition.

Complete the sentences below.

- Since he was sick, .....
- Although she is beautiful, .....
- I went home early because .....
- Although it is raining heavily, .....
- The tiger hid itself in the jungle because .....



## Let's do.

Write two sentences each using 'since', 'although', and 'because'.



5.1.4





**Let's read.**

**Read the story of Hansel and Gretel.**

Once upon a time, there lived a very poor woodcutter, his wife, and his two children, Hansel and Gretel. They lived in a tiny cottage at the end of the village.



One evening, Hansel and Gretel overheard their father and stepmother arguing.

"We don't have enough food to eat. Soon we will all starve," said the stepmother.

"You're right, but I don't know what to do," their father answered.

"I have a plan," said their stepmother. "We have to leave the children in the forest. This is the only way to save on food."

Finally, after much argument the father reluctantly agreed. Hansel went to bed with a heavy heart.



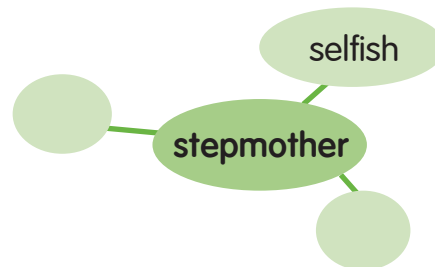
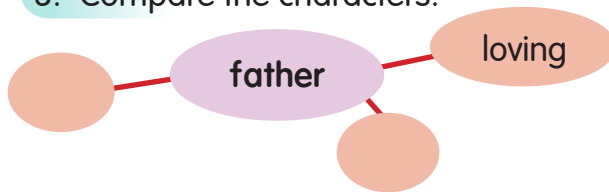
The next morning, Hansel and Gretel were taken to the forest. Hansel kept some breadcrumbs in his pocket. He dropped them along the way without his parents' knowledge. He hoped to find the way home.

"Children wait here. Your father and I are going to collect some firewood," said the stepmother. Hansel, however, knew that they would never return.



**Answer these questions.**

1. Why did Hansel drop the breadcrumbs?
2. Do you think Hansel is intelligent? Why?
3. Compare the characters.



**PAIRWORK**

Hansel and Gretel are walking in the forest behind their parents. What would they talk about? Write out the dialogue and act it out.





# Unit 9

# A Heart of Gold



Let's talk.

## FUND-RAISING EVENT

### Cupcake Eating Contest

Venue: Community Hall, Kajang, Selangor.  
Date: 20 May 20\_\_  
Time: 9:00 a.m.

**Categories:**

Bronze: 7 - 11 years old  
Silver: 12 - 15 years old  
Gold: 16 - 18 years old

**Entry Fee:** RM10.00

**Prizes:**

1<sup>st</sup>: RM150.00  
2<sup>nd</sup>: RM100.00  
3<sup>rd</sup>: RM50.00



**ALL PROCEEDS WILL BE DONATED  
TO MERCY ORPHANAGE**

Don't miss the opportunity to donate to the needy. For more information, visit [www.serracakes.com.my](http://www.serracakes.com.my)

1. Would you join the contest? Why?
2. If you join the contest, how do you plan to win it?
3. If you win, what would you do with prize money?



1.2.1(e)



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## Let's listen.

Listen to the conversation between Kamini and the manager of Serracakes.

Manager : Hello, Serracakes. How can I help you?  
 Kamini : Hi, my name is Kamini. I would like to enter the cupcake eating contest.  
 Manager : That's wonderful, Kamini. Have you visited our website?  
 Kamini : No. I haven't, but I would like to know more about the contest.  
 Manager : Sure, what would you like to know?  
 Kamini : Can my siblings take part in the contest?  
 Manager : Yes, the contest is divided into three categories, Bronze, Silver, and Gold.  
 Kamini : Is there an entry fee?  
 Manager : Yes. It's RM10.00 for each category.  
 Kamini : Can we donate items to the orphanage?  
 Manager : Definitely. You can donate either books or toys. The children would appreciate any additional contributions.  
 Kamini : Thank you.  
 Manager : You're welcome. Don't forget to visit our website [www.serracakes.com.my](http://www.serracakes.com.my). See you at the event.



Complete the table with information based on the conversation.



Categories	Type of contribution	Contact information



## Let's talk.

1. Should contests be used to promote charity events? Why?
2. What are other ways to encourage people to donate to the less fortunate?
3. If you were the person in charge of Mercy Orphanage, how would you use the funds collected from the event?





**Let's speak.**

Encik Hakimi is making an announcement.

Good morning, everyone. There will be a carnival to raise funds for the homeless and the less fortunate children on Saturday, 12th July from 8:00 a.m. to 3:00 p.m. Donations such as clothes, food, books, and cash money are welcome. Don't miss this opportunity to help the needy in Negeri Sembilan. Thank you.



The pupils of Sekolah Kebangsaan Tunas Cipta are distributing their donations to several towns in Negeri Sembilan. Look at the map and help Najmee and his team to go to Pedas.



From Johol, turn left at the junction. Go straight on. You will reach a T-junction. Turn right and go straight on again until you pass Rembau. You will reach Pedas at the next junction in front of you.

**PAIRWORK**

Give directions from:

- Sri Menanti to Seremban
- Johol to Pedas
- Port Dickson to Labu



1.2.3






**Let's read.**

Kamini is planning to make cupcakes for her visit to a home for the elderly. Here is the recipe she used.














## Butter Cupcake




110g butter, softened  
110g castor sugar  
110g plain flour  
2 medium eggs  
2 teaspoon baking powder  
1 teaspoon vanilla extract  
¼ teaspoon salt  
chocolate sprinkles

- Preheat the oven to 180°C.
- Line a muffin tin with paper cups.
- Put the butter and sugar in a bowl. Beat until light and fluffy with an electric mixer.
- Sift the flour, baking powder and salt into the bowl.
- Beat the eggs and vanilla in a separate bowl. Then, add to the mixture. Fold until it is combined.
- Spoon the mixture into the paper cups.
- Bake for 18 to 20 minutes. Remove from the oven.
- Cool for 10 minutes. Transfer onto a wire rack to cool completely.
- Put chocolate sprinkles on the cupcakes.

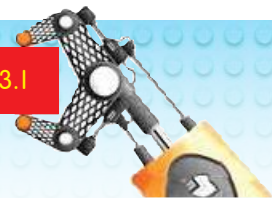
Complete the table using information from the recipe.

Equipment	Ingredients
<ul style="list-style-type: none"> <li>• oven</li> </ul> <div style="display: flex; flex-direction: column; gap: 5px;">     </div>	<ul style="list-style-type: none"> <li>• butter</li> </ul> <div style="display: flex; flex-direction: column; gap: 5px;">        </div>



## GROUP WORK

1. Surf the Internet to find healthy cupcake recipes.
2. Do you think the residents at the home for the elderly will be happy when they receive the cupcakes? Why?





Let's recite.

Recite the poem in groups.

## HOME

Way down upon the river,  
Far, far away,  
Where my heart cries,  
There the elderly stay.  
Up and down the whole day,  
Sadly I roam,  
Far from home.

All around the little farm I wandered,  
When I was young,  
The many happy days I wasted,  
Many songs I sang.  
When I played with my brother,  
Happy was I,  
Oh! Take me to my old life.

No matter where I go,  
I will miss my home,  
Far, far away from home I roam.

Adapted from *Stephen C. Foster*

Answer the questions.

1. What do you think the poem is about?
2. Why did the poet say, 'Oh! Take me to my old life'?
3. How often do you visit your grandparents?
4. What do you like most about your parents' hometown?

## PAIRWORK

Do you think it is important to keep up the tradition of going back to one's hometown? Why?



2.3.1(a)



## Let's write.

A formal letter is a letter written in formal language with a specific structure and layout. We write formal letters to a teacher, a bank, a company or the local council. We write formal letters to seek permission, to complain or to apply for jobs.

Najmee was absent from school. His father wrote a letter to Encik Hakimi.

**Sender's address** → Naim bin Ahmad,  
17, Taman Bukit Segar,  
56100 Cheras,  
Kuala Lumpur.

**Date** → 8 June 20\_\_

**Receiver's address** → Encik Hakimi bin Razman,  
6 Robotics,  
Sekolah Kebangsaan Tunas Cipta.

**Salutation** → Dear Encik Hakimi,

**Subject** → Permission to be Absent from Co-curricular Activities

**Body** → I am writing to inform you that my son, Najmee bin Naim, will not be able to attend the co-curricular activities on Wednesday, 20<sup>th</sup> June. Najmee will be attending his brother's graduation in Penang. I hope you will excuse him.

**Complementary closure** → Yours sincerely,

**Signature** →

**Sender's name** → Naim bin Ahmad

If you use a name such as Encik Hakimi, close with 'Yours sincerely'. For an unknown recipient, use 'Dear Sir or Madam' and close with 'Yours faithfully'.

## PAIRWORK

Imagine you are Asin's mother. You would like to seek permission for Asin to be absent from school for two days. Write a letter in neat cursive writing.

*I am writing to inform you...*







**Let's write.**

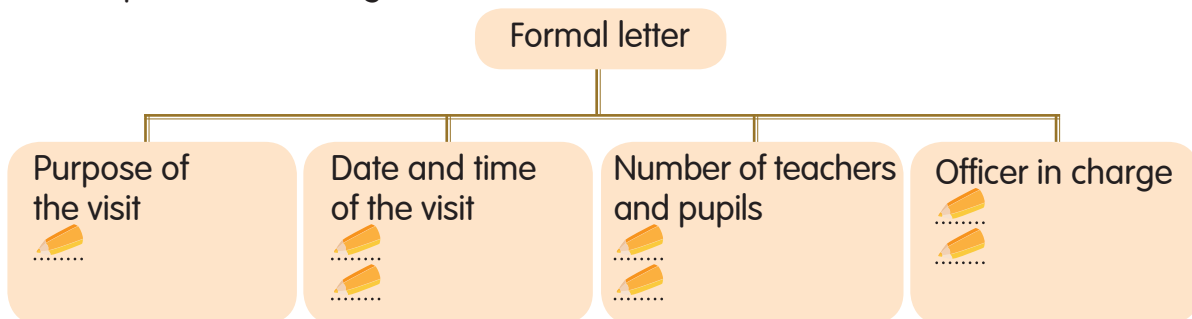
Rearrange the information below to form a formal letter.

English Language Society, Sekolah Kebangsaan Tunas Cipta, Jalan Pandan, 55100 Kuala Lumpur.	Tasty Chocolate Factory, Jalan SS16/4, 47500 Subang Jaya, Selangor.
Permission to Visit Chocolate Factory	
We, a group of twenty students and two teachers, would like to visit your factory on 10 July 20_ from 10:00 a.m. to 1:00 p.m.	
5 May 20_	Yours faithfully, Kamini
Dear Sir,	
As the Secretary of English Language Society of Sekolah Kebangsaan Tunas Cipta, I would like to ask permission to visit your chocolate factory.	
I hope to get a reply as soon as possible.	

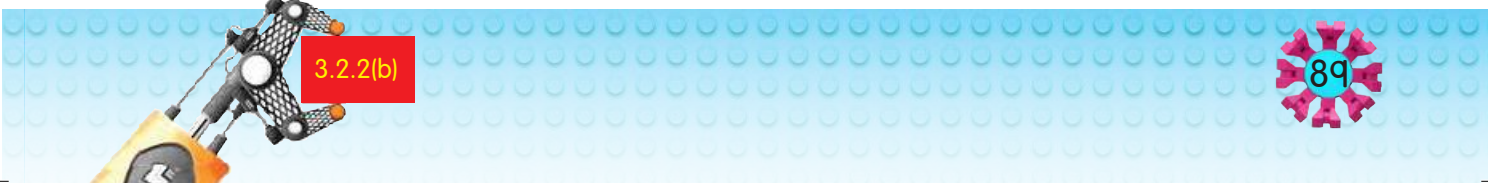
**GROUP WORK**

6 Robotics plans to visit Setia Kasih, the home for the elderly. Brainstorm the ideas given below to request permission from the officer in charge to visit the home.

1. Complete the outline given.



2. Write the letter.





## Let's learn.

You can donate **either** books **or** toys.

'**Either... or...**' and '**neither... nor...**' are **correlative conjunction**.

We use **correlative conjunctions** to link two words or phrases of equal value from two sentences to form one sentence.

You can go left.  
You can go right.



You can go **either** left **or** right.

They are not my schoolmates.  
They are not my friends.









They are **neither** my schoolmates **nor** friends.

I did not go to the birthday party.  
I did not go to the wedding.



I went **neither** to the party **nor** the wedding.

Join the sentences using '**either...or...**' or '**neither... nor...**'.

1.	You can have tea. You can have coffee.	
2.	Najmee does not play football. Najmee does not play badminton.	
3.	She plans to make pasta for dinner. She plans to make soup for dinner.	
4.	He is not watching the movie on the television. He is not watching the movie on the laptop.	
5.	My mother was not at home. My sister was not at home.	
6.	My family might go to Penang for a holiday. My family might go to Singapore for a holiday.	



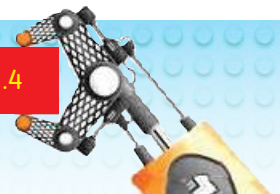
## Let's practise.

You and your friend talk about:

- your dislikes using '**neither... nor...**'.
- making choices between two options using '**either... or...**'.



5.1.4





## Let's revise and practise.

We can go **either** to Penang **or** Melaka for our holiday.  
**Neither** Idith **nor** the girls are sleeping late tonight.

Fill in the blanks with 'either... or...' or 'neither... nor...'.

1. I have to choose ..... a cat ..... a rabbit as my pet.
2. In this game, you ..... win ..... lose. It depends on you.
3. My grandmother can ..... read ..... write. She is illiterate.
4. When I go to the home for the elderly, I ..... sing songs ..... recite poems for its residents.
5. The man believed ..... the guard ..... his friend. He thought that both were lying.
6. .... my brother ..... sister knew how to bathe our new pet cat, so I had to do it.
7. You can use ..... this computer ..... the other one. They must be repaired first.
8. He could remember ..... Jane's address ..... her phone number. He is a forgetful person.

Complete the sentences below using 'either... or' or 'neither... nor...'.

1. drinks - milk - tea (neither)
2. play - tennis - squash (either)
3. speaks - Spanish - French (neither)
4. travel- Bali - Manila - holiday (either)
5. bake - cake - pie - orphanage (either)
6. saw - moon - stars - last night (neither)
7. watch - television - listen - music (either)
8. need - buy - desktop computer - laptop (either)
9. help - sweep the floor - wash the dishes (either)
10. eats - fish - meat - because - vegetarian (neither)
11. went - swimming - shopping - rained heavily (neither)
12. plans - donate - food stuff - clothes - tsunami victims (either)





## Let's read.

Scared and all alone, Hansel and Gretel walked deeper into the forest. They were cold, hungry, and tired. Suddenly, they saw a beautiful but curious looking cottage. They ran to the cottage. To their surprise, it was made of chocolates, candies, cakes, and sweets. Hungrily they gobbled down chocolate bricks from the walls and the candy knob from the door.



All of a sudden, the door creaked open and an old lady appeared. "Who is eating my house?" asked the lady. "We are sorry," said Hansel and Gretel. Cackling, the old lady replied, "Don't worry, help yourself to whatever you want. Then come inside for a nap," she said.

Hansel and Gretel ate as much as they could and then went into the house. They were very tired and soon fell asleep.

The next day, the old lady put Hansel in a cage and forced Gretel to do the house chores. Hansel and Gretel soon realised she was actually a witch.

Every day, the witch fed Hansel lots of food. She wanted to make him fat, as she planned to eat him. Every morning she said, "Hansel, stick out your finger. I want to see how fat you are today." Hansel knew she had poor eyesight, so he would stick out a chicken bone instead.

"Why aren't you getting fat Hansel? Oh! I have to feed you more," said the witch.

Finally, the day came when the witch would wait no longer...



## GROUP WORK

1. Do you like to eat sweets and chocolates? Why?
2. You are surprised as well as excited to see a huge chocolate house. Act out your excitement.
3. Create your own chocolate house using recyclable materials. Talk about the chocolate house.



# Unit 10

# Be Aware, Take Care!



Let's talk.



1

at the field



2

at the traffic light



3

at the kerb



4

at night



5

at a staircase

1. What safety measures do you take at these places?
2. Do you think safety measures are important? Why?
3. What advice will you give your friends who do not practise these safety measures?



## Let's listen.

Encik Hakimi and the pupils of 6 Robotics are talking about road safety. Listen to their conversation.



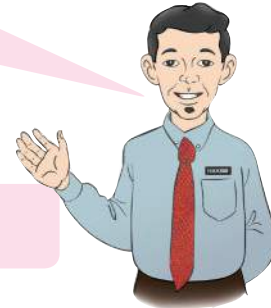
What do you call people who walk along or cross roads illegally, Encik Hakimi?

They are called jaywalkers.



What happens if people jaywalk?

Jaywalking often results in serious injury or at times death.







What are the safety measures taken to prevent people from jaywalking?

Pedestrian bridges and sky bridges are built for pedestrians to cross safely from one side of a busy road to the other. These bridges have lights, walls, roofs, and other safety features. They help to protect people walking on the bridge.



Listen to the statements and answer 'Yes' or 'No'.

1. Pedestrian bridges are built for people to cross the road safely. 
2. Jaywalkers adhere to road safety rules. 
3. There is only one type of bridge built over busy roads. 
4. Jaywalkers can be seriously injured if they attempt to cross roads illegally. 



## Let's talk.

Role-play the dialogue.



Have you ever used a pedestrian bridge? Talk about it.

Do you think drivers are the main reason for accidents on the road? Why?





### Let's speak.

Najmee is talking about safety features found around Sekolah Kebangsaan Tunas Cipta.



### Let's talk.

Using the pictures above, describe the safety features.

This is a speed hump. It is found outside school areas. It prevents drivers from exceeding the speed limit of 30 kilometres per hour.



This is a lollipop man. He stops traffic by holding the 'stop' sign. He makes sure school children cross the road safely.



- zebra crossing
- near school
- motorists - give way -
- pedestrians - cross

- pedestrian bridge
- busy areas
- cross safely -
- other side

- traffic light
- road intersections
- light turns red - motorists stop -
- pedestrians - cross safely

## GROUP WORK

Talk to your friends about the safety features found in your neighbourhood.





## Let's read.

Read this magazine article.



## ROAD SAFETY CAMPAIGN

Safe Malaysia Team will conduct a week long road safety campaign to promote safe driving and riding habits. The objective of this campaign is to raise awareness amongst Malaysian motorists to drive and ride safely on roads. The campaign will be held nationwide during school holidays and festive seasons.

Participating companies will distribute flyers at the toll plazas to promote road safety tips like 'Buckle Up: Seat Belts Save Lives' and 'Helmet On, Headlights On'. The Safe Malaysia Team will work together with Himda Motors Sdn. Bhd. to give out mini hampers consisting of chocolate bars, light snacks, mineral water, and a safety kit to motorists at main toll plazas throughout the country. Motorists who fill up fuel at designated petrol stations from 20-24 December will also get a free vehicle check.

The Road Safety Department will provide a demonstration on safety tips. Motorists are encouraged to drop-in and learn the importance of wearing seatbelts, safety helmets, and adhering to the speed limits. For cyclists, they will be provided with tips on the proper use of hand signals, wearing helmets, and safety gear. Free reflective clothing will be given to the first 100 attendees.

Fill in the blanks.

Duration: .....

Location: .....

Time of the year:

1. ....
2. ....

Contents of mini hamper:

1. ....
2. ....
3. ....
4. ....

### ROAD SAFETY CAMPAIGN

Objectives:

1. ....
2. ....

Safety tips: .....

## PAIRWORK

1. Why do you think the campaign is held during the school holidays and festive seasons?
2. List three things mentioned in the text above that can prevent accidents on roads.
3. How does wearing reflective clothing help a cyclist?





## Let's read.

Safety rules and regulations must be strictly adhered to when you are in the Living Skills workshop to prevent injuries or accidents.

### General safety

- Inform the teacher immediately if an accident or injury occurs.
- Ensure the workshop has sufficient lighting and good ventilation.
- Seek permission before using any equipment.
- Clean any oil spill on the floor immediately.

### Personal safety

- Read and understand the steps and procedures before starting an activity.
- Use aprons, gloves, and masks during all activities.
- Wash hands with soap and water after practical activities.

### Equipment safety

- Use equipment and materials with caution.
- Store equipment safely after use.
- Store hazardous and flammable materials in the appropriate place.

### State 'True' or 'False'.

1. Get consent before using any tools.
2. Do not put away equipment after each use.
3. Inform your friend immediately if an injury happens.
4. Hands must be washed with water after practical activities.
5. Aprons, gloves, and masks are only used in certain activities.
6. The workshop should have adequate lighting and good ventilation.

## PAIRWORK

Create a slogan on safety for the Living Skills workshop. Display and present it.





## Let's learn and practise.

The pupils of 6 Robotics are learning to write a speech.

A speech is a formal talk that a person gives to an audience, for example, at a school assembly.

Paragraph 1	Greet the audience.	<i>Good morning to the headmaster, teachers, and fellow friends.</i>
	Introduce yourself.	<i>My name is Najmee from 6 Robotics.</i>
	Introduce the topic.	<i>I am here to present a speech on the topic 'Stay safe from strangers'.</i>
Paragraph 2, 3, 4	Main points and their elaboration. (Elaborate one point in one paragraph.)	<i>You must always tell your parents where and whom you are going out with. This is important because they can help you during an emergency.</i>
Paragraph 5	Thank the audience.	<i>Thank you for listening.</i>

Write a paragraph based on the points given below.

STAY SAFE FROM STRANGERS

### GROUP WORK

Write a speech on other ways to stay safe from strangers. You may use the points given or create your own.

**Do not**

- accept – candy
- walk – alone

**Always**

- look – policeman
- shout for help – crowd





## Let's write.

A good composition needs a good organisation of paragraphs. It usually has five paragraphs. The first paragraph is the introduction. The second, third, and fourth paragraphs are the body, and the fifth paragraph is the conclusion. Remember that each body paragraph contains a main idea, supporting details, and a concluding sentence.

Write sentences based on the phrases given.

### Keeping Our Homes Safe During Vacations

**Introduction:** There are many ways to keep your home safe when you are going on a holiday.

#### Paragraph 2

- should - home securely locked
- switch - alarm
- lock - windows, doors, and gates
- help - avoid - robbery



#### Paragraph 3

- should not leave clues - away - vacation
- cancel - deliveries
- ensure - no postings - social media
- help - avoid - burglary



#### Paragraph 4

- should ask for assistance from people - trust
- ask neighbour - keep an eye
- inform - police - holiday
- help - avoid - break-ins



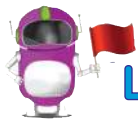
**In conclusion, ...**

Write the composition in neat cursive writing.



3.2.2(d)  
3.2.1(a)





## Let's learn.

The objective of this campaign is to raise awareness amongst Malaysian motorists to drive and ride safely **on** roads.

'At', 'on', 'in' are prepositions used to indicate time and location. They are called **prepositions of time** and also **prepositions of place**.

Prepositions		Explanations	Examples
at	Time	shows a specific time	See you <b>at</b> one o'clock. We will meet <b>at</b> lunch.
	Place	shows the exact location	She is standing <b>at</b> the bus stop. I will meet you <b>at</b> No. 30, Jalan Cheras.
on	Time	shows a day or date	They arrived <b>on</b> Friday. He was born <b>on</b> 10th May.
	Place	shows position on a street or road shows position on a surface	I live <b>on</b> Jalan Tembusu. She lives <b>on</b> Penang Island.
in	Time	shows a time frame shows part of the day	My mother can prepare a meal <b>in</b> ten minutes. She heard a noise early <b>in</b> the morning.
	Place	refers to an enclosed area	She is <b>in</b> the room. Your new shirt is <b>in</b> the cupboard.

Fill in the blanks with the correct prepositions of time and place.

- Asin's birthday falls ..... 12th March.
- I will see you ..... lunch tomorrow.
- The pupils were all ..... the classroom.
- My father will be ..... home this evening.
- Please be ..... the school hall by 7:15 a.m.
- Najmee is going to Singapore ..... Sunday.
- Lee Ann's uncle lives ..... the island of Langkawi.
- The choral speaking practice will begin ..... 2:00 p.m.
- My parents usually go for their walks ..... the morning.
- The new school building will be completed ..... the year 2020.
- Idith is meeting her brother for dinner ..... the Spicy Curry House.
- Our school is situated ..... Jalan Keruing Dua, opposite the mosque.



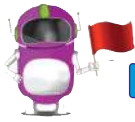
## Let's write.

Write six sentences using the prepositions 'at', 'on' or 'in'.



5.1.5





## Let's learn and write.

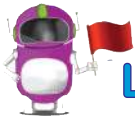
You may have more than one preposition in a sentence. Look at the examples below:

*The train will arrive **at** one o'clock **in** the afternoon.*

*She jogs **at** seven o'clock **in** the morning **at** the park every weekend.*

Fill in the blanks with 'at', 'on' or 'in'.

1. He left for London ..... Sunday ..... 3:00 p.m.
2. Asin was born ..... 3rd September ..... Sarawak.
3. Can I meet you ..... the library ..... the afternoon?
4. I have a meeting ..... nine o'clock ..... the morning.
5. My house is located ..... Jalan Bukit Segar. It is ..... Mentakab.
6. Do you think we will land ..... the planet Jupiter ..... the future?
7. They celebrated their first wedding anniversary ..... the island of Hawaii ..... 2014.
8. Encik Hakimi will celebrate his birthday ..... Saturday ..... 8:30 p.m. .... a hotel.



## Let's practise.

Fill in the blanks with 'at', 'on' or 'in'.

It was mother's birthday. Father took us to a newly opened restaurant for a lunch treat. It was ..... Jalan Aurora. We reached the restaurant ..... noon. The restaurant was big and spacious. An usher welcomed us ..... the door. There was a pond with colourful fish ..... it. I saw a big tortoise ..... a rock ..... the pond. Paintings of beautiful sceneries were hung ..... the walls. I like looking ..... each of them.

My aunt and her family arrived ..... 12:30 p.m. We sat ..... a big, round table near a mini waterfall. My baby cousin was seated ..... a high chair next to me. The waiter then came in with a big cake. He carefully put it ..... the table. There were lit candles ..... the cake. We sang a birthday song and mother cut the cake. It was a happy day for us.

## PAIRWORK

Write a paragraph using 'at', 'on', and 'in'.



5.1.5





## Let's answer.

“I will not wait any longer. Gretel! Go and start the fire. I am going to cook Hansel!” shouted the evil witch.

Gretel sat in front of the oven and pretended to start the fire.

“Have you started the fire?” the witch shouted impatiently.



“I...I... I can't get it started,” Gretel stuttered.

“Move aside!” the witch shouted.

This was the moment Gretel had been waiting for, the moment she could save her brother.

As the witch moved closer to the oven, Gretel gathered all her strength and pushed her. The witch fell into the oven.

“I did it! I did it!” screamed Gretel with great excitement. She rushed to the cage and freed Hansel. Hansel hugged his sister. He was proud of her. She was his hero.

Hansel grabbed his sister's hand and they ran towards the door. As they were running out, they stumbled upon a room full of treasure. They ...



Do you think:

1. Hansel and Gretel took the treasure? Why?
2. they will find their parents? Why?
3. their parents will apologise for leaving them in the forest? Why?

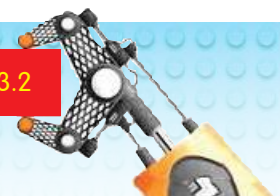
## GROUP WORK

Act out the scene and add an appropriate ending.



102

4.3.2



# Unit 11

# Tailor Made



Let's talk.

What should I wear...?



to a wedding



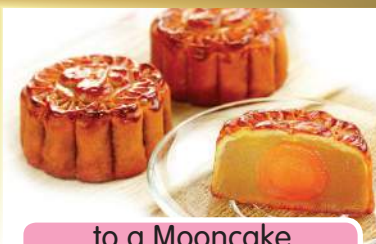
to a birthday party



to a cultural show



to a Hari Raya open house



to a Mooncake festival celebration



to a Gawai Festival celebration

1. What is the appropriate attire for these occasions?
2. Have you ever experienced difficulties selecting an appropriate attire? Share your experience.
3. Why is it important to dress appropriately for a special occasion?



Let's listen.



Have you decided what you are going to wear to special occasions?

I have decided to wear a *baju melayu*. It is a three-piece suit. It consists of a long-sleeved shirt, trousers, and a *samping* that drapes around the waist. I will also wear a *songkok*.

I will wear a *lengha*. It is a long skirt with a thick border at the bottom. It consists of a blouse with short sleeves and a *dupatta*, which is a shawl that drapes over the shoulder.



I have decided to wear a skirt and blouse. It is a flared skirt and the blouse has short sleeves. There are beautiful buttons on the front of the blouse.

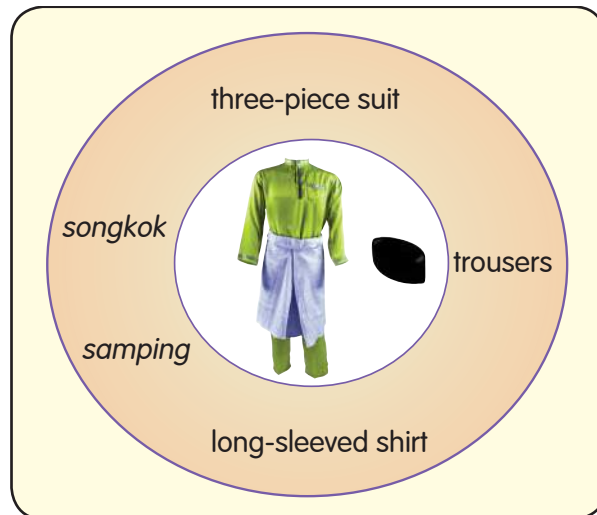
I have decided to wear a *cheongsam*. It is a long dress. It has short slits on the sides of the skirt, a high collar, and short sleeves.



## PAIRWORK

Listen to the description again. Using a circle map, transfer the information of each attire.

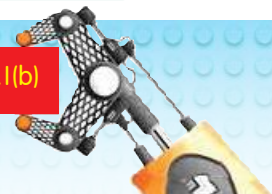
Example



Describe the attire.



*Baju melayu* is a three-piece suit which consists of a long-sleeved shirt, pants, and a *samping* that is worn around the waist. A *songkok* is worn on the head.







## Let's speak.

Idith is the master of ceremonies for a fashion show. She describes each of the traditional attire worn by the models.



### Model A - Myanmar

- wear > *longyi*
- made > cotton or silk
- worn > fitted blouse
- > shawl



Model A is from Myanmar. She is wearing a *longyi*. It is made of cotton or silk. *Longyi* is worn with a fitted blouse and a shawl.

## PAIRWORK

Describe the other traditional attires.

### Model B - Korea

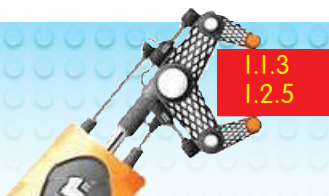
- wear > *hanbok*
- made > silk or satin
- worn > fitted blouse
- > loose wrap-around skirt
- > an ornament, a hair pin, and a pouch bag

### Model C - Indonesia

- wear > *baju kebaya*
- made > *batik*
- worn > sarong
- > figure-hugging embroidered blouse
- > *selendang*

## GROUP WORK

Conduct a mini fashion show in your classroom. Select a master of ceremonies and some models. Describe the attires worn by the models.





**Let's read.**

Najmee is reading about the traditional accessories worn at the Gawai Dayak festival.







Gawai Dayak is a festival celebrated in Sarawak on the 1st and 2nd June every year. The Gawai Dayak is celebrated by the Dayaks. During this festival, a traditional dance called the *Ngajat* is performed.

While performing the dance, the male dancers wear a headgear called *burang sumba*. It is made of cloth with golden lace. They wear a long loin-cloth called *tahup*. It is wrapped neatly around the body with one end hanging down in front and the other end hanging behind. They wear bangles and a pair of earrings. They hold a long sword in one hand and an ornately decorated shield in the other.

The female dancers wear an elaborate headdress called *sipiah* and a knee length dress with intricate weaving. It is called *jomuh*. Their necklaces are made of beads. Copper bangles called *sarim* are worn on the legs from the knee downward. They wear copper bangles on their arms and forearms as well. Copper belts called *porik* are also worn by the women.

In conclusion, if you have never seen a *Ngajat* dance, visit Sarawak during Gawai Dayak to experience its uniqueness.

**Complete the table.**

Description of accessories	Name of traditional accessories
1. Male dancer's headgear	
2. Female dancer's headdress	
3. A long loin-cloth	
4. A knee length dress with intricate weaving	
5. Bangles worn from the knee downward	
6. Copper belt	



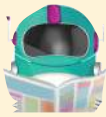
**Answer the questions.**

1. Why do you think the *Ngajat* dancers wear traditional clothes during their performance?
2. What is a male dancer's headgear made of?
3. What do you think the long sword and shield symbolise?
4. Do you think the younger generations should learn their traditional dance? Why?

**PAIRWORK**

Have you ever worn the traditional attires of other races? Why?





## Let's read.

Asin is reading a story.

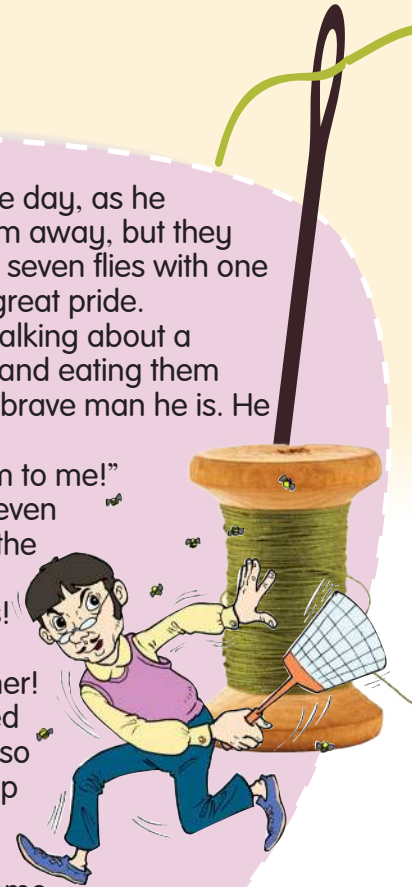
Once upon a time, in a small kingdom, there lived a tailor. One day, as he was sewing a robe some flies started troubling him. He shooped them away, but they continued to bother him. The tailor then took a fly swatter and killed seven flies with one swat. "I have killed seven in a single blow!" shouted the tailor with great pride.

At that very moment, two ladies were standing outside his shop, talking about a fearsome giant. This giant was killing many people in the kingdom and eating them whole. When they overheard the tailor, the ladies thought, "What a brave man he is. He has killed seven giants in one blow."

They ran to the king and told him about the brave tailor. "Bring him to me!" ordered the king. The tailor tried to explain that he had only killed seven flies, but his cries were in vain. "Go, kill the giant!" the king ordered the tailor. The poor man had no choice but to obey.

The tailor reached the giant's cave. "Oh, what a mighty giant he is! I can't kill him," he thought. Then the tailor had a brilliant idea. That night, while the giant was sleeping, he sewed the giant's lips together! Now the giant could not eat anything. When he woke up, he begged the tailor to undo the stitches on his mouth. The tailor agreed to do so on one condition, "I will undo the stitches only if you promise to stop killing anymore people and leave our kingdom immediately!"

The giant agreed and the tailor unpicked the stitches. The giant immediately left the kingdom and the tailor received a handsome reward from the king. Everyone lived happily ever after.



Adapted from <http://fairytale4u.com>

### Answer the questions.

1. What was bothering the tailor?  
A. robe B. ladies C. giant D. flies
2. How many flies did the tailor kill?  
A. five B. six C. seven D. ten
3. What did the ladies hear?
4. Why did the King call for the tailor?
5. Where did the giant live?
6. Did the tailor obey the King's command?
7. What happened to the giant?



## PAIRWORK

If you were the tailor, what would you do with the handsome reward?



2.3.1(a)  
2.2.2(a)





### Let's write.

We write an **introduction** to start a composition.

An **introduction** is the first paragraph in a composition. It has a thesis statement which shows what the composition will be about.

Example: *During Gawai Dayak, a traditional dance called the ngajat is performed.*

We write a **conclusion** to end the composition.

A **conclusion** is the last paragraph of a composition. It may start with a phrase like *in conclusion*, *to sum up* or *to conclude*. It summarises the main idea from each paragraph or gives an opinion about the topic.

Example: *In conclusion, if you have never seen a ngajat dance, visit Sarawak during Gawai Dayak festival to experience its uniqueness.*



### Let's practise.

Write an appropriate introduction and conclusion for the body paragraphs given below. Rewrite the composition.

## Indian Attire

Introduction: *three – main – attire - Indian*

The sari is very stylish and unique. It has beautiful sequins and stones. It also comes in many vibrant colours. *Sari* is made from materials like silk and cotton. The versatility and high fashion of the sari has made this attire the first choice of many Indian women.

Another popular attire is the *salwar kameez*. This three-piece suit is often worn by Indian women. The *salwar kameez* has a long, embroidered top that is exclusive to wear for any event. Its pyjama-like trousers, and colourful shawl add to its unique style.

The *veshti* is worn by Indian men. It is comfortable yet stylish. It is a five-metre cotton or silk fabric wrapped around the hips and tied at the waist. It is worn with a *jippa* or a shirt and a *thundu* over the shoulder. They usually wear it to weddings and festivals because it is an elegant and smart outfit.

Conclusion: *Indian attire - unique - stylish - comfortable*

## GROUP WORK

Write a composition about any traditional attire. Give a title and add colourful pictures. Present it in a scrapbook.





## Let's spell them right.

There is a spelling rule when we change **nouns** and **verbs** ending with '-y'.

### Nouns

If a singular noun ends with a vowel before '-y', we just add '-s' for the plural.

Example:      Singular      Plural  
                          *boy*                *boys*

However, if a singular **noun** ends with a consonant before '-y', we remove the '-y' and add '-ies' for the plural.

Example:      Singular      Plural  
                          *candy*                *candies*

### Verbs

If a **verb** ends with a vowel before '-y', we just add '-s' for the third person singular.

Example: *He / she / it plays*

However, if a **verb** ends with a consonant before '-y', we remove the '-y' and add '-ies' for the third person singular.

Example: *He / she / it cries*



## Let's practise.

Complete the blanks with the correct spelling.

1. Idith never ..... (bully) her friends.
2. The house has four ..... (chimney)
3. The three ..... (family) went on a holiday to Italy.
4. Asin ..... (carry) all the ..... (book) to the classroom.
5. There are thirty ..... (dictionary) in the school library.
6. Have you visited any of the ..... (country) in Europe?
7. The ..... (baby) played with their ..... (toy) on the floor.
8. The ..... (lady) were afraid of the ..... (monkey) at the park.

## PAIRWORK

Write eight sentences using the words given. Change the words based on the spelling rules.

strawberry	activity	day	study
kidney	battery	cry	stay

Example: *Encik Hakimi bought a carton of **strawberries** for 6 Robotics from Cameron Highlands.*





## Let's learn.

It is a **long** skirt with a **thick** border at the bottom.  
They hold a **long** sword in one hand and an **ornately decorated** shield in the other.

The words in bold are called **adjectives**.

1. An **adjective** describes a **noun** such as a person, a place, a thing or an opinion.

Examples: an **old** man, a **big** cat, a **dirty** room, a **long** ruler, an **honest** boy

2. A noun can be described using one or more adjectives.

a **long** skirt    an **ornately decorated** shield

3. There is a fixed order for adjectives.

a **brave old** man    **huge modern glass** buildings

Look at the order of adjectives.






1	2	3	4	5	6	7	8	
opinion	size	quality	age	shape	colour	origin	material	noun
lovely	tall	beautiful	antique	slim	red	Malaysian	paper	doll

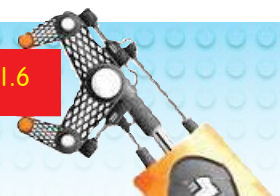
Identify the adjective in each sentence.

1. I like spicy food.
2. It is a small area.
3. I have a great idea.
4. The price is affordable.
5. He is my new classmate.
6. I want a different haircut.
7. The dresses are colourful.
8. The thick old book is on the dusty shelf.

Note: Adjectives pertaining to shape and age are interchangeable.  
Example:  
-It is an **old small** hut.  
-It is a **small old** hut.

Fill in the blanks with adjectives in the correct order.

1. It is a  building. (big round, round big)
2. He is an  artiste. (local famous, famous local).
3. I bought a pair of  shoes. (black leather, leather black)
4. My mother bought a  table. (wooden long expensive, long expensive wooden)
5. We ordered two  cakes for the class party. (square chocolate tasty, tasty square chocolate)





## Let's learn and practise.

Describe the pictures below using adjectives.

Example:



This is an **expensive black leather** belt.



Add at least two adjectives to the sentences below. Rewrite the sentences.

Example: *The rabbit is my pet.*

*The cute brown rabbit is my favourite pet.*

1. The **man** fought with the **giant**.
2. My **father** bought a **car** last week.
3. Kamini bought **dresses** from the **mall**.
4. There are **flies** buzzing around the **rat**.
5. The **sculpture** was donated to the **museum**.
6. All the **shirts** in my **cupboard** are too big for me.
7. My **mother** made **biscuits** for the school Canteen Day.

## GROUP WORK



In a paragraph, describe the picture using adjectives.



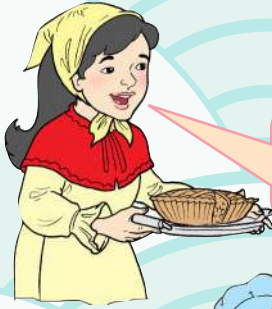
5.1.6





## Let's read.

In a small cottage there lived a poor miller with his family. His daughter was a wonderful baker. She made the most delicious tarts, apple pies, and cookies all fit for a king to eat. One day, as she was baking an apple pie, the King passed through the village.



Oh please, Your Majesty, come in and have a slice.

Mmm...I smell apple pie. Where's the delicious smell coming from? Take me there.

Scrumptious! Delicious! That's the best pie I've ever tasted. Who made it?



Our daughter, Lisa. She can also weave the most beautiful cloth and spin the finest thread. In fact, she can spin straw into gold.

Wonderful! I'll take her to my castle. My kingdom is not very rich. I could do with more gold. If you can turn straw into gold, you will be rewarded. Lisa, if you can't you will be punished.



Oh no! What am I going to do now?



## Let's answer.

1. Why do you think Lisa's father said she could weave straw into gold?
2. Do you think Lisa will succeed?
3. What is your opinion of the King?
4. Is it possible to spin straw into gold? Why?



## Let's do.

Imagine you are the King or Lisa. Express your feelings in a diary.





# Unit 12

# Land of Glory



Let's talk.



1. Have you seen this monument? What is it called?
2. Where is it located?
3. Why do you think it was built?

1.1.3





**Let's listen.**

Listen to the conversation.



The National Monument better known as *Tugu Negara* was built to **honour** the heroic men who fought for the country's peace and freedom.

The 15-metre bronze monument is located in Kuala Lumpur. It was the **brain child** of Tunku Abdul Rahman Putra Al-Haj, the first Prime Minister of Malaysia, and was **sculpted** by Felix de Weldon.

The monument has seven figures. These figures symbolise leadership, suffering, unity, **vigilance**, strength, courage, and **sacrifice**.

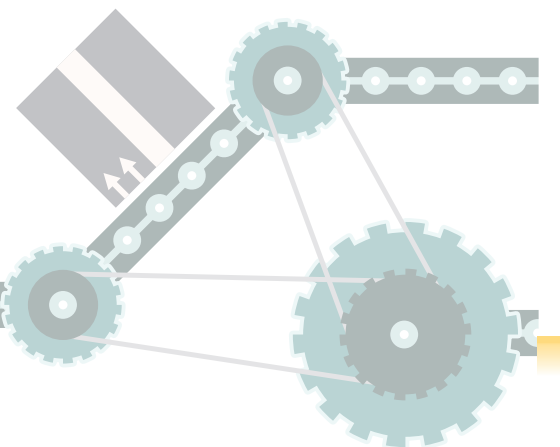
A ceremony is held **annually** on Warriors' Day, 31st July, to mark the nation's respect for the fallen heroes. The ceremony is attended by *DYMM Yang Di-Pertuan Agong*, the Prime Minister, and the head of the Royal Malaysian Armed Forces.



Complete the table below.

**FACTS ABOUT THE NATIONAL MONUMENT**

Name of the structure:	
Height:	
Made of:	
Idea by:	
Sculptor:	
Number of figures:	
Attendees of ceremony:	



**Let's talk.**

1. Discuss the meaning of the words in bold. Refer to the dictionary for the meanings.
2. What is the significance of the National Monument?





**Let's speak.**

Aside from building a monument, what other ways can we show our love and appreciation for our country?



We can show our love and appreciation for our country by celebrating National Day every year.



1. Let's talk about the national flag.
  - a. What is the national flag of Malaysia called?
  - b. How many stripes are there on the flag?
  - c. What do the stripes symbolise?
  - d. What do the colours on the flag represent?  
 Yellow: ..... Red: ..... Blue: ..... White: .....
  - e. Why are we encouraged to fly the national flag on our National Day?

**GROUP WORK**

Surf the Internet to gather information about the Coat of Arms. Present your findings.



Coat of Arms





## Let's read.

“Those who are inside and outside this hall please make donations to help Tunku Abdul Rahman Putra Al-Haj to go to London for the sake of our people and nation,” said Siti Rahmah Kassim at Dewan Hang Tuah in Bandar Hilir, Melaka sometime in 1957.

That was one particular moment which the 84 year old, Datuk Siti Rahmah Kassim, an unsung hero, will not forget for the rest of her life.

Tunku Abdul Rahman was sourcing for funds to go to London to obtain the country's independence from the British. Siti Rahmah was the first person to donate her gold bangle, which was a gift from her father. When she heard about it, she placed her gold bangle in a red shawl and walked around the hall asking for more donations from those present. The men gave away their valuables including rings and gold watches. The women gave away their brooches, dress pins, and other valuables. “When Tunku came down from the stage to collect the jewellery, tears rolled down his cheeks. Watching the touching moment, the others in the hall cried too,” she said.

Datuk Siti Rahmah Kassim who hails from Negeri Sembilan is still active in several non-governmental organisations. She said the younger generation should be inculcated with the determination and enthusiasm to serve the country.



### Answer the questions.

1. Who made the announcement to raise the donation?
2. Tunku Abdul Rahman Putra Al-Haj decided to go to London. State the reason for his action.
3. Why do you think people donated their jewellery and valuables?
4. What would be the best title for this passage?
5. In your opinion, why is Datuk Siti Rahmah Kassim considered a hero?
6. Would you donate your valuables for a good cause? Why?
7. What can we do to protect our country's independence and peace?





## Let's read.

The pupils of 6 Robotics are reciting a poem.

### Land of Glory

A multiracial land, the land where we reside,  
 Unity! Only a five-letter word,  
 But that's our foundation,  
 Unique with heritage recipes,  
 Sweet, sour, savoury, and spicy,  
 They harmoniously blend,  
 Making Malaysia a Land of Glory.

Dances from *joget* to *ngajat*,  
 All swaying beautifully to the rhythm,  
*Zapin*, fan dance, and *bharathanatyam*,  
 A symbol of our unique tradition.

As proud citizens we strive,  
 Upholding our Rukun Negara,  
 Aspiring as forward-thinking Malaysians,  
 To meet the challenges of globalisation,  
 Let us hold our hands together,  
 To create a better tomorrow,  
 One voice, One hope, One nation,  
 One Malaysia! Our Land of Glory.



### Answer the questions.

1. What is the main theme of the poem?
2. Based on the poem, describe the taste of Malaysian food.
3. What are the different dances mentioned in the poem?
4. Why should we aim to create a better tomorrow?
5. Find the words in the poem that match the meanings given below.
  - a. mix
  - b. elegantly
  - c. difficulties

## GROUP WORK

Add four lines to the poem.



2.3.1(b)  
2.2.2(b)



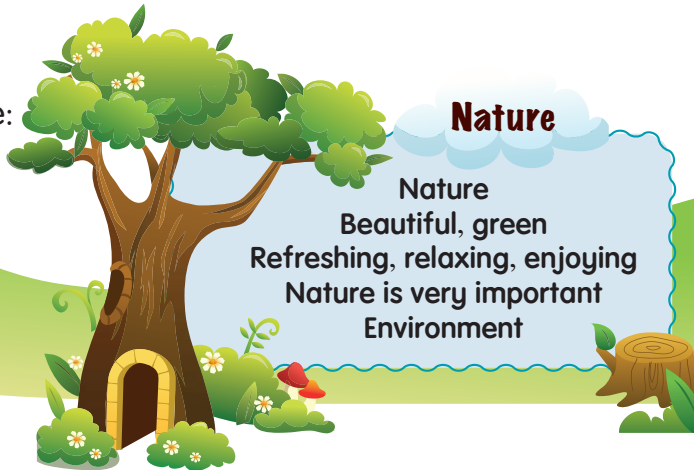


**Let's write.**

Acrostic, shape, haiku, and cinquain are different forms of poems. Let's learn how to write a cinquain. It is a five line poem.

Cinquain is pronounced as *sin-cane*. 'Cinq' is the French word for 'five'.

Example:



A gerund is a verb form which functions as a noun (verb + ing).  
Example: *swimming*  
*Swimming* is a good form of exercise.

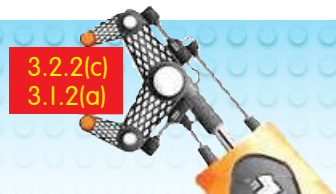
Line 1	Title	One noun. This is the topic or theme of the poem.
Line 2	Description	Two adjectives. They describe the noun in line 1.
Line 3	Action	Three gerunds. They describe the noun in line 1.
Line 4	Feeling	Four to five words. They describe the noun in line 1.
Line 5	One noun	One noun. This is a word related to line 1.

Rearrange the lines to form a cinquain.



**Let's do.**

Rewrite the cinquain *Cats* in neat cursive writing.





**Let's write.**

Fill in the blanks.



Friends  
Precious, .....  
....., caring, .....  
Always there for us  
.....

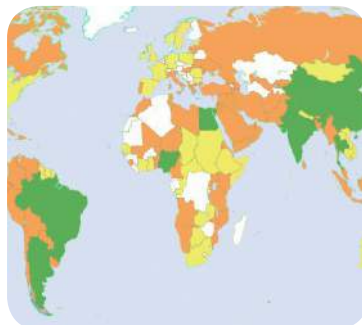
**GROUP WORK**

Brainstorm words related to the themes given below. Use circle maps. Then, write the cinquains.

Your favourite attire

A family member

A country you would like to visit



	Attire	Family	Country
One noun			
Two adjectives			
Three gerunds			
Four to five words			
One noun			



**Let's do.**

Present your cinquain to the class.





## Let's learn.

*The women gave away their brooches, dress pins, and other valuables. Siti Rahmah was the first person to donate her gold bangle which was a gift from her father.*

'A', 'an', and 'the' are called **articles**.

'A' and 'an' are indefinite articles. We use 'a' and 'an' with singular nouns.

The article 'a' is used for words which begin with a **consonant** sound.

Example: *My sister works as a lawyer in Kuantan.*

The article 'an' is used for words which begin with a **vowel** sound or a **silent 'h'**.

Examples: *This is an aquarium.*

*Kamini's father takes an hour to wash his car.*

'An' is not used before a word that begins with a **vowel sound 'y'**. We use 'a' instead.

Example: *Idith wore a uniform for the seminar.*

'The' is a definite article. We use 'the' with singular and plural nouns.

Examples: *The sun is round. (singular)*

*The boys are playing football. (plural)*



## Let's practise.

Complete the sentences. Use 'a', 'an' or 'the' where necessary.

key

accident

ice cream

stars

question

Example: *It was not your fault. It was an accident.*

- ..... are shining brightly today.
- Excuse me, may I ask you .....
- I could not get into the house because I did not have .....
- "I would like to order....., please," said Najmee to the waiter.



## Let's do.

Complete the passage with 'a', 'an' or 'the'.

Sudirman bin Haji Arshad was born on 25th May 1954 in Temerloh, Pahang. He was ..... youngest in his family of seven. His passion for singing and entertaining started at ..... very young age. Sudirman is remembered for his specially made dress draped in ..... Malaysian flag. His patriotic song 'Tanggal 31' is ..... inspiration to Malaysians. The song is played in ..... media and sung by Malaysians on National Day. Sudirman also acted in ..... Malay film 'Kami' in 1982. He passed away at ..... young age in 1992.



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5.1.7







## Let's learn.

We use **zero article** when a noun is not preceded by an indefinite (*a, an*) or a definite (**the**) article.

Examples:

1. When talking about things in general: *I hate cheese.*
2. Before countries and languages: *I am from China.*  
*She speaks Tamil.*
3. Before some forms of transport: *He goes to work by bus.*



## Let's practise.

Fill in the dialogue with the articles 'a', 'an', 'the' or '-' where necessary.

- Najmee : Grandpa, how do you make **a** *wau*?
- Grandfather : First, I split ..... bamboo and soak it for two weeks to make it flexible. Then, I make a lightweight frame from ..... bamboo splits. Next, I cut patterns from ..... rice-paper and glue them piece by piece on ..... frame to form beautiful motifs.
- Najmee : What is the specialty of ..... *wau*, grandpa?
- Grandfather : The *wau* makes ..... humming sound called *dengung* as it flies high in the air. The higher ..... kite flies and the stronger ..... wind blows make the *wau* produce this sound.
- Najmee : Grandpa, is it true that these kites come in ..... different shapes and sizes?
- Grandfather : Yes, Najmee. There are many types of *wau* such as *wau kucing*, *wau merak*, and *wau bulan*. When I bring a *wau bulan* to ..... event, everybody likes it because it is light and colourful.



Construct your own sentences using these articles.

a

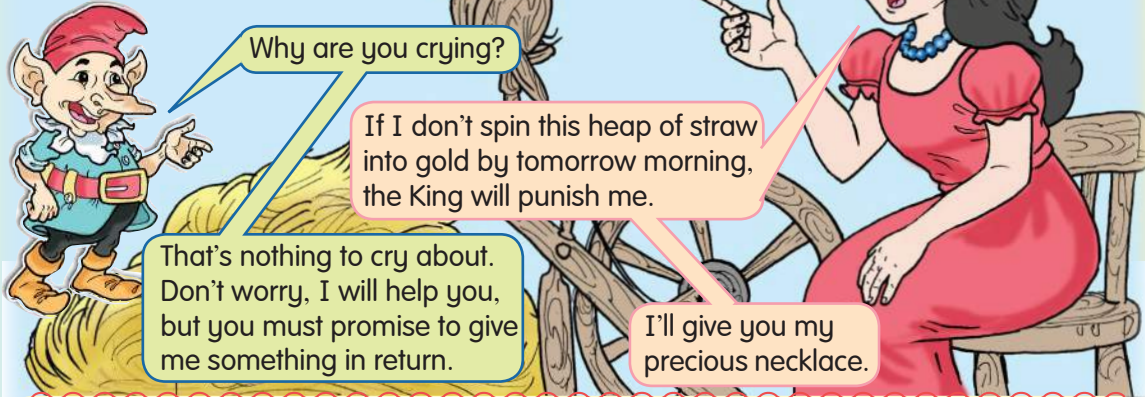
an

the



## Let's read.

It was midnight, Lisa was crying beside a big heap of straw and a spinning wheel. Suddenly, she heard a scratching sound. A strange little man with a long pointed nose entered the room through the window.



In the morning, Lisa woke up and was utterly surprised to find a heap of shining gold instead of the straw. Just then, the King walked in.



## Let's answer.

- Role-play the scene. Mimic the voice of:
- the strange little man (nasal)
  - Lisa (wobbly)
  - the King (hoarse)



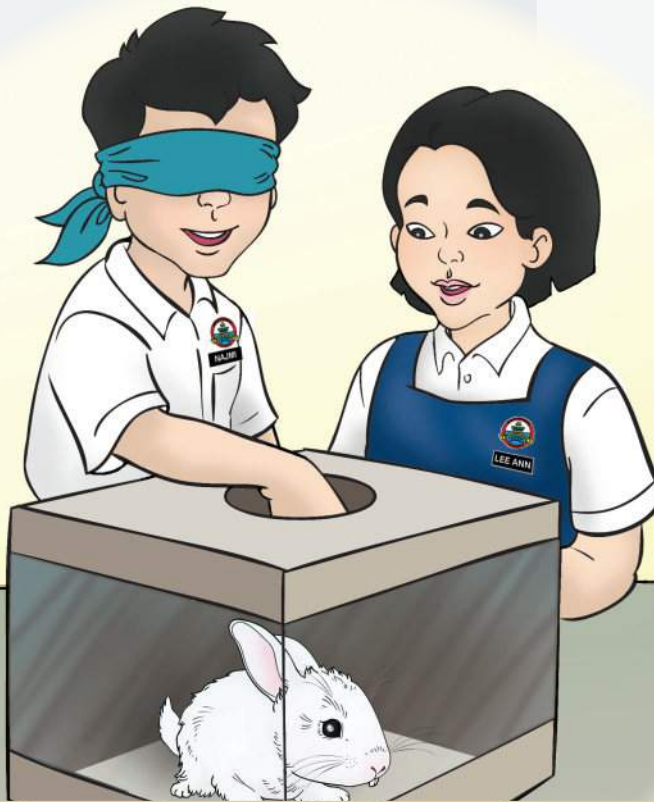


# Unit 13

# Overcoming the Odds



Let's play and talk.



### Instructions:

1. The group selects a pupil to be blindfolded.
2. This pupil touches and identifies the object given in the box within a limited time.
3. The group is awarded a point when the pupil guesses correctly.
4. The group misses a turn when the pupil guesses incorrectly.

Talk about the difficulties you experienced when blindfolded.



1.1.3



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## Let's listen.

### Listen to the information.

The Centre of Excellence for the Paralympic Games Malaysia in Kampung Pandan, Kuala Lumpur is a centre for National Paralympic athletes. The objective of this centre is to train disabled national and state athletes to achieve excellence in sports internationally.



Among the sports facilities provided at the centre are a swimming pool, an archery range, a basketball court, a multipurpose court, goalball, and badminton courts.



In addition, the centre has an administrative block, a hostel which can accommodate 300 athletes, and an underground car park.

Goalball is played by blind athletes. A team rolls the ball into the goal post while the opposing team blocks the ball with their body.

The centre is also open to the public, Special Education school children, and amateur paralympic athletes.



### Fill in the blanks.



## Let's talk.



table tennis



wheelchair basketball



wheelchair tennis

The pictures above show how athletes with disabilities are coached at the Centre of Excellence for the Paralympic Games Malaysia in Kampung Pandan, Kuala Lumpur.

Do you think it is important to have a sports centre specially designed for athletes with disabilities? Why?





## Let's speak.

Encik Hakimi is at the entrance to the Paralympic Village. He wants to go to the swimming pool. The security guard gives him the directions to get there.

The map shows a central roundabout. To the top left is a **cafeteria**. To the top right is the **girls' hostel**. To the middle left is the **boys' hostel**. To the bottom left is a **field**. To the middle right is the **archery range**. To the bottom right is the **swimming pool**. A **basketball court** is located between the archery range and the swimming pool. Two roads, **JALAN BARU** and **JALAN RIA**, meet at the roundabout. A security guard in a blue uniform is standing near the roundabout, and a man in a light blue shirt is asking for directions.

Excuse me, can you give me directions to the swimming pool, please?

From here, go straight on until you come to a roundabout. At the roundabout, take the third turning into Jalan Ria. Go along the road until you see a basketball court on your right. The swimming pool is next to the basketball court.

## PAIRWORK

Based on the map, give directions to your friend to get from:

- the field to the girls' hostel
- the archery range to the gymnasium
- the basketball court to the cafeteria





**Let's read.**

Read aloud the text.

**Successful People with Disabilities**

**Stevie Wonder**

Stevie Wonder is one of the greatest singers in the world. He is an American musician, singer and songwriter who is blind. Stevie has been performing since the age of 11. He has recorded more than 30 top ten hits such as 'I Just Called to Say I Love You'.



**Helen Keller**

Helen Keller is an American author and lecturer. She was the first deaf and blind person to earn a college degree. Although Helen was blind and deaf, she wrote a total of 12 books including her own autobiography. She has received many awards for her achievements.



**Stephen Hawking**

Professor Stephen Hawking is British and one of the greatest scientists. He is a world renowned lecturer and author. He suffers from motor neuron disease and can only speak at a rate of 15 words per minute. Despite his disability, he has authored numerous books and scientific papers.



**Mark Inglis**

Mark Inglis is a professional mountaineer from New Zealand. He, a man with two artificial legs, climbed Mount Everest successfully in 47 days. He lost his legs during one of his climbs. He is also a motivational speaker, cyclist, researcher, paralympic medalist, and an author.



Complete the table.

Name	Nationality	Disability	Profession	Achievement
Mark Inglis				
		blind and deaf		
			scientist	
	American			recorded more than 30 top ten hits

Answer the questions.

1. Why is Mark Inglis's achievement of climbing Mount Everest remarkable?
2. What would have happened if these disabled personalities had given up in life?
3. Do you think we should be proud of their achievements? Why?
4. Are you inspired by their achievements? How?









## Let's read.

Encik Hakimi reads a pamphlet on NGOs.

 <p><b>Kiwanis Down Syndrome Foundation (KDSF):</b> Provides educational welfare to young children with Down Syndrome and counseling to families with children with Down Syndrome. KDSF also plays a role in creating public awareness of Down Syndrome.</p>  <p><b>The Malaysian Association for the Blind (MAB):</b> Provides rehabilitation services and courses, educational programmes, and vocational training for visually impaired people.</p>	 <p><b>National Autistic Society of Malaysia (NASOM):</b> Provides education, help, care and protection for people with autism. Autism is a brain disorder that affects a person in different ways such as learning, speaking, and social behaviour.</p>	 <p><b>Persatuan Dyslexia Malaysia (PDM):</b> Provides specific educational support for dyslexic children. Dyslexia is a reading disorder in children and adults. PDM helps dyslexic children to obtain specialised diagnosis and treatment so that their disabilities may be remedied as early as possible.</p>
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Answer the questions.

Where should this person go to if:	NGO
a. he needs to acquire knowledge and skills to find a job because he is visually challenged?	
b. he has a Down Syndrome child?	
c. her child is autistic?	
d. his child has a problem recognising certain letters such as 'b' and 'd' while reading?	

## GROUP WORK

1. Why are these organisations important?
2. How do you think these NGOs raise funds? How can you assist these NGOs?
3. Research autism, Down Syndrome or dyslexia. Present using PowerPoint.





## Let's revise and write.

Rearrange the sentences to form a good paragraph.

### Sudha Chandran



- She acted in the film, *Mayuri*, which was about her life.
- Sudha Chandran is an Indian. She is one of the most well-known dancers and TV actresses in India.
- She dances using a prosthetic leg. She also turned to acting after the loss of her leg.
- She was awarded Special Jury Award for her performance in the film at the National Film Award in 1986.
- She lost one of her legs in 1981 after a car accident.



## Let's practise.

Write a paragraph on Terry Fox. Include a topic sentence and concluding sentence.

### Terry Fox


- raise money and create awareness - cancer research
- amputee, lost one leg - cancer - 1977
- Terrance Stanley Fox also known as Terry Fox
- fitted - prosthetic leg
- ran across Canada - 1980
- passed away - 1981
- 1999- voted-Canada's Greatest Hero
- Canadian




## GROUP WORK

Choose one of these personalities. Surf the Internet and write a paragraph about him.



 P. V. Narayana Murthy



 Mariappan Perumal





## Let's revise and write.

The pictures below show some of the facilities available for the disabled in our country. Write a five-paragraph composition using the information given. Add an appropriate conclusion.

### Facilities Available for the Disabled

Facilities found at public places

Facilities available for the public transport users

#### Introduction

There are many facilities available for the disabled. These include facilities in public places, transportation, and recreational places.

#### Paragraph 1

Facilities found at public places:

- toilet
- lift
- special pathway for the blind

#### Paragraph 2

Facilities provided in transports:

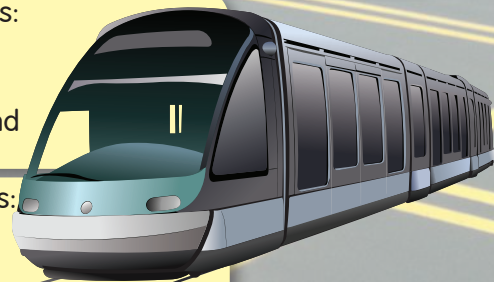
- bus
- light rail transit (LRT)
- commuter stations

#### Paragraph 3

Facilities provided at recreational places:

- ramps
- parking lots

#### Conclusion



3.2.1(a)  
3.2.2(d)



## Let's learn.

Mark Inglis climbed Mount Everest **successfully** in 47 days.

The word in bold is an **adverb of manner**. We use an adverb of manner to describe how an action is done. It tells us more about **verbs** and **adjectives**.

Examples:

Adverb with verb	Idith <b>listens</b> <b>carefully</b> to Encik Hakimi. Verb      Adverb	She <b>fills</b> in the blanks <b>carefully</b> . Verb                      Adverb
Adverb with adjective	The house is <b>very</b> <b>big</b> . Adverb      Adjective	The weather is <b>extremely</b> <b>hot</b> . Adverb      Adjective

Most adverbs end with '-ly'.

Examples:

1. Kamini walks **slowly** into the room.
2. The children clapped **happily** when they saw the clown.

However, some adverbs do not end with '-ly'.

Examples:

1. "Come **straight** home after school," reminded her mother.
2. Encik Hakimi spoke **well**.



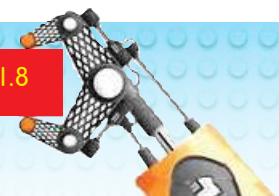
## Let's practise.

Tick the correct sentences.

1	a	He tried hard to score a goal.	
	b	He tried hardly to score a goal.	
2	a	The boys ran fastly.	
	b	The boys ran fast.	
3	a	She crossed the road carefully.	
	b	She crossed the road care.	

Complete the blanks with the correct adverbs.

1. Kamini is a graceful dancer.  
She dances in her performances.
2. They are very polite to their parents.  
They speak to their parents.
3. The man is very angry.  
The man shouted .
4. It is unfortunate I could not meet him as I was too busy.  
 I could not meet him as I was too busy.





## Let's revise and practise.

Type of adverbs	Explanation	Example
Adverb of time	Tells us <b>when</b> something takes place.	<i>yesterday, tonight, tomorrow, later, now, last year</i>
Adverb of place	Tells us <b>where</b> something takes place.	<i>in, outside, nearby, around, everywhere, back</i>
Adverb of frequency	Tells us how <b>often</b> we do something.	<i>often, usually, sometimes, seldom, frequently, rarely, never</i>
Adverb of degree	Used to show <b>how much</b> and <b>to what extent</b>	<i>enough, too, very</i>

Fill in the blanks with the correct adverbs.



never      directly      very      continuously

The sun is an enormous ball of fire that has been shining ..... for many years. We must ..... look at the sun ..... because the sun's rays can be ..... harmful to our eyes.

hard      closely      then      too      yesterday      carefully

I went to the Petrosains ..... I saw a man squeeze an egg without breaking it. He ..... told me to watch him ..... He placed an egg ..... on the palm of his hand. Then he closed his hand. He squeezed the egg gently. The egg did not break. Everyone was curious to know why it did not break. I was anxious, .....



Complete the paragraph with the adverbs given.

beautifully      hard      carefully      too      straight  
 very      perfectly      fast      accurately      usually

Long ago, the craftsmen took a long time to carve chests. They worked ..... day and night. These antique chests had ..... carved lids, sides and legs. They are decorated with nature motifs such as exotic flowers and animals. Some of these chests were made without using any nails. The craftsmen were good at fitting the parts of the chests ..... and .....

Nowadays, chests are ..... mass produced. Even though the factory workers work ..... to meet schedules but they make sure the task is done well. Once the chests are made, they are packed ..... Then they are sent ..... to the furniture shops around the country.

However, antique chests are still ..... popular and have captured the hearts of many antique collectors and other people.



5.1.8

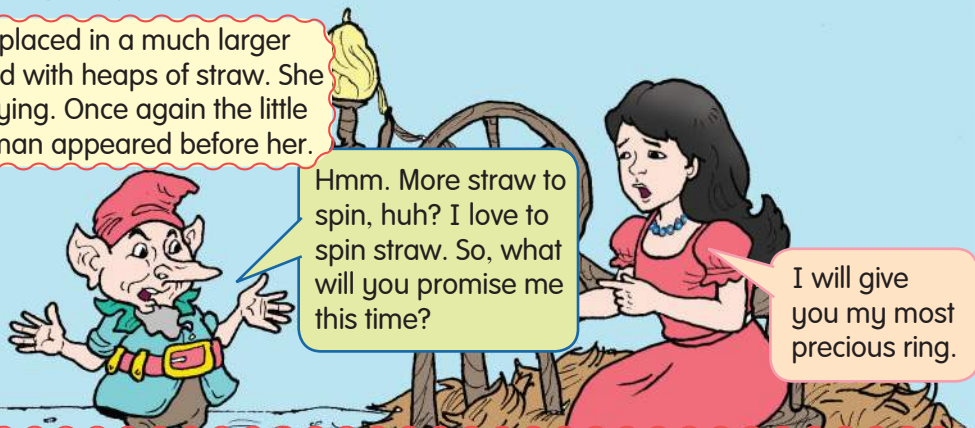


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**Let's read.**

Lisa was placed in a much larger room filled with heaps of straw. She began crying. Once again the little strange man appeared before her.



Hmm. More straw to spin, huh? I love to spin straw. So, what will you promise me this time?

I will give you my most precious ring.

In the morning, the King was amazed to see more gold. He became greedier. He put her in the largest room in the castle. It was full of straw. Lisa would become queen if she spun this final amount of straw into gold. That midnight, Lisa hoped the strange little man would appear, and he did.



I will help you, what will you promise me this time?

Promise me, that if you ever become the queen, you will give me your first born child.

I'm sorry. I have nothing left to give you.

Yes, I promise.

The next day, the King returned, delighted to find the room filled with gold.

Oh, wonderful! You will now be my queen.



**Let's answer.**

1. Why do you think Lisa agreed to give her baby away? Discuss.
2. What would happen if Lisa did not keep her promise?

**GROUP WORK**

The King wants to invite everyone in the kingdom to attend his wedding. Design a wedding invitation card for the King and Lisa.





# Unit 14

# A Ringgit Saved is a Ringgit Earned



Let's talk.

1.



2.



3.



4.



5.



6.



1. What do you see in the pictures above?
2. Why is it important to save money?



1.1.3

133



## Let's listen.

Lee Ann shows her new money box to Asin.



This is my new money box.  
I made it myself.



Wow! That's impressive, Lee Ann! Can you please share with me how to do it?

It's easy, Asin. Get a recycled tub with a plastic lid, a wrapping paper, and a ribbon. First, remove the plastic lid from the tub. Then, draw a narrow rectangular coin slot on the lid and cut the slot to make a hole. After that, cut a piece of wrapping paper and stick it onto the tub. Decorate the tub with a ribbon. Finally, secure the lid onto the tub.

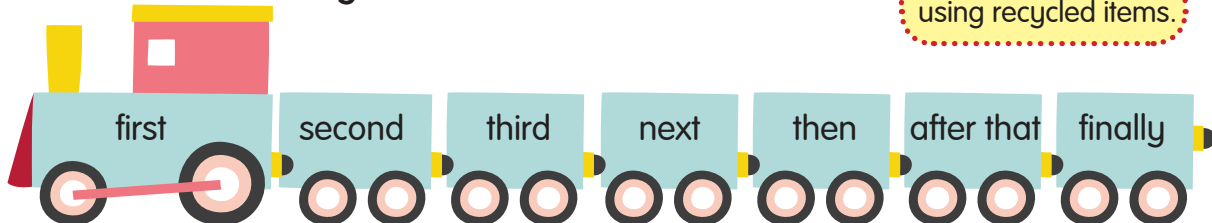
Listen to the instructions and number the pictures in the correct order.



## Let's practise.

Give instructions to make a bag or a pencil case using recycled items.

Use the connectors given below.



Surf the Internet for instructions to make other things using recycled items.





# Let's speak.

You received two flyers from two different supermarkets.

**JIMAT SUPERMARKET**

Children's T-shirt Size (28-30) <b>RM6.99</b>	Boy's Singlet Size (28-32) <b>RM6.99</b>	Girl's Camisole Size (5-12) <b>RM6.99</b>	Children's Active Long Pants Size (5-12) <b>RM7.99</b>
Exercise books <b>RM3.49</b>	Book Wrappers 3 for <b>RM15.00</b>	Coloured Pencils <b>RM3.99</b>	Pencils <b>RM5.00</b>
Backpack <b>RM9.99</b>	School Bag <b>RM29.99</b>	Drinking Bottle <b>RM3.00</b>	Assorted Water Tumbler <b>RM6.99</b>

**CERMAT SUPERMARKET**

<b>Buy RM8</b> -SAVE 1.00	<b>Buy RM10</b> -SAVE 1.00	<b>2 for RM13.99</b>	Exercise Books RM5.99 - RM1.50	Pencils RM6.99 - RM5.90
Backpack <b>RM59.90/each</b>			A4 Expanding Bag with Handle RM15.99 - RM10.00	
Drinking Bottle <b>RM9.90/each</b>			Water tumbler with pouch <b>RM9.90/each</b>	
			Book Wrapper RM5.99 - RM1.80	

You have RM200.00 to spend. You and your three siblings need to buy:

a. water bottles      b. exercise books      c. T-shirts

d. bags                      e. book wrappers

## PAIRWORK



State the amount you will spend and save.

Budget: RM200.00

Supermarket: .....

Items	4 water bottles	4 bags		
Cost				
Total	:			
Balance	:			



# Let's talk.

1. Did your friends make a similar choice as yours? Talk about it.
2. How do you find the experience doing a budget?
3. Why is it important to do a budget?
4. What are the advantages of comparing prices before making a purchase?





## Let's read.

A bank officer is giving a talk to pupils of Sekolah Kebangsaan Tunas Cipta about children's savings account.

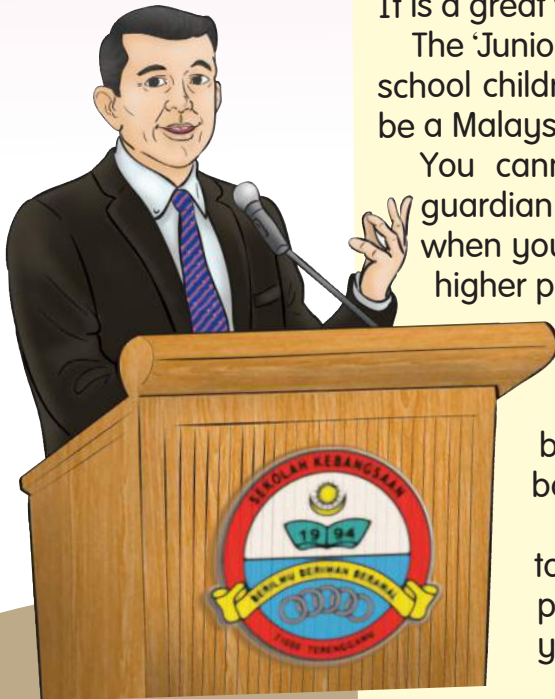
Good morning pupils. I'm Encik Ramzi, from VC bank. Today, I would like to talk to you about our 'Junior Savings Account'. It is a great way to develop the habit of saving money.

The 'Junior Savings Account' is a savings account for primary school children between seven to twelve years old. You must be a Malaysian to open an account.

You cannot open an account yourself. Your parent or guardian must do it for you. You can enjoy earning profits when you save using this account. The more you save, the higher profits you earn.

The good news is you can open an account with only RMI.00. You will also get a recognition card with birthday gifts, discounts at selected book and food outlets, and your very own money box.

I hope you will not miss this golden opportunity to save with us. For those who are interested, please proceed to our booth at the end of the hall. Thank you.



### Answer the questions.

1. Why was the bank officer in the school?
2. What is the minimum amount of money needed to open an account?
3. How would you benefit from opening a 'Junior Savings Account'?
4. Is an exchange student from England eligible to save money in this account? Why?
5. Why did Encik Ramzi say "I hope you will not miss this golden opportunity to save with us"?







## Let's read.

Encik Hakimi is sharing tips on saving money with pupils of 6 Robotics.

The saying 'save for a rainy day' is a good advice to follow. This means that you need to save money for use in times of need. Here are four tips on how you can save money:

### 1. Spend less

- Use public transportation, ride a bicycle or walk to school. This will not only help you save your money, but it will also keep you healthy.
- Avoid buying branded items.
- Bring home-made food to school.

### 2. Shop wisely

- Bring only enough money to pay for the items on your shopping list.
- Compare prices.
- Look for promotional offers or vouchers.
- Buy only things that you need and not what you want.

### 3. Put aside some money

- Practise saving money on a daily basis.
- Save for charity purposes.

### 4. Prepare a budget

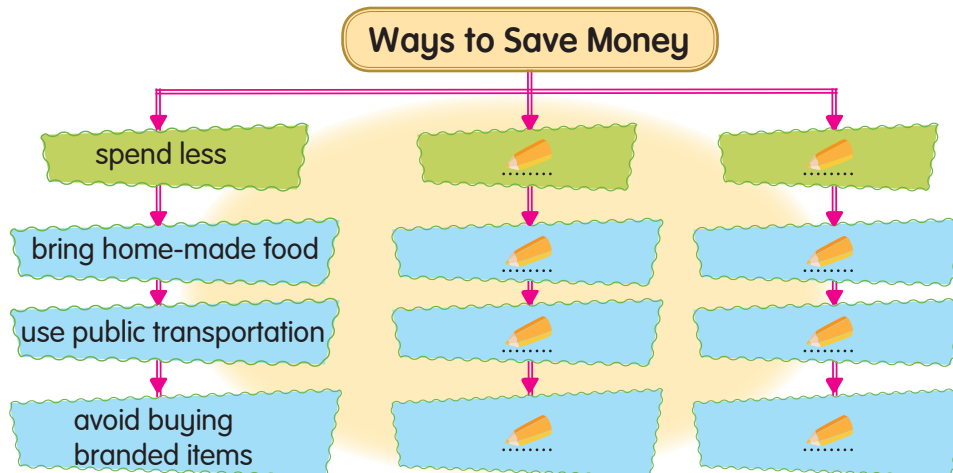
- Keep track of how much you have spent.
- Decide what you want to do with your savings based on short and long term goals.



### Answer the questions.

- What are the benefits of walking or riding a bicycle to school?
- What is the difference between needs and wants?
- 'Bring only enough money to pay for the items on your shopping list'. Do you agree? State your reason.
- List your short and long term goals.

Complete the tree map below on 'Ways to Save Money'.



2.2.3(a)



### Let's write.

There are many ways to earn pocket money. One of them is making handicrafts to sell during Teachers' Day or Canteen Day in your school.



Let's see how a candle stand is made using a plastic bottle.

You need:

- a plastic bottle
- a candle
- glitter dust
- scissors
- glue



1. cut - top - bottle
2. cut - six slits
3. fold - flaps outwards
4. shape - flaps - petals
5. sprinkle - glitter dust - petals
6. put - candle - centre

Write the instructions on how to make a candle stand based on the information given using connectors. Write in neat cursive writing.

## GROUP WORK

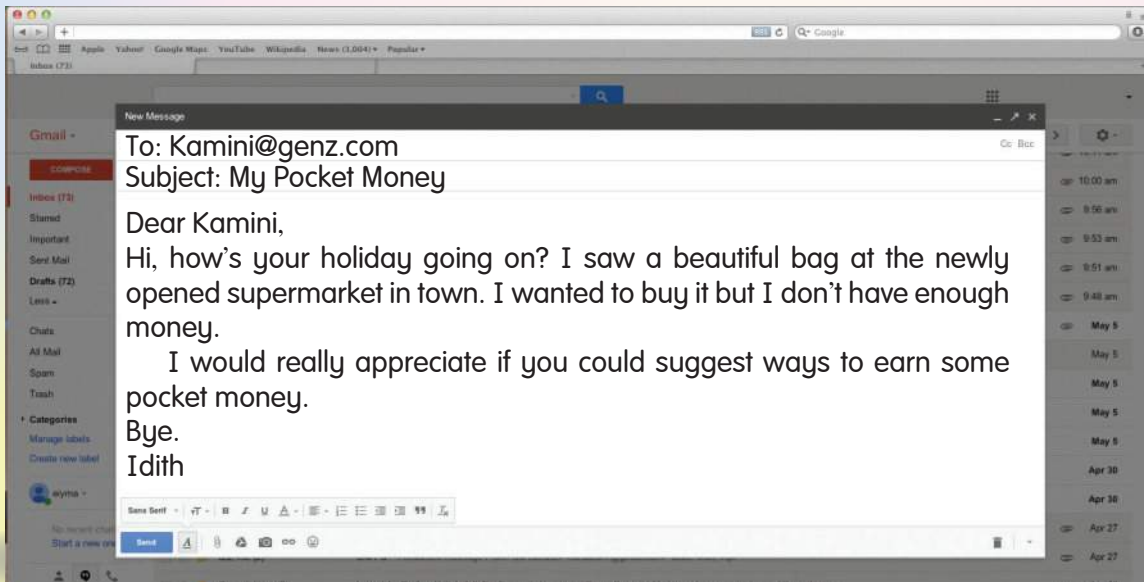
Write a composition on other ways to raise money for a class project.





Let's write.

Idith sends an email to Kamini.



Kamini has suggested four ways to earn pocket money. They are:

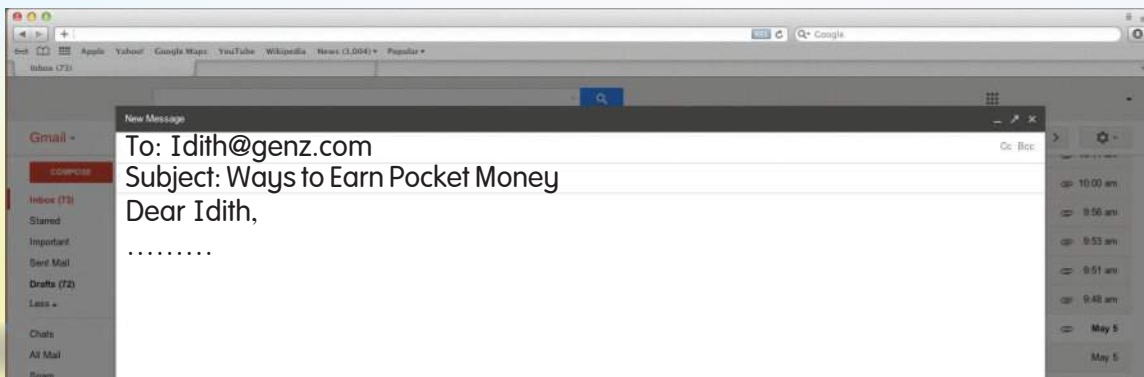
sell handicrafts

bake and sell cookies

sell second-hand items

collect and sell old newspaper, cans, and plastic bottles to recycling centres

Help Kamini to write a reply email to Idith.



3.3.1(b)





## Let's learn.

*Lee Ann has saved RM20.00 a week. (Simple sentence)*

*See how much you have spent and how much you have saved.  
(Compound sentence)*

The sentences above are **simple and compound sentences**.

A simple sentence has only **one independent clause** which contains a **subject (S)** and a **verb (V)**. It may have more than one subject and more than a verb.

Examples:

1. We **bought** tickets to the hockey game. (one subject, one verb)
2. Najmee and Asin **play** futsal every weekend. (two subjects, one verb)
3. Asyura **makes** personalised cards and **sells** them to her friends.  
(one subject, two verbs)

A compound sentence has two or more **independent clauses** joined by a **conjunction (for, and, nor, but, or, yet, so)**.

Examples: a. Faris wants to learn French.

b. Naqib wants to learn Spanish.

Faris wants to learn French **but** Naqib wants to learn Spanish.



## Let's practise.

**Write compound sentences.**

1. a. Asin walks to school every day.  
b. Lee Ann walks to school every day.
2. a. The boys were hungry.  
b. They went to the restaurant to have their lunch.
3. a. Kamini loves to go to the beach.  
b. Kamini loves to build sandcastles.
4. a. Irdina waited for the train.  
b. The train was late.

**Complete the compound sentences correctly.**

Example: *His uncle went to town **and** bought a computer for his son.*

1. I drank a lot of water ..... I was thirsty.
2. Asin was sick ..... he did not go to school.
3. My grandfather is old ..... he still plays tennis.
4. She does not drink tea ..... does she eat cakes.
5. Hockey players always play carefully ..... they still get hurt sometimes.





## Let's learn and write.

Which are compound sentences?

- He has been saving RM3.00 from his pocket money for ten weeks.
- Savings means you will have more money, for you will get profits.
- You will get a free money box.

These sentences describe the picture below. Identify the type of sentences.



1. The lady is arranging flowers.
2. The lady is a florist and she is arranging a table bouquet.
3. The florist arranges the flowers and puts candles on the table.
4. The arrangement is simple yet attractive.
5. The florist did not bring the plates nor glasses for it is brought by the caterer.

Look at the pictures below. Write two simple and two compound sentences for each picture.



## Let's practise.

Write about the advantages and disadvantages of saving money in the money box and in the bank. Use simple and compound sentences.





## Let's read.

A year passed. The King and Queen Lisa had a beautiful child. One day, the little strange man appeared at the palace.



Now, give me what you promised.

No, you must keep to your promise.

No! No! I cannot give you my precious child. Take anything you want, just don't take my child.

Please, you can take as much gold as you want but leave my baby alone. Please, I beg you.

I'll give you another chance. I'll come back in two days. If you can guess my name correctly, you can keep your baby forever.

Ha! Ha! Ha! Keep on guessing. Remember, you've only got until tomorrow. Then your baby's mine!

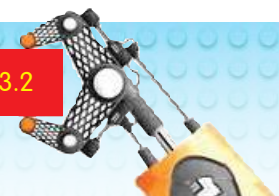
Are you William?  
No no. You must be Joseph.

Then, the little strange man disappeared into thin air.



## Let's answer.

1. How do you think Queen Lisa would discover the little strange man's name?
2. Do you think Queen Lisa will succeed? Why?
3. The little strange man said, "I'll come back in two days." Write a conversation between Queen Lisa and the little strange man when they meet after two days. Then act it out.



# Unit 15

# The Obedient Son



Let's talk.

Hey boy,  
give me the  
basket!

What a lucky  
day! We don't  
have to hunt  
for food.

...?...

1. Describe the characteristics of the people in the picture.
2. What do you think the boy will say?
3. Mimic the dialogue between the boy and the men.

1.1.3

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### Let's listen.

The pupils of 6 Robotics are listening to a part of an ASEAN folklore read by Encik Hakimi.

Mother, don't worry. I've promised father to take care of you.



Oh, Chakri! I'm so proud of you.

Chakri, there is a war. Leave this village and save yourself!



No, mother! Come with me!

We don't have any money. Where can we go?



Mother, we'll make a hut in the jungle and stay there.

Mother, I'm going to find food in the jungle.



Please take care of yourself, Chakri.



### Let's do.

Rearrange the sentences according to the dialogue above.

- A war took place.
- Chakri went into the jungle to find food.
- They stayed in the jungle.
- Chakri's father had died.
- They had no money and place to go.
- They left the village.



### Let's talk.

Retell the story in your own words.







### Let's speak.

Complete the speech bubbles based on the situations given.

1 Chakri's father is on his deathbed.



Dear son, please take care of your mother when I'm not here anymore.

2 Chakri promises his father to take care of his mother.



Oh! Father, .....

3 Chakri tells his mother that he will not leave her in the village.



4 Chakri asks permission from his mother to go and find food in the jungle.



.....



### Let's talk.



What would happen if Chakri had left his mother alone in the village during the war?

Name the types of food that can be found in the jungle.



How can they keep themselves safe from wild animals in the jungle?





## Let's read.

A story has a beginning, middle, and an ending.

### Beginning

In a small village lived Chakri and his old mother. Chakri's father had **passed on** many years ago. They lived from hand to mouth. Despite their poverty, Chakri grew up to be a fine young lad. He was very kind, hardworking, and obedient. He took care of his mother like a gem because it was his promise to his late father.

Unfortunately, a war **broke out**. Chakri's mother asked him to save himself and leave her behind. Chakri refused and he took his mother along with him. However, since they had neither money nor place to go, they had to seek shelter at the edge of a jungle. He built a small hut from bamboo and palm leaves.

It was time for lunch. Both of them were very hungry. Chakri **set off** to the jungle to **look for** food. He went deep into the jungle. ...

### Middle

After walking in the jungle for some time, Chakri **came across** a place where there stood a large tree laden with fruits. He was mesmerised to see the tree.

"Wow! I have never seen a tree full of fruits," said Chakri. He climbed the tree and started plucking them.

After he had plucked enough, he climbed down the tree and separated the ripe fruits from the unripe ones. The ripe fruits were put in one basket for his mother, the unripe in another basket for himself.

On his way home, Chakri **ran into** some robbers, who grabbed him. "Hey boy! What are you doing here?" the gang leader asked.

"I was looking for some fruits," he replied.

"Looking for fruits? Why?" asked the gang leader again.

"I don't have money to buy food. These fruits are the only food I have." Chakri said.

The leader looked at the two baskets.

"Why have you put the ripe fruits in this basket and the unripe ones in that?" the gang leader was curious.



## Ending

“Well, the ripe fruits are for my mother, and the unripe ones are for me,” said Chakri. Now, the robbers understood why the fruits were divided in such a way, and they felt sympathy for him. They realised that he was a good and obedient son who loved his mother dearly.

“Well boy, you are truly devoted to your mother. Here, take this money. Go and buy some food for yourself and your mother,” said the leader.

“Thank you very much but I can’t take the money,” Chakri **turned down** the offer politely.

“Why not?” the leader asked.

“I didn’t do any work for you, how can I take your money?” Chakri replied.

The leader was very shocked to hear Chakri’s words. The leader was very remorseful. He instructed his followers who were carrying their loots to return them at once.

Chakri continued his way home while the leader looked at him with utter admiration.

Guess the meaning of the phrases below. Use a dictionary.

1. passed on

2. broke out

3. set off

4. look for

5. came across

6. ran into

7. turned down

The phrases above are called **phrasal verbs**. A phrasal verb is a verb combined with an adverb or a preposition or sometimes both, to give a new meaning.

Examples:

*carry on* - We will **carry on** the meeting until lunch time.

*set off* - They **set off** for their journey last night.

Construct sentences using the phrasal verbs below.

1. get in

2. turn off

3. jot down

4. dress up

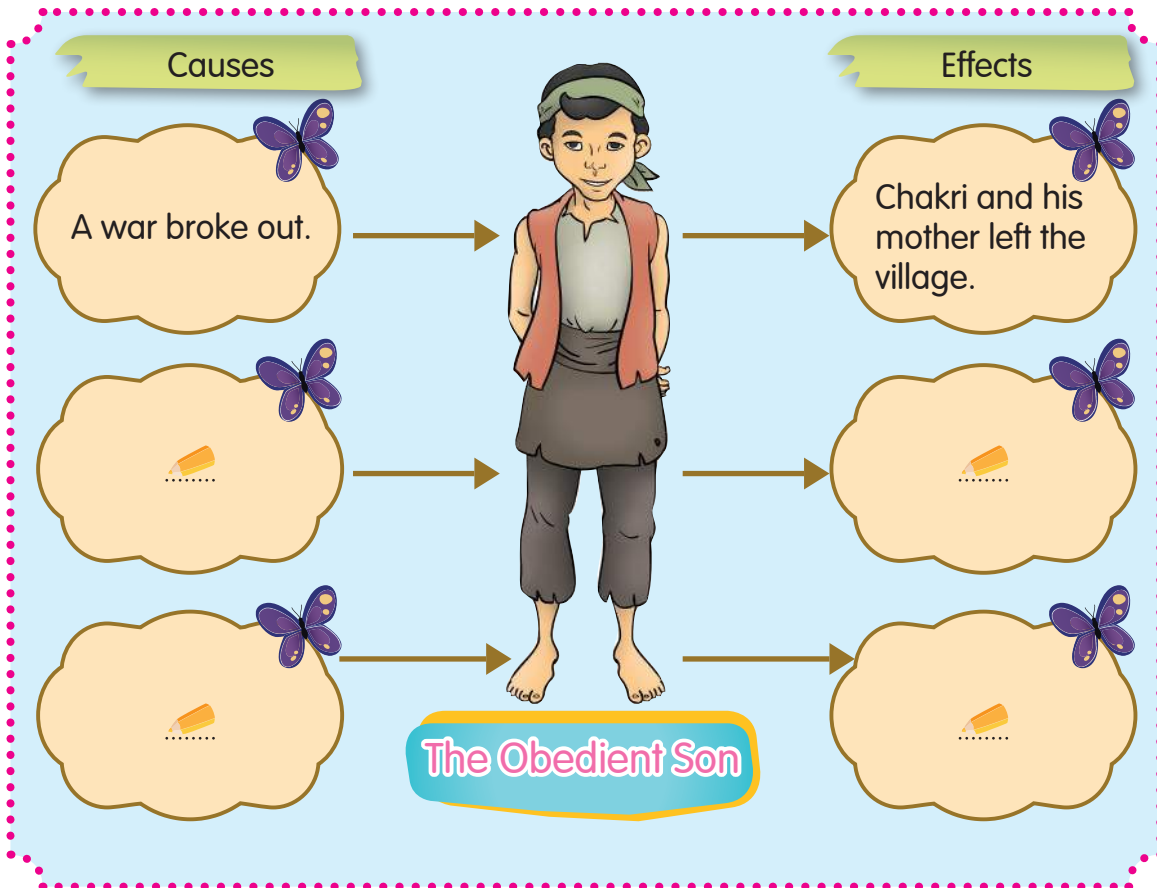
5. stand up

2.3.1(a), 2.2.1(b),  
2.2.4



## Let's read and do.

Read the story again. Complete the multiflow map with events from the story.



Answer the questions.

1. Is Chakri an orphan? State your reason.
2. Why did Chakri and his mother leave their village?
3. Where did they go after leaving their village?
4. What made the robbers to repent?
5. In your opinion, what will the robbers do for a living after this incident?



## Let's discuss.

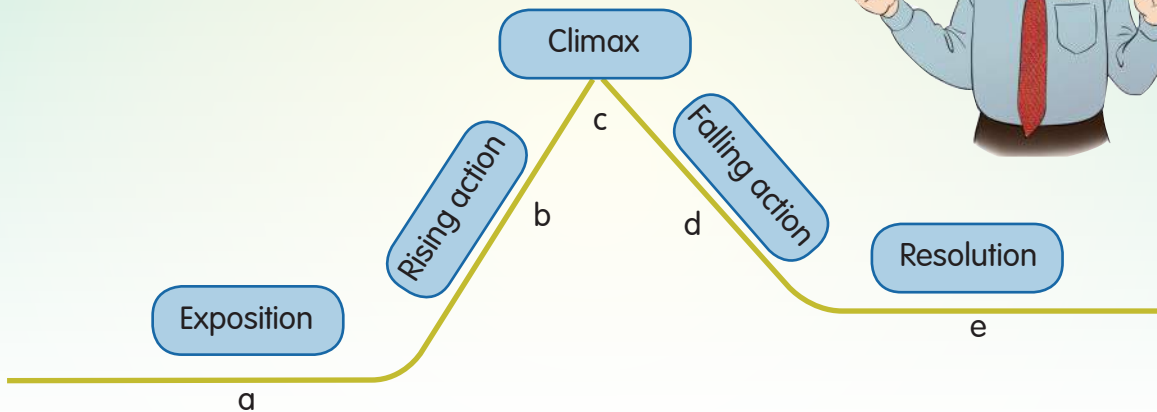
How does being obedient and diligent make a person more successful in life?





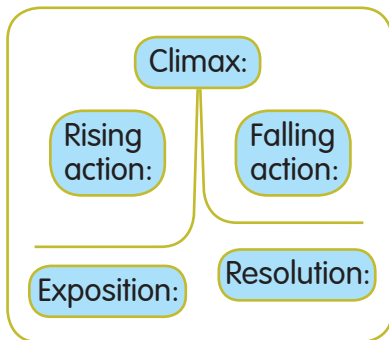
**Let's write.**

A plot is a sequence of events in a story. There are five elements: exposition, rising action, climax, falling action and resolution. Look at the plot structure below.



a	Exposition	It introduces the characters and the setting of the story.
b	Rising action	It tells how the main character encounters trouble or difficulty
c	Climax	It is the most exciting part of the story where there is a major turning point in the plot.
d	Falling action	It tells about the events after the turning point.
e	Resolution	It tells about the final outcome of the story.

**Identify the elements of the plot structure using the information.**



Chakri was confronted by a group of robbers.

Chakri taught the robbers a lesson. They repented.

A war broke out. They fled from the village.

In a village, lived the obedient Chakri and his mother.

They repented and looked up to Chakri.

**GROUP WORK**

Identify the elements of the plot structure for 'Hansel and Gretel'. Write and present your answer in class.





**Let's learn and write.**

Complete the plot structure based on the story 'How the Tiger Got Its Stripes'.

Exposition



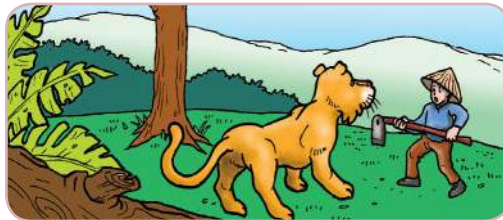
– lived – proud – tiger  
– shiny coat

Rising action



– met – mighty buffalo  
– working for man

Climax



– asked – man – give – wisdom

Falling action



– tricked – tiger – tied – tree

Resolution



– burnt – stripes  
– ashamed – hid – jungle



**Let's do.**

Write out the story in three main paragraphs: beginning, middle, and ending.





## Let's learn.

He instructed his followers **who** were carrying their loots to return them at once.

The sentence above is a **complex sentence**. A complex sentence is a sentence that has **one independent clause** and **one dependent clause**.

An independent clause may be joined to a dependent clause using 'who', 'which', 'whose' or 'whom' to make a complete sentence.

Examples:

1. Chakri looked at his parents **who** were dirty and dressed in rags.

Independent clause	Dependent clause
He looked at his parents	<b>who</b> were dirty and dressed in rags.

2. They hired the man **whom** they interviewed last week.





Independent clause	Dependent clause
They hired the man	<b>whom</b> they interviewed last week.



## Let's practise.

Complete the table.






1. I know the man who wrote the poem.
2. She likes the skirt which is worn by the mannequin.
3. Asin likes the song which won the award last year.
4. She is not sure whose car is parked near her house.
5. I met the woman whom you invited to the party last week.

Independent clause	Dependent clause
	
	



## Let's do.

Fill in the blanks with 'who', 'which', 'whose' or 'whom'.

1. That is the boy  father is a famous artist.
2. The girls work in a factory  manufactures tyres.
3. Asin's brother has a friend  is working in Penang.
4. He married the beautiful lady  we introduced last year.
5. The police found the car  was lost near the mining pool.



5.2.1



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## Let's learn.

However, **since** they had neither money nor place to go, they had to seek shelter at the edge of a jungle.

The sentence above is a **complex sentence**. Subordinating conjunctions are used to make complex sentences. Some examples of subordinating conjunctions are: '**since**', '**before**', '**when**', '**although**', '**if**', '**unless**', '**because**', and '**while**'.

Example:

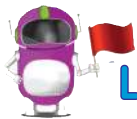
1. Asin's father took him to the cinema **since** it was a holiday.

Independent clause	Dependent clause
Asin's father took him to the cinema	<b>since</b> it was a holiday.

If a dependent clause begins a sentence, you must use a comma at the end of the dependent clause.

2. **Since** it was a holiday, Asin's father took him to the cinema.

Dependent clause	Independent clause
<b>Since</b> it was a holiday,	Asin's father took him to the cinema.



## Let's practise.

Match these sentence parts. Write the sentences. Use a comma where necessary.

1. When the school bell rang

Encik Hakimi checked his car.

2. You should have a rest

although it is raining.

3. I am going out

the children left the classroom.

4. Before leaving for his hometown

if you are tired.

## PAIRWORK

Write five complex sentences based on the story 'The Obedient Son'.





Complex sentences can be written using 'since', 'before', 'when', 'although', 'if', 'unless', 'because', and 'while'.

Complete the sentences below.

1. Before I go to the shop, .....
2. My father will buy the car if .....
3. Since you are paying for my ticket, ...
4. He would not attend the party unless .....
5. Don't forget to take along the umbrella .....
6. If she continues to sleep late every night, .....
7. They can swim in the swimming pool while .....
8. Although he had attended many interviews, .....

## GROUP WORK

Based on the pictures below, write a paragraph using complex sentences.



We went to a camp which was organised by The Scouts last week. ....



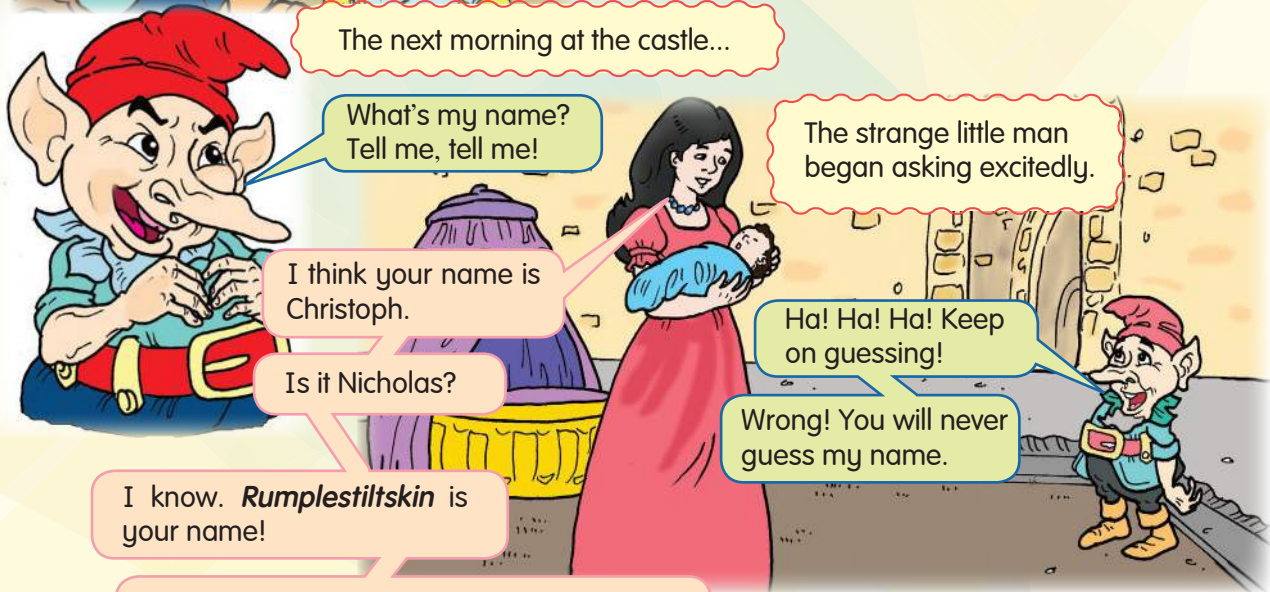
**Let's read.**

Queen Lisa's parents followed the little strange man into the woods. That night, they saw him dancing around a small fire, chanting...



*Wife and family I have none,  
But tomorrow, I'll have the King's own son.  
Tricks and riddles are my game,  
Rumpelstiltskin is my name!*

The next morning at the castle...



What's my name?  
Tell me, tell me!

The strange little man  
began asking excitedly.

I think your name is  
Christoph.

Ha! Ha! Ha! Keep  
on guessing!

Is it Nicholas?

Wrong! You will never  
guess my name.

I know. **Rumpelstiltskin** is  
your name!

Now, you must keep your promise. Leave  
immediately! The child is mine forever!

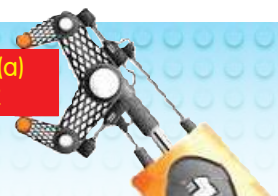
Rumpelstiltskin cried out in rage. He stamped his  
foot never to return again.

Pronunciation-  
*Rumple - stil - skin*

1. How did Queen Lisa discover the little strange man's name?
2. Do you like the ending? Why?

**GROUP WORK**

1. Recite Rumpelstiltskin's chant with action.
2. Act out this scene.



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