

# KUASAI PBD

MODUL PENTAKSIRAN BILIK DARJAH

SPECIAL FOR  
TEACHERS

FORM  
KSSM **1**

ENGLISH



To assist  
Classroom  
Assessment (PBD)



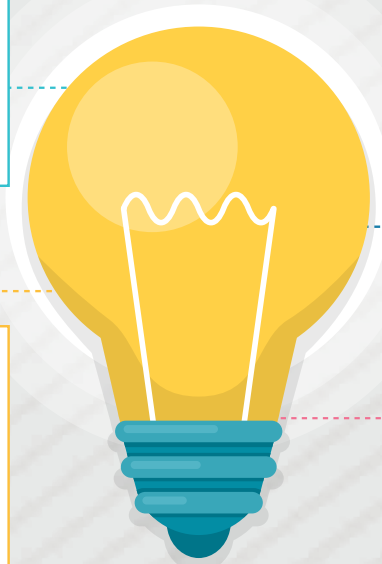
To evaluate  
Formative and  
Summative  
Assessment



To support  
Digital-friendly  
Pembelajaran dan  
Pemudahcaraan (PdPc)



To boost students'  
Performance Level



## FREE PACKAGE FOR TEACHERS

### TEACHER'S EDITION

PRINTED VERSION

- »» Notes
- »» PBD Practices
- »» DSKP-based Practices
- »» UASA-based Practices
- »» Ujian Pertengahan Sesi Akademik (UPSA)
- »» Ujian Akhir Sesi Akademik (UASA)
- »» Answers
- »» Digital Materials

### TEACHER'S DIGITAL RESOURCES

ePelangi+

Varieties of digital contents are specifically prepared to support PdPc for teachers on ePelangi+



EXTRA!  
PdPc  
SUPPORTING  
MATERIALS



Teacher's Edition



Student's Edition

# TEACHER'S EDITION (Printed Version)

**A Contents**  
Contents include cross references of digital resources in the book.

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**B Rekod Pentaksiran Murid**  
Table to record students' achievement based on the Performance Level obtained.

**Rekod Pentaksiran Murid** English Form 1

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

**STARTER UNIT: CELEBRATING LIFE (TBL)** Theme: People & Culture

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.1	Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.						
1.1.2	Understand with little or no support specific information and details in simple longer texts on range of familiar topics.						
2.1.1	Ask about and give detailed information about themselves and others.						
2.1.2	Keep interaction going in short exchanges by checking understanding of what a speaker is saying.						
3.1.1	Understand the main points in simple longer texts.						
3.1.2	Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest.						
4.1.1	Give detailed information about themselves and others.						
4.1.2	Use capital, full stops, commas in lists, question marks and speech marks appropriately at discourse level.						
<b>Speaking 2.1, 2.3</b>	2.1.1, 2.3.1	1					
<b>Reading 3.1</b>	3.1.1, 3.2.1	2					
<b>Grammar</b>	Possessive Adjectives	3					
<b>Listening 3.1</b>	3.1.1, 3.1.2	4, 5					
<b>Writing 4.2</b>	4.1.1, 4.2.1	6					
<b>Performance Level (ML)?</b> PL.1 <input type="checkbox"/> PL.2 <input type="checkbox"/> PL.3 <input type="checkbox"/> PL.4 <input type="checkbox"/> PL.5 <input type="checkbox"/> PL.6 <input type="checkbox"/>							

**UNIT 1: WHAT DO YOU LIKE? (TBL)** Theme: People & Culture

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.1	Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.						
1.1.2	Understand with little or no support specific information and details in simple longer texts on a range of familiar topics.						
2.1.1	Ask about and give detailed information in simple longer texts.						
2.1.2	Ask about and describe future plans or events.						
3.1.1	Understand a variety of texts by using a range of appropriate reading strategies to construct meaning.						
3.1.2	Understand specific details information in simple longer texts.						
4.1.1	Give detailed information about themselves and others.						
4.2.3	Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.						
<b>Speaking 2.1</b>	2.1.1, 2.1.3	7, 8					
<b>Reading 3.1</b>	3.1.1, 3.1.2	9					

**C DSKP-based Practices**

- 1 Based on Learning Standard (LS) and Textbook.
- 2 Textbook page references are provided for easy cross-reference.
- 3 Digital Resources like Audio, Video & Info are provided in QR codes.

**UNIT 1** What Do You Like? Theme: People and Culture

**SPEAKING SKILL** DSKP Practice

1.1.1.1 Ask about and give detailed information in simple longer text.

1.1.1.2 Ask about and describe future plans or events.

**A** What do you like doing in your free time? Discuss. (L 1.1.1.1)

I like playing football. I surf the web. I love listening to music.

I like hanging out with my friends. I enjoy writing a blog. I go hiking.

Sometimes we need to use the verbs **go, do** or **play** with your hobbies.

I play badminton. I do gymnastics. I go swimming.

**B** Put the hobbies below under the correct verbs. (L 1.1.1.1)

bowling, football, yoga, rock climbing, musical instruments, board games, gardening, golf, roller skating, shopping, jigsaw puzzles, fishing, embroidery, skipping, computer games.

Go	Do	Play
bowling	jigsaw puzzles	football
fishing	yoga	computer games
rock climbing	embroidery	golf
roller skating	gardening	musical instruments
shopping	skipping	board games

1.1.1.1, 1.1.1.2 PERFORMANCE LEVEL: 1 2 3 4 5 6







## Grammar Notes

Provide supplementary grammar materials to facilitate students' comprehension of particular grammatical concepts.

**GRAMMAR** **GRAMMAR NOTES**

**Simple Past Tense**

Complete the conversation below with the simple past tense.

Adam: (1) Did you attend (attend) the football practice today, Lee?  
 Lee: Yes, I (2) did (do) not. Not many people (3) were (be) there.  
 Adam: Why not? (4) Did you (not go) because (5) it (was) too unwell?  
 Lee: (6) I (was) (sore) for an hour. We (7) didn't (gather) at the carpark as we could not go to the field. Mr Jamal (8) allowed (allow) us (to go) to play chess instead. That (9) was (good) for an hour.  
 The rain finally (10) stopped (stop) and we (11) started (start) on with the football practice for an hour.  
 Adam: Good that you (12) managed (manage) to practise after all.  
 Lee: Ramesh (13) injured (injure) (his) and (14) he (fell) at the field.  
 Adam: Oh dear. Is he badly injured? Did anyone (15) send (send) him to the hospital?  
 Lee: He (16) did not want (not want) to go at first. Mr Jamal (17) insisted (insist) (that) he (18) must (must) (go). Doctor said he needs to rest.  
 Adam: I will visit him tomorrow.  
 Lee: Good, let's go together.

**Correct the underlined errors. Write them in the spaces below.**

16 March 2023  
 It is mum's birthday today. We (1) celebrating her birthday with a simple dinner at home. She did not (2) attended to eat out as she (3) insisting on waiting for my brother who would be coming back from the university next week. Dad and I (4) enjoying her favourite fried noodles. She (5) is delighted with it and (6) said that it (7) is simply delicious. That (8) making dad very happy so tomorrow we are going to have the same menu again! (9) He (10) is still at 10 pm. We (11) are chatting for an hour.

1. celebrated 2. want 3. insisted 4. prepared 5. was  
 6. said 7. was 8. made 9. called 10. chatted



## Audio Tracks (Listening)

Tracks are provided in QR code for Listening skill practices in each Unit.



**LISTENING SKILL**

**Listen and repeat the words.**

Borneo Pigmy Elephant, Proboscis Monkey, Sumatran Rhino, Sunda Pangolin, Malayan Tiger, Orangutan, Black Shrew, Malayan Tapir

**Listen to audio about the endangered animals in Malaysia. Listen and name the animal.**

1. Borneo Pigmy Elephant, 2. Black Shrew, 3. Sumatran Rhino, 4. Orangutan, 5. Proboscis Monkey, 6. Sunda Pangolin, 7. Malayan Tapir

**Listen to a talk on 'Why are Animals Endangered?' and complete the table below.**

A place for them to live, find food and raise their young.	1. <u>habitat</u>
Human activities that destroy their home.	2. <u>mining</u> 3. <u>logging</u> 4. <u>agricultural activities</u>
This helps the crop grow better but kills plants, animals and fish.	5. <u>pesticides</u>
A trash in the waterways that kill sea creatures.	6. <u>plastic</u>



## UPSA

### Summative Assessment

UPSA (in QR code) is included on Contents page.



## UASA

### Summative Assessment

UASA is provided at the end of the book.



## ANSWERS

Complete answers (in QR code) is included on Contents page.



**UJIAN PERTENGAHAN SESI AKADEMIK**

**READING 1 HOUR 30 MINUTES**

**Part 1**

Read the text carefully in each question. Choose the best answer A, B or C for each question, mark the correct answer A, B or C on your answer sheet.

**Part 1**

Put the books sitting life in your cupboard to good use.

**Inspire Child Share A Book**

1. The banner above is to encourage people to  
 A. read to children.  
 B. buy more books.  
 C. donate books.

**SAVE TOOTH Survive Tomorrow**

2. The message above is  
 A. about how to save the future.  
 B. to promote the sale of goods.  
 C. to encourage people to donate.

**LET US SERVE THE PUBLIC**

3. The notice above is  
 A. an order to serve the public.  
 B. to promote the sale of goods.  
 C. to encourage people to donate.

**UJIAN AKHIR SESI AKADEMIK**

**READING 1 HOUR 30 MINUTES**

**Part 1**

Read the text carefully in each question. Choose the best answer A, B or C for each question, mark the correct answer A, B or C on your answer sheet.

**Part 1**

The picture above reminds people not to  
 A. cut grass.  
 B. run ahead of others.  
 C. walk.

**Notes** Why are you late for the project meet, Jenny? You have wasted an hour! For your friend's time wasted to prepare for the meet for presentation?  
 Jenny: It's not so easy when I get off the bus, I meet a friend. Then, as I was waiting I saw another friend. About the presentation, I was coming to that. Well you see, for to be effective, we should be late.

**Notes** Jenny, please don't be late about the bus. The early didn't have much time before the deadline.

**WELCOME**

3. You are advised to do the following except  
 A. lock your vehicle.  
 B. remove your car from the area.  
 C. keep all belongings in the car boot.

**ANSWERS Unit 1**

**UPSA**

**Reading**

Go	Do	Play
hockey, fishing, rock climbing, roller skating, shopping	Japan, football, photography, shopping	golf, musical instruments, board games

**Reading**

1. inspired on each.  
 2. save  
 3. tooth and white.  
 4. save  
 5. car  
 6. wait  
 7. wait  
 8. wait  
 9. wait  
 10. wait

**UASA**

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

**ANSWERS**

**Listening**

1. habitat  
 2. mining  
 3. logging  
 4. agricultural activities  
 5. pesticides  
 6. plastic

On the  platform, teachers who adopted the Kuasai PBD KSSM series are given one year exclusive access to TE-i and Extra PdPc Teaching Aid:







## 1 What is ?

TE-i is the digital version and online interactive KUASAI PBD Teacher's Edition. This version will optimise technology use in teaching, maximise PdPc benefits and encourage a fun and enjoyable atmosphere in the classroom.




## Sample Pages

### Support Tools provided:

-  Pen
-  Sticky Note
-  Unit Converter
-  Ruler
-  Calculator
-  Bookmark

Click QR code to access the materials such as Video, Tutorial Videos, Gamification Quiz and UPSA.

Choose page display (single/double page) through **Setting**.

Click  button to show or hide answers during PdPc.

## 2 EXTRA PdPc SUPPORTING MATERIALS!

The following teaching and Learning materials can be downloaded on **ePelangi+** platform.

### Teaching Materials

- e-RPH (Microsoft Word)
- Teacher's Edition pdf
- Interactive PowerPoint
- PAK-21
- Civic Literacy

### Learning Materials

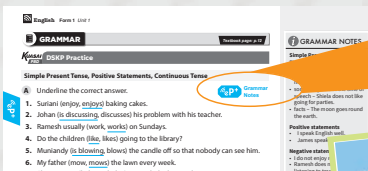
- Extra Practices
- Question Banks UASA

Can be downloaded



Extra PdPc supporting materials are tagged on pages in Teacher's Edition with the **eP+** icon.

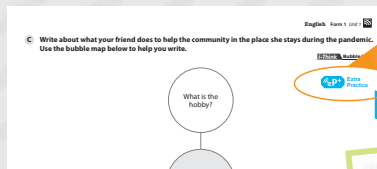
## EXAMPLES OF PAGES IN TEACHER'S EDITION WITH BONUS PdPc MATERIALS



**eP+** Notes

### ➤➤ Notes

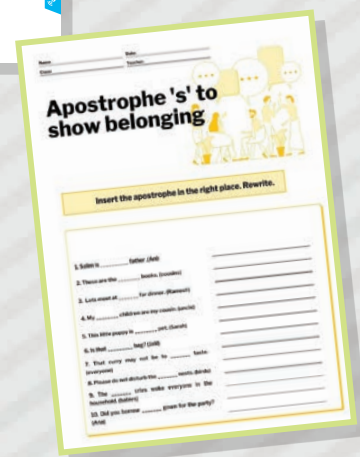
Concise grammar and extra notes presented in colourful graphics



**eP+** Extra Practices

### ➤➤ Extra Practices

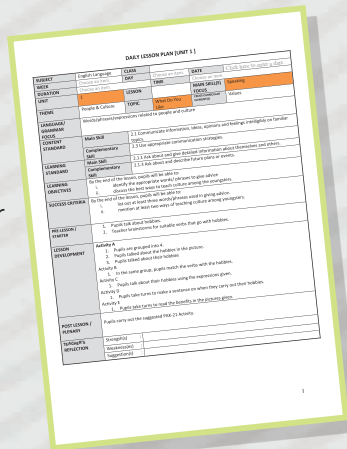
Reinforcement exercise based on units



### ➤➤ eRPH

(downloadable & editable)

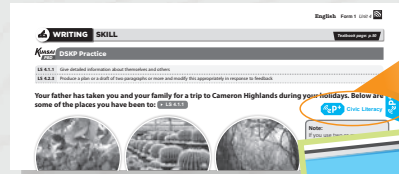
Suggested activities for teachers to plan daily PdPc sessions in line with the PBD Module activities of this book





### PAK-21 Activities

Various types of activities and project-based learning in imparting good values to students



### Civic Literacy

Learning activities that develop creativity, critical thinking, team work and communication skills



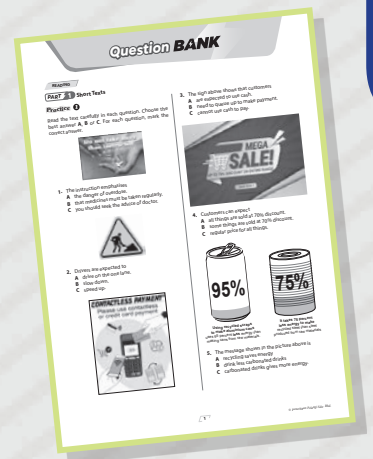
### Interactive PowerPoint

PPT slides are available to complement and reinforce related topics



### Question Bank

Extra UASA-based practices



How do I access ePelangi+ materials?

#### STEP 1

##### REGISTER ACCOUNT

For new ePelangi+ users, scan the QR code below or visit plus.pelangibooks.com to create a new account.

Check the registered email and click the link given to activate your account.

#### STEP 2

##### ENROLMENT

Log in to the ePelangi+ account. Search for book titles at Primary SK [Full Access].

Enter Enrolment Key to enrol.

Please contact Pelangi Representative to get Enrolment Key.

#### STEP 3

##### ACCESS DIGITAL RESOURCE

Click the material to download or play.



\* Pelangi representative contact list is provided on page TE8.

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# PELANGI

Books Gallery

## GALERI PAMERAN ONSITE & ONLINE

### Bangi

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Kawasan Perusahaan Bangi,  
Bandar Baru Bangi, 43650 Bangi, Selangor.

### Johor Bahru

66, Jalan Pingai, Taman Pelangi,  
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PROGRAM PELANGI TERKINI



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## ►► UASA-BASED PRACTICES


### Reading

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**Answers** 



<https://qr.pelangibooks.com/?u=KuasaiPBDEngF1Ans>

**UPSA** 



<https://qr.pelangibooks.com/?u=KuasaiPBDEngF1UPSA>

**Tapescript** 



<https://qr.pelangibooks.com/?u=KuasaiPBDEngF1Tapescript>

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

Form: \_\_\_\_\_

### STARTER UNIT: CELEBRATING LIFE (TBL) Theme: People & Culture

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<p>1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.                      1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics.                      2.1.1 Ask about and give detailed information about themselves and others.                      2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying.                      3.1.1 Understand the main points in simple longer texts.                      3.2.1 Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest.                      4.1.1 Give detailed information about themselves and others.                      4.2.1 Use capitals, full stops, commas in lists, question marks and speech marks appropriately at discourse level.</p>							
Speaking 2.1, 2.3	2.1.1, 2.3.1	1					
Reading 3.1	3.1.1, 3.2.1	2					
Grammar	Possessive Adjectives	3					
Listening 1.1	1.1.1, 1.1.2	4, 5					
Writing 4.1	4.1.1, 4.2.1	6					
Performance Level Unit 1 <span style="float: right;">PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/></span>							

### UNIT 1: WHAT DO YOU LIKE? (TBL) Theme: People & Culture

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<p>1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.                      1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics.                      2.1.1 Ask about and give detailed information in simple longer text.                      2.1.3 Ask about and describe future plans or events.                      3.1.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning.                      3.1.2 Understand specific details information in simple longer texts.                      4.1.1 Give detailed information about themselves and others.                      4.2.3 Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.</p>							
Speaking 2.1	2.1.1, 2.1.3	7, 8					
Reading 3.1	3.1.1, 3.1.2	9					
Grammar	Simple Present Tense, Positive Statements, Continuous Tense	10					
Listening 1.1	1.1.1, 1.1.2	11					
Writing 4.2, 3.1	4.2.3, 3.1.2	12, 13					
Performance Level Unit 1 <span style="float: right;">PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/></span>							

### UNIT 2: FACT OR FICTION? (TBL) Theme: People & Culture

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<p>1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.                      1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics.                      2.1.4 Explain and give reasons on simple advice.                      2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying.                      2.4.1 Narrate short stories, events and experiences.                      3.1.1 Understand the main points in simple longer texts.                      3.1.2 Understand specific details and information in simple longer texts.                      3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words by context.                      4.1.1 Give detailed information about themselves and others.</p>							

<b>Speaking 2.1, 2.3, 2.4</b>	2.1.4, 2.3.1, 2.4.1	<b>14</b>					
<b>Reading 3.1</b>	3.1.1, 3.1.2, 3.1.3	<b>15, 16</b>					
<b>Grammar</b>	Simple Past Tense	<b>17</b>					
<b>Listening 1.1</b>	1.1.1, 1.1.2	<b>18</b>					
<b>Writing 4.1</b>	4.1.1, 3.1.2	<b>19 – 20</b>					
<b>Performance Level Unit 2</b>		PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

<b>UNIT 3: WILD WEATHER (TBL)</b>		<b>Theme: Health &amp; Environment</b>					
<b>Content Standards</b>	<b>Learning Standards</b>	<b>Pages</b>	<b>SoW</b>	<b>Week</b>	<b>Date</b>	<b>PL</b>	<b>Teacher's Signature &amp; Date</b>
<p>1.1.5 Understand more complex supported questions.            1.1.6 Understand with support simple longer narratives on a wide range of familiar topics.            2.1.1 Ask about and give detailed information about others.            2.3.2 Agree on a set of basic steps needed to complete extended classroom tasks.            3.1.2 Understand specific details and information in simple longer texts.            3.1.3 Guess the meaning of unfamiliar words from clues provided.            4.1.2 Describe future plans or events.            4.1.3 Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.</p>							
<b>Speaking 2.1, 2.3</b>	2.1.1, 2.3.2	<b>21</b>					
<b>Reading 3.1</b>	3.1.2, 3.1.3	<b>22</b>					
<b>Grammar</b>	Past Continuous Tense	<b>23</b>					
<b>Listening 1.1</b>	1.1.5, 1.1.6	<b>24</b>					
<b>Writing 4.1</b>	4.1.2, 4.1.3	<b>25 – 26</b>					
<b>Performance Level Unit 3</b>		PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

<b>UNIT 4: LIFE ON EARTH (TBL)</b>		<b>Theme: Health &amp; Environment</b>					
<b>Content Standards</b>	<b>Learning Standards</b>	<b>Pages</b>	<b>SoW</b>	<b>Week</b>	<b>Date</b>	<b>PL</b>	<b>Teacher's Signature &amp; Date</b>
<p>1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.            1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics.            2.1.1 Explain and give reason for simple advice.            2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying.            2.4.1 Narrate short stories, events and experiences.            3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context.            3.2.1 Read and enjoy fiction / non-fiction and other suitable print and digital text of interest.            4.1.1 Give detailed information about themselves and others.            4.2.3 Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.</p>							
<b>Speaking 2.1, 2.3, 2.4</b>	2.1.1, 2.3.1, 2.4.1	<b>27</b>					
<b>Reading 3.1, 3.2</b>	3.1.3, 3.2.1	<b>28</b>					
<b>Grammar</b>	Comparatives and Superlatives	<b>29</b>					
<b>Listening 1.1</b>	1.1.1, 1.1.2	<b>30</b>					
<b>Writing 4.1, 4.2</b>	4.1.1, 4.2.3	<b>31</b>					
<b>Performance Level Unit 4</b>		PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

<b>UNIT 5: LET'S EXPERIMENT (TBL)</b>		<b>Theme: Science &amp; Technology</b>					
<b>Content Standards</b>	<b>Learning Standards</b>	<b>Pages</b>	<b>SoW</b>	<b>Week</b>	<b>Date</b>	<b>PL</b>	<b>Teacher's Signature &amp; Date</b>
<p>1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics.            1.1.4 Understand longer sequences of supported classroom instructions.            2.1.2 Agree on a set of basic steps needed to complete extended classroom tasks.            2.3.2 Ask about and express rules and obligations.            3.1.2 Understand specific details and information in simple longer texts.            3.1.4 Use with some support familiar print and digital resources to check meaning.            4.2.2 Spell most high frequency words accurately in independent writing.            4.2.3 Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.</p>							
<b>Speaking 2.1, 2.3</b>	2.1.2, 2.3.2	<b>32</b>					

Reading 3.1	3.1.2, 3.1.4	33, 34					
Grammar	Will and Won't	35					
Listening 1.1	1.1.2, 1.4.4	36					
Writing 4.2	4.2.2, 4.2.3	37					
<b>Performance Level Unit 5</b>		PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

UNIT 6: ONLINE SHOPPING (NTBL)			Theme: Consumerism & Financial Awareness				
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<p>1.1.6 Understand with support longer simple narratives on a wide range of familiar topics.            2.1.1 Ask about and give detailed information about themselves and others.            2.1.4 Explain and give reasons for simple advice.            2.3.1 Keep interaction going in short exchanges.            3.2.1 Read and enjoy fiction - non-fiction and other suitable print and digital text of interest.            4.1.5 Connect sentences in two paragraphs or more using basic coordinating conjunctions and reference pronouns.            4.2.2 Spell most high frequency words accuracy in independent way.</p>							
Speaking 2.1	2.1.1, 2.3.1	38, 39					
Reading 3.2	3.2.1	40					
Grammar	A, An, Some, Any	41					
Listening 1.1	1.1.6, 2.1.4	42, 43					
Writing 4.1, 4.2	4.1.5, 4.2.2	44					
<b>Performance Level Unit 6</b>		PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

UNIT 7: TECHNOLOGY THEN AND NOW (NTBL)			Theme: Science & Technology				
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<p>1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics.            1.1.4 Understand longer sequences of supported classroom interactions.            1.1.6 Understand with support longer simple narratives on a wide range of familiar topics.            2.1.2 Ask about and give detailed information about themselves and others.            2.3.2 Agree on a set of basic steps needed to complete extended classroom tasks.            3.1.2 Understand specific details and information in simple longer texts.            3.1.4 Use with some support familiar, print and digital resources to check meaning.            3.2.1 Read and enjoy fiction / non-fiction and other suitable print and digital.            4.1.3 Narrate factual and imagined events and experiences.            4.2.2 Spell most high frequency words accurately in independent writing.            4.2.3 Produce a plan or draft two paragraphs or more and modify this appropriately in response to feedback.</p>							
Speaking 2.3, 2.1	2.1.2, 2.3.2	45					
Reading 3.1, 3.2	3.1.2, 3.1.4, 3.2.1	46, 47					
Grammar	Adverbs	48					
Listening 1.1	1.1.2, 1.1.4, 1.1.6	49					
Writing 4.1, 4.2	4.1.3, 4.2.2, 4.2.3	50, 51					
<b>Performance Level Unit 7</b>		PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

UNIT 8: SAVE THE PLANET (NTBL)			Theme: Health & Environment				
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<p>1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics.            1.1.4 Understand longer sequences of supported classroom instructions.            2.1.4 Explain and give reasons for simple advice.            2.3.2 Agree on a set of basic steps needed to complete extended classroom task.            3.1.2 Understand specific details and information in simple longer texts.            3.1.4 Use with some support familiar print and digital resources to check meaning.            3.2.1 Read and enjoy fiction / non-fiction and other suitable print and digital text of interest.            4.1.3 Narrate factual and imagined events and experiences.            4.2.2 Spell most high frequency words accurately in independent writing.            4.2.3 Produce a plan or a draft two paragraphs or more and modify this appropriately in response to feedback.</p>							

Speaking 2.1, 2.3	2.1.4, 2.3.2	52, 53					
Reading 3.1, 3.2	3.1.2, 3.1.4, 3.2.1	54					
Grammar	First conditional	55					
Listening 1.1	1.1.2, 1.1.4	56					
Writing 4.1, 4.2	4.1.3, 4.2.2, 4.2.3	57 – 58					
<b>Performance Level Unit 8</b>		PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

UNIT 9: BE A SMART SHOPPER (NTBL)			Theme: Consumerism & Financial Awareness				
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<p>1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics.</p> <p>1.1.6 Understand with support longer simple narrative on wide range of familiar topics.</p> <p>1.2.1 Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics.</p> <p>2.1.4 Explain and give reasons for simple advice.</p> <p>2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying.</p> <p>2.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and context.</p> <p>3.1.2 Understand specific details and information in simple longer texts.</p> <p>3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context.</p> <p>3.1.4 Use with some support familiar print and digital resources to check meaning.</p> <p>4.1.3 Narrate factual and imagined events and experiences.</p> <p>4.2.2 Spell most high frequency words accurately in writing.</p>							
Speaking 2.1	2.1.4, 2.3.1	59					
Reading 3.1	3.1.2, 3.1.3, 3.1.4	60, 61					
Grammar	Much and many	62					
Listening 1.1, 1.2	1.1.2, 1.1.6, 1.2.1	63, 64					
Writing 4.1, 4.2	4.1.3, 4.2.2, 1.1.6	65					
<b>Performance Level Unit 9</b>		PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

UNIT 10: COLOURFUL MALAYSIA (NTBL)			Theme: People & Culture				
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<p>1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.</p> <p>1.2.1 Guess and meaning of unfamiliar words from clues provided by other known words and by context on familiar topics.</p> <p>2.1.1 Ask about and give detailed information about themselves and others.</p> <p>2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying.</p> <p>2.3.2 Agree on a set of basic steps needed to complete extended classroom tasks.</p> <p>3.1.2 Understand specific details and information in simple longer texts.</p> <p>3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context.</p> <p>3.1.4 Use with some support familiar print and digital resources to check meaning.</p> <p>4.1.3 Narrate factual and imagined events and experiences.</p> <p>4.2.2 Spell most high frequency words accurately in independent writing.</p> <p>4.2.3 Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.</p>							
Speaking 2.1, 2.3	2.1.1, 2.3.1	66					
Reading 3.1	3.1.2, 3.1.3	67					
Grammar	Adjectives	68					
Listening 1.1, 1.2	1.1.1, 1.2.1	69					
Writing 4.1, 4.2	4.1.3, 4.2.2, 4.2.3	70					
<b>Performance Level Unit 10</b>		PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

## What Do You Like?

### SPEAKING SKILL

Textbook page: p.10

#### KUASAI PBD DSKP Practice

LS 2.1.1 Ask about and give detailed information in simple longer text

LS 2.1.3 Ask about and describe future plans or events



Tutorial Video 1



VIDEO TUTORIAL

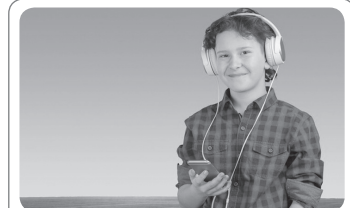
#### A What do you like doing in your free time? Discuss. ▶ LS 2.1.1



I like playing football.



I surf the web.



I love listening to music.



I like hanging out with my friends.



I enjoy writing a blog.



I go hiking.

Sometimes we need to use the verbs **go**, **do** or **play** with your hobbies.

I play badminton.

I do gymnastics.

I go swimming.

#### B Put the hobbies below under the correct verbs. ▶ LS 2.1.3

bowling

football

yoga

rock climbing

musical instruments

board games

gardening

golf

roller skating

shopping

jigsaw puzzles

fishing

embroidery

skipping

computer games

Go	Do	Play
_____ bowling _____	_____ jigsaw puzzles _____	_____ football _____
_____ fishing _____	_____ yoga _____	_____ computer games _____
_____ rock climbing _____	_____ embroidery _____	_____ golf _____
_____ roller skating _____	_____ gardening _____	_____ musical instruments _____
_____ shopping _____	_____ skipping _____	_____ board games _____

LS 2.1.1, LS 2.1.3

**C Turn to your partner and tell her what you like to do in your leisure time.**

You may use the expressions below:

- In my free time I like/go/do/enjoy ...
- In my leisure time I like/go/do/enjoy ...
- I usually enjoy my free time by listening to music.
- When I am free, I like spending time with my families and friends.

**D Add more details by adding words like *sometimes, absolutely, really*. You can also tell your friends how often you do the activities.**



☛ I absolutely love skating. I go skating every weekend.

**Tips**

Speaking Tips: Add more details. You may use the following words: occasionally, once a month, three times a week, on alternate weekends, every Monday

**E A hobby is something that you do for fun or pleasure. Having a hobby can improve the quality of your life. It is a great way to relax while having lots of fun. Picking up a hobby has its benefits.**

**1** A hobby can be a creative outlet.

**2** A hobby can keep your brain engaged.

**3** A hobby can develop your talent.

**4** A hobby can keep you fit and healthy.

**PAK-21 ACTIVITY Round Table**

In groups, discuss the benefits of having a hobby. You may expand the ideas in E or add other points.

- I like painting. (State your hobby)
- I started painting since I was 5 years old. (Say when you began the hobby.)
- My father got me into painting. (Say how you began the hobby.)
- I have been painting for eight years. (Say how long you have had the hobby.)
- I enjoy painting because I feel it is a great way to express myself. (Give reasons why you like the hobby.)

You may use adjectives to describe your experience: *interesting, engaging, difficult, demanding, tiring*.

 **READING SKILL**

Textbook page: p.11

**KUASAI PBD** DSKP Practice

LS 3.1.1 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning

LS 3.1.2 Understand specific details information in simple longer texts

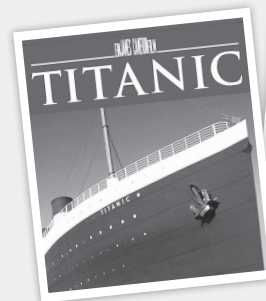
**Read the text and answer the questions that follow.** ▶ LS 3.1.1**Do You Like Movies?**

The first cinemas were opened in the early 1900s. Movies then were recorded on film and were shown to audiences by being run through a projector on reels. Until 1920s movies were silent and were made in black and white. Words on the screen told the important parts of the story and a pianist played music at the same time as the film.

Walt Disney's first cartoon character, Mickey Mouse made its appearance in 1928. This was followed by Donald Duck. In 1937 Disney produced his full-length cartoon films, *Snow White and the Seven Dwarfs*. Films became incredibly popular in America during 1930s and 1940s. This period was known as the golden age of cinema.

*Gone with the Wind* starring Clark Gable and Vivien Leigh, the most popular film of 1939 was the most successful film of all time until *Titanic* appeared in 1997. *Titanic*, starring Leonardo DiCaprio and Kate Winslet was the most expensive film ever made. It was the most expensive film because it used a whopping sum of \$200 million to make. It also made the most money, about \$1.6 billion in its first year.

Does watching films benefit us? Yes, they do. In fact, they give viewers a different perspective of lives of people in other societies. Insights into other people's thoughts, lives, beliefs and culture expand our understanding of life itself.

**Complete the following table.** ▶ LS 3.1.2**Choose no more than three words and/or a number from the text for each answer.**

This was used to show movies in cinemas in early 1900s	1. projector on reels
Movies in the 1900s were	2. silent 3. black and white
The male character of <i>Gone with the Wind</i>	4. Clark Gable
The most successful film after <i>Gone with the Wind</i>	5. Titanic
This is the sum total of ideas, practices, beliefs and social behaviour.	6. culture
Knowing how people think, what they believe in and how they live help to improve this.	7. understanding of life

LS 3.1.1, LS 3.1.2

9

PERFORMANCE LEVEL 1 2 3 4 5 6



**Simple Present Tense, Positive Statements, Continuous Tense**

**A** Underline the correct answer.



1. Suriani (enjoy, enjoys) baking cakes.
2. Johan (is discussing, discusses) his problem with his teacher.
3. Ramesh usually (work, works) on Sundays.
4. Do the children (like, likes) going to the library?
5. Muniandy (is blowing, blows) the candle off so that nobody can see him.
6. My father (mow, mows) the lawn every week.
7. Shawn never (helping, helps) out with the house chores.
8. Min and Eva (walk, walks) to school on most days.
9. Anne (stays, is staying) at the hotel until her house is renovated.
10. I do not (paint, paints) very much these days.
11. Does Shila (quarrel, quarrels) with her siblings at home?
12. Gita sometimes (is playing, plays) the piano when she is in the mood.

**B** Correct the underlined errors. Write them in the spaces below.

From:	neeta@ymail.com
To:	shirley@ymail.com
Subject:	Hobbies

Dear Shirley,

Thanks for your email. I **(1) studying** in SMK Meranti. I do enjoy playing badminton. I am very happy that you have **(2) offer** to join me in the evening. Do you **(3) plays** other games besides badminton?

It would be good if we can meet at the park in my housing estate. Many of my friends **(4) are enjoying** playing badminton. We usually meet at 5 p.m. on weekends and the games **(5) are lasting** an hour.

Do text me if you **(6) are wishing** to join us. I would be glad to introduce you to my friends. We always **(7) are having** a lot of fun playing together. I **(8) participate** in a competition tomorrow. I would be pleased if you can come. The competition **(9) starting** at 8 p.m. I **(10) am hoping** you can come. Bye.

Your friend,

*Neeta*

1.	study	2.	offered	3.	play
4.	enjoy	5.	last	6.	wish
7.	have	8.	am participating	9.	starts
10.	hope				

**i GRAMMAR NOTES**

**Simple Present Tense**

Simple present tense is used to express:

- feelings/thoughts – I enjoy making new friends.
- something true at the time of speech – Shiela does not like going for parties.
- facts – The moon goes round the earth.

**Positive statements**

- I speak English well.
- James speaks French well.

**Negative statements**

- I do not enjoy roller blading.
- Ramesh does not like listening to track music.

**Present Continuous Tense**

This tense is used to talk about something that is:

- happening at the time of speaking – The artist is drawing a portrait of a child.
- temporary – I am joining Carina for dinner tonight.
- Affirmative – I am reading.
- Negative – I am not reading.
- Interrogative – Am I reading?

**Common Mistakes**

- ✓ Do the children enjoy reading?
- ✗ Do the children enjoys reading?
- ✓ Does Irene plant flowers?
- ✗ Does Irene plants flowers
- ✓ I hear somebody singing.
- ✗ I am hearing somebody singing.
- ✓ Sam remembers you.
- ✗ Sam is remembering you.

**Web Link**

For more information on simple present tense and present continuous tense log on to:

<https://www.ecenglish.com/learnenglish/present-simple-and-present-continuous>





## LISTENING SKILL

Textbook page: p.13



## DSKP Practice

LS 1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics

LS 1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics

## A Listen and repeat the words.



TRACK 3

1. surfboards

2. favourite sports

3. wonderful experience

4. surfing

5. donated

## B Listen to the interview and fill in the blanks. ▶ LS 1.1.1



TRACK 4

Interviewer : What is your 1. favourite sports activity?Vincent : I enjoy 2. surfing during my free time.

Interviewer : I understand that you have taken up a hobby that can help people in need. Can you tell us more about it?

Vincent : I was shocked to know that one in five Indonesian children die from drinking dirty water. So, I decided to help raise money to buy water filters. I auctioned off a few 3. surfboards. I joined the Waves for Water Programme. I can enjoy surfing and helping people at the same time. Many people 4. donated money, and with that money, more people can have clean drinking water.

Interviewer : What would you like to tell other children of your age about taking up a hobby?

Vincent : I would like other children to know that it is a 5. wonderful experience to take up a hobby and it is more wonderful if that sports can help others too in one way or another.

## C Listen to the text and circle the correct answer. ▶ LS 1.1.2



TRACK 5

1. What is Vincent's favourite sports?

- A boating  
 B surfing  
 C swimming

2. What does Waves for Water Programme do?

- A They sponsor surfers who are professionals.  
 B They train people to become professional surfers.  
 C They provide clean drinking water to people in need.

3. What did Vincent do?

- A He surfed to raise fund to buy water filtration systems for people in need.  
 B Vincent asked for donations in order to provide people with clean water.  
 C Vincent sponsored artists who like to surf.



## &gt;&gt;&gt; Civic Literacy

**LOVE: Be involved in humanitarian projects**

In Track 5, what humanitarian project was Vincent involved in? How did the project help people? What kind of projects have you taken part in that helped people? Share your experience with your friends.

**KUASAI PBD DSKP Practice**

LS 4.2.3 Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback

LS 3.1.2 Understand specific details and information in simple longer texts

Volunteering and service to the community is important during a pandemic. Social distancing does not mean social isolation. Social isolation means a state where one has lost contact in the society. We can still do something of value to help others while keeping a safe distance. Social distancing should not prevent us from contributing to the society.

Study the pictures below.

**PROMOTE HEALTHY BEHAVIOUR**

**YOUTH  
CAN  
HELP**



**Prepare food**



**Face masks**



**Old folks**



**Community projects**



**Say no to fake news**



**Promote healthy behaviour**

**A Write down ways in which youth can help the community during a pandemic.**

1. Help to prepare food for people who are in need in the neighbourhood.
2. Make and donate face masks.
3. Help old folks in the neighbourhood who are staying on their own.
4. Take part in community projects in the neighbourhood.
5. Help to prevent the spread of fake news by not passing on unauthorised news received.
6. Send messages to cheer up others who may feel isolated.

**B Read what Anida does to help the community during the pandemic.** ▶ LS 3.1.2

Hello, I am Anida. I am 13 years old and currently am studying in SMK Eco Garden. Though I am not able to attend school as was the norm, I make sure that I attend all the online classes that have been arranged by the teachers.

Being locked down however doesn't stop me from taking up any volunteering activities. I try to contribute to the community in any small way that I can. I often ask my parents for their support. One of the things I do is to help my parents cook and send food to an elderly couple who are staying on their own. I will call them on their phone to tell them that we are sending meals to them and would leave them at their door step.

Making videos is a new hobby I have picked up during the pandemic. My sister and I would create videos to cheer up friends whom we know are very stressed out during the pandemic. Helping the community in any small way we can help to bring cheer to others and ourselves.

Paragraph 1: Introduce yourself.

Paragraph 2: Describe what you do to help the community where you live.

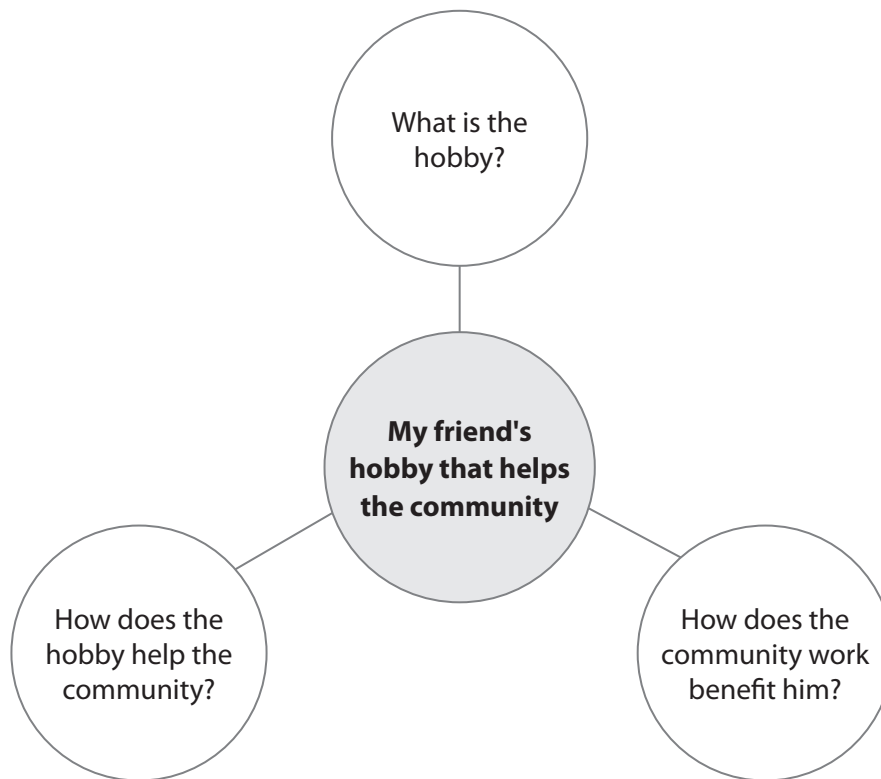
Paragraph 3: Include another activity that you do to lift your spirit as well as help others. Write a concluding statement to say why it is important to help others.



- C** Write about what your friend does to help the community in the place she stays during the pandemic. Use the bubble map below to help you write.

**i-Think** Bubble Map

**eP+** Extra Practice



- D** In about 90 words write about what your friend does to help others during the pandemic. You may use the essay in Exercise B to help you. Write in three paragraphs. ▶ LS 4.2.3

My friend \_\_\_\_\_ (name) puts his creativity into good use \_\_\_\_\_ (when?). He joins his friends in a community project to \_\_\_\_\_ (state the activity).

The youths meet online to discuss how to make the masks. These \_\_\_\_\_ (name the items made) are then collected and sent to the \_\_\_\_\_ (who). Besides this, \_\_\_\_\_ (name another activity that he does) and sends them to people who are suffering from the illness.

Roie Han says doing this \_\_\_\_\_ (What does he feel about doing the charity work?). It makes good sense to help one another during this difficult time.

# UNIT 10

## Colourful Malaysia

### SPEAKING SKILL

#### KUASAI PBD DSKP Practice

LS 2.1.1 Ask about and give detailed information about themselves and others

LS 2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying

Study the pictures and discuss with your partner. Complete the sentences with suitable words.

### Things people do on special occasions



1 During Chinese New Years the Chinese usually dress in red to bring good luck.



2 Every year in the month of Ramadan, Muslims fast from early morning till evening.



3 During Christmas, Christians often visit and give presents to one another.



4 During Diwali, Indians light up their homes with oil lamps and colourful lights.



5 During Kaamatan people in Sabah organise dances and cultural activities to give thanks for their harvest.



6 On Valentine day, people give presents and cards for their loved ones.



7 On birthdays, Chinese often serve red eggs and longevity noodles.



8 During Songkran or water festival in Thailand, people splash water on each other.



9 During Loy Krathong or Lantern Festivals, people in Thailand release floating lanterns into water way for good luck.

#### PAK-21 ACTIVITY Gallery Walk

Find out about celebrations in other parts of South East Asia. Present your information in charts and pictures.

LS 2.1.1, LS 2.3.1

 **READING SKILL****KUASAI PBD** DSKP Practice

LS 3.1.2 Understand specific details and information in simple longer texts

LS 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context

Read the text and answer the questions that follow. ▶ LS 3.1.2

## THE MANY COLOURS OF MALAYSIA



There is no better time to see Malaysia as a whole than during the month of May and June. This is when the whole country comes alive with music, rhythm, colours and a spectacular show of the individual diverse customs, arts and culture.

During the month-long celebration Colours of Malaysia, or Citrawarna, the whole of Malaysia will be on parade. It is a celebration of the beauty of Malaysia's individual customs and practices. It is the time when one can experience the food, language, culture and arts come together in one festive celebration. In this fun-filled celebration, we can get a closer view of the Malay, Chinese, Indian, Kadazan, Dusun and Iban people and their uniquely different customs.

The first celebration was showcased in 1999 and since then, it has become a major tourism event bringing thousands of visitors from near and far. It attracts not only foreigners but also locals. Food village is set up where visitors can try authentic dishes from various ethnic groups. There are also souvenir stalls for those who want to take home a souvenir or two. Vibrant and fun are some of the words to describe the unique festival.

It is a festival where Malaysians from all walks of life come together. Students from schools and institutions, government and non-government agencies showcase everything Malaysia has to offer.

(Adapted from : <http://www.wonderfulmalaysia.com/attractions/colours-of-malaysia.htm>)

**A Find the meaning of the words.**

1. spectacular – impressive      2. authentic – genuine      3. vibrant – exciting

**B Answer no more than three words and /or a number from the text for each answer.** ▶ LS 3.1.2

- Colours of Malaysia is a month-long celebration.
- It is a festival where one can see the customs and practices of diverse cultures.
- Colours of Malaysia was first celebrated in 1999.
- There are food stalls where people can sample authentic dishes from different cultures.
- People from all walks of life come together to make the festival a success.

**C Complete the table below with a word from the text.** ▶ LS 3.1.3

Meaning	Word
1. Only one of its kind	<u>unique</u>
2. Very different from each other and of various kinds	<u>diverse</u>

**>>> Civic Literacy****Mutual Respect: Show spirit of unity**

The reading text above showcases the spirit of unity among the different races in Malaysia. The event highlights that we must always appreciate peace and unity among the different races. In groups, discuss other events that show the spirit of unity. Present your information in charts and put them up in your class bulletin board.

**GRAMMAR**








**KUASAI PBD DSKP Practice**

**Adjectives**

**A** Study the pictures. Write the correct adjectives.



happy expensive thick hardworking round huge hungry fragrant

1.  <u>hardworking</u>	2.  <u>huge</u>	3.  <u>thick</u>	4.  <u>hungry</u>
5.  <u>happy</u>	6.  <u>fragrant</u>	7.  <u>round</u>	8.  <u>expensive</u>

**B** Put the adjectives in the correct order.

- My mother will be buying a light green, Italian, leather sofa.  
(leather/light green/Italian)
- Whose splendid, red, sport car is parked outside our house?  
(red/sport/splendid)
- I will take care of your naughty, fat, Persian cat when you go for holidays.  
(Persian/naughty/fat)
- Can you call up your funny, old, Singaporean friend?  
(Singaporean/old/funny)
- I have ordered a tasty, light, English breakfast for myself.  
(light/English/tasty)
- This is the amazing, young, Turkish lecturer I talked about.  
(young/Turkish/amazing)
- Will you get me a small, oval, black table when you go shopping?  
(oval/black/small)
- I enjoyed listening to soothing, Chinese, flute music.  
(Chinese/flute/soothing)

**i GRAMMAR NOTES**

**Adjectives** are words that modify a noun or a pronoun.

Wen is a **kind** child.

He is **thoughtful** too.

Adjective gives information on:

- an opinion – an intelligent child
- the shape (including size, length, width)
  - small bag
  - fat cat
- colour – a red dress
- size – a huge cupboard
- the age – an old car
- the colour – a red sweater
- the origin – Malay cuisine
- the material – a leather wallet
- the purpose – dining table

If more than one adjective is used, the adjectives should follow the order described above.

**Common Mistakes**

- ✓ I met an old Malay man.
- ✗ I met a Malay old man.
- ✓ Rita is a sweet, teenage, Indian girl.
- ✗ Rita is an Indian teenage sweet girl.
- ✓ All these girls are from my class.
- ✗ These all girls are from my class.
- ✓ You don't have enough people to play netball.
- ✗ You don't have people enough to play netball.
- ✓ I can't afford that expensive handphone.
- ✗ I can't afford that an expensive handphone.

**Web Link**

For more information on adjectives, log into:

<https://exampariksha.com/rules-adjectives-english-study-material-notes/>

**Video**



 **LISTENING SKILL**

**KUASAI PBD** DSKP Practice

LS 1.2.1 Guess and meaning of unfamiliar words from clues provided by other known words and by context on familiar topics  
 LS 1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics

**A Listen and guess the meanings of the words.**

- diverse      cultural practices      martial art      festival      performance

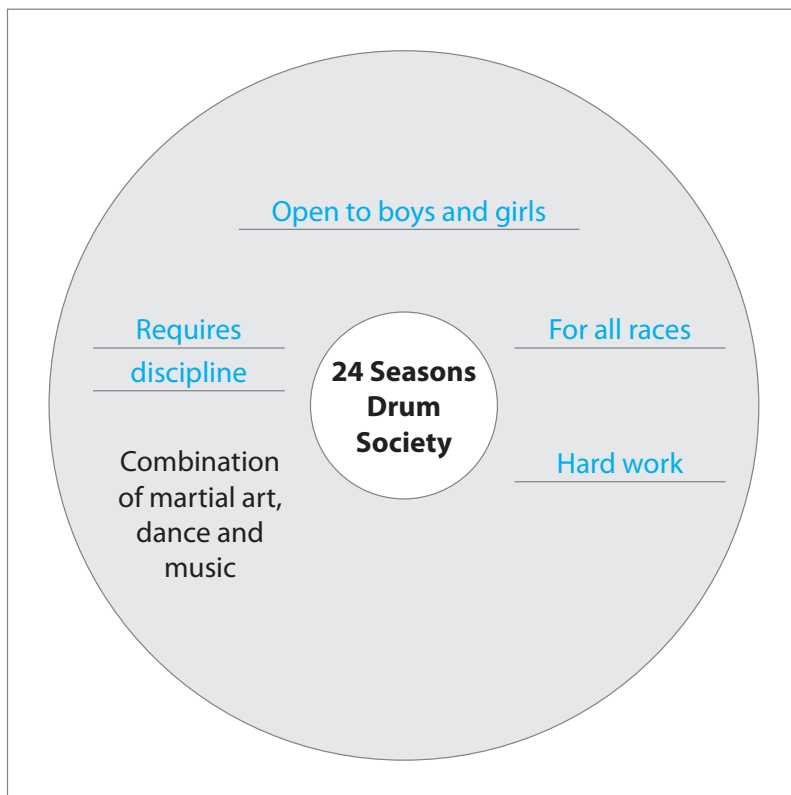


**B Listen to the dialogue and tick (✓) the correct statements.** ▶ LS 1.2.1



1. Suriati is rushing off for her 24 Seasons Drum practice.
2. The 24 Seasons Drum Society has put up a performance on Teacher’s Day.
3. The 24 Seasons Drum Society in Hannah’s school is open to all races.
4. Hannah feels that Malaysians should enjoy diverse cultural practices.
5. Only students who are fit can join the activity.
6. The school team has not been very active.

**C Listen to the text again and complete the circle map on 24 Season Drum Performance.** ▶ LS 1.1.1



**i-Think Circle Map**





**WRITING SKILL**

Textbook pages: Unit 1, p.18

**KUASAI PBD DSKP Practice**

- LS 4.1.3 Narrate factual and imagined events and experiences
- LS 4.2.2 Spell most high frequency words accurately in independent writing
- LS 4.2.3 Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback

**Write an email to your friend about a cultural event that you have witnessed.** ▶ LS 4.1.3 ▶ LS 4.2.2 ▶ LS 4.2.3

In your email, include the following:

- The name of the event
- Information about the event or happening
- Your response to the event
- Your feelings about the event



To:	ana@gmail.com
From:	geetha@gmail.com
Subject:	Let's Celebrate

Dear Ana,

I attended an extremely interesting event last week. It is called the Gawai festival. It is celebrated by the Dayaks of Borneo.

The celebration began on the evening of 31<sup>st</sup> of May. The Ibans in the longhouse started the celebration with a ceremony called Muai Antu Rua that chases away the spirit of bad luck.

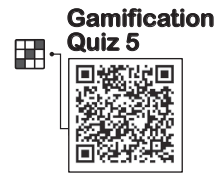
In the evening, a ceremony to thank the gods for the good harvest is performed. The Ibans ask for guidance and blessings. When the ceremony ended, everybody began to dance to the traditional music.

I am glad to have the chance to celebrate Gawai with Juana. We should really learn more about each other's culture. There will be peace on earth.

Your friend,

*Geetha*

- Name of the event
  - Who celebrates the event?
  - When is it celebrated?
- 
- Provide information of the event.
  - Give information on how the event is celebrated.
  - Explain the meaning of the practices.
- 
- Write what you feel about the event and what you have learnt.



# KUASAI

MODUL PENTAKSIRAN BILIK DARJAH

# PBD

FORM  
**1**  
KSSM

**UASA-BASED PRACTICES**

# ENGLISH

## READING

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## WRITING

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## Short Text (MCQs)

## ★ Tips and Techniques

1. Read the question to understand what is asked.
2. There is a total of 8 multiple choice questions.
3. You will be required to study various kinds of reading materials.
4. Study the stimulus carefully. Pay attention to all information found in the stimulus.
5. Some questions test your interpretation of given information.
6. Go through all the options given.
7. Check each option against the information given.

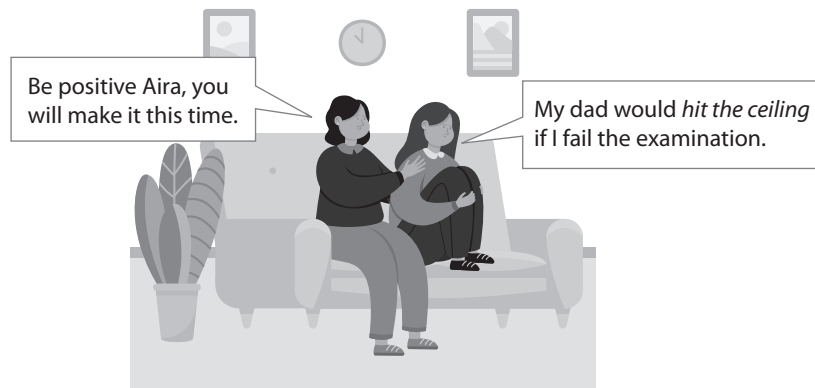


## MODEL QUESTION AND ANSWER

## Part 1

## Questions 1 – 8

Read the text carefully in each question. Choose the best answer **A**, **B** or **C**. For each question, mark the correct answer on the answer sheet.

Tutorial  
Video 5

1. If Aira fails her examination, her dad would be very
  - A positive
  - B shocked
  - C angry

## Comment and Answer

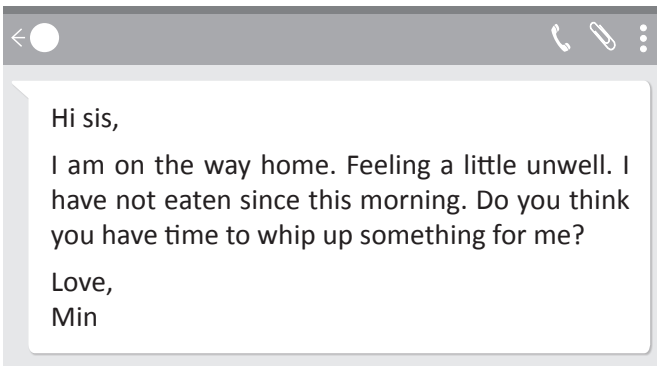
The answer is **C**. This question tests your understanding of the idiom *hit the ceiling*. The idiom means to become extremely angry.

**PRACTICE 1**

Read the text carefully in each question. Choose the best answer **A**, **B** or **C**. For each question, mark the correct answer on the answer sheet.



1. Residents in the apartment are advised to behave in this manner to their neighbours.
- A kind
  - B unruly
  - C considerate



2. Min is asking her sister to
- A give her some encouragement.
  - B cook her something simple.
  - C find a solution.



3. The notice above is to remind vehicle owners
- A not to take unnecessary risks.
  - B avoid parking at this area as it is unsafe.
  - C that the management will not be responsible for any damage or theft.



4. Which of the following activity should you not plan based on the weather forecast?
- A Island hopping
  - B Shopping at the mall
  - C A visit to the museum



5. Which of the following is true of the building?
- A It is uncertain when the building will be open.
  - B It will be opened as usual the next day.
  - C It has closed down.



6. Which of the following is true about the area?
- A You may enter at your own risk.
  - B You are not allowed to be in the area.
  - C You can enter the area with permission.



7. Which of the following is true?
- A You should wear a mask.
  - B You must wear a mask.
  - C You can wear a mask.

PART  
**5**

# Matching (Gapped Text)



## Tips and Techniques

- Read the entire passage once.
- Go through the sentences that have been given for the matching exercise.
- Go back to the passage to read the sentences that come before and after the missing sentences.
- After you have placed the missing sentences, read the passage to see if it makes good sense.

### MODEL QUESTION AND ANSWER

#### Questions 33 – 40

Read the text below. Eight sentences have been removed from the text. For **33 to 36**, choose from the sentences (**A – D**) to fit each gap. For **37 to 40**, choose from the sentence (**E – F**) to fit each gap.

For each question, mark the correct answer (A – H) on your answer sheet.

#### Go Green

Are you doing what you can at home to save the earth? Do you read your email and documents online?

**(33) D** *Reading them online can save many trees from being chopped down.* Look around the house for paper products. **(34) A** *Replace all disposable paper products with recycled paper products.* Commercial household detergents harm the environment. Switch to eco-friendly ones to reduce the toxic chemical that goes into the water. Avoid the urge to dispose of all waste into the dustbin. Sort out your rubbish. **(35) A** *Recyclables should go into the appropriate bins.* Only domestic waste should go into our dustbin. Make some effort to save the earth. **(35) H** *Little things can count a lot.*

- A** Replace all disposable paper products with recycled paper products.
- B** Recyclables should go into the appropriate bins.
- C** Little things can count a lot.
- D** Reading them online can save many trees from being chopped down.

#### Comment and Answer

No.	Answer	Comment
33.	D Reading them online can save many trees from being chopped down.	The sentence that comes before this is a question that asks readers if they read emails and documents online. It follows that the line that comes after is linked to this activity.
34.	A Replace all disposable paper products with recycled paper products.	The statement before this missing sentence is on paper products found in the house. The missing sentence should therefore be on what to do with these products in order to go green.

No.	Answer	Comment
35.	B Recyclables should go into the appropriate bins.	The sentence that comes before the missing sentence is on sorting rubbish. It follows that the missing sentence is on how to sort out appropriately.
36.	C Little things can count a lot.	The missing sentence is ' <i>Little things can count a lot.</i> ' because the paragraph outlines the little effort we can do at home to save the earth.

**MODEL QUESTION AND ANSWER**

**Are Video Games All That Bad?**

Gaming is only bad if gamers become addicted to it. People who plan their time well and play games from time to time may even benefit from it. **(37) F** *Video games do help people to build certain skills.* Most video games have some sort of problems for the players to solve while playing the games. **(38) E** *Players are therefore trained to solve problems while playing the games.* This is a skill that will prove useful in real life. **(39) H** *Players also learn to cooperate with other players to win a game.* They work together to protect, help and guide other players in order to achieve victory. **(40) G** *This skill is especially helpful in the real world where a person is required to work with other team members in an organisation.* In conclusion, gaming is not as bad as it is painted out to be.

- E** Players are therefore trained to solve problems while playing the games.
- F** Video games do help people to build certain skills.
- G** This skill is especially helpful in the real world where a person is required to work with other team members in an organisation.
- H** Players also learn to cooperate with other players to win a game.

**Comment and Answer**

No.	Answer	Comment
37.	F Video games do help people to build certain skills	The statement before this states that gaming can be beneficial. It follows therefore that the missing sentence is on the benefit of gaming.
38.	E Players are therefore trained to solve problems while playing the games	The statement before this explains that the essence of games is in problem solving. The sentence that follows should therefore be on the impact of this on the players.
39.	H Players also learn to cooperate with other players to win a game.	The statement that follows this is on how the players help to work together towards winning the game. The missing sentence should therefore be on the skill that is picked up while playing the game.
40.	G This skill is especially helpful in the real world where a person is required to work with other team members in an organisation.	The statement emphasizes that being able to work well with others is important to achieve team work in an organisation. It elaborates further the statement that comes before this.

**PRACTICE 1**

Read the text below. Eight sentences have been removed from the text. For **1** to **4**, choose from the sentences (**A – D**) to fit each gap. For **5** to **8**, choose from the sentence (**E – F**) to fit each gap.

### Zoos Keep Animals Safe

Keeping animals in zoos have started during ancient time. **(1)** D. There was little understanding about what the animals need. **(2)** C. Modern zoos are now better. Studies conducted on the natural habitats of the animals enable people to give better care for the animals in the zoo. There are many reasons why zoos should stay. **(3)** A. They also save them from poachers and from dying due to starvation. A good zoo provides a habitat in which the animals can live and breed happily. **(4)** B.

- A** They help to provide endangered species with a safe environment.
- B** Zoos benefit the animals.
- C** Many animals in captivity soon died.
- D** Animals were kept in small cages.

### Animals Have Their Right

However, from the human rights standpoint, human beings have no right to put animals in cages. **(5)** F. This is because human beings can never duplicate their natural habitat. **(6)** H. They are born to live in the wild. Animals and their offspring in the zoos are never released into the wild. Sometimes zoos become over populated and they can no longer take care of the animals. **(7)** E. These animals will never have a chance to return to their natural habitat. **(8)** G? Only time will tell.

- E** These animals are then sold to other zoos or to circuses.
- F** Animals in captivity suffer from boredom and stress.
- G** Is this the best way forward?
- H** Animals want to move around freely.

**PART  
1**

# Writing - Short Communicative Message

## ★ Tips and Techniques

1. This section of the paper consists of 2 questions. This is Part 1 - Short Communicative Message
2. To write well:
  - practise writing daily. It can be short sentences, a full paragraph or a complete piece of writing.
  - compile a list of related words on the main themes
  - do an outline before you begin writing



Stay calm



Read and analyse



Organise ideas



Write in paragraphs

### MODEL QUESTION AND ANSWER

#### Part 1: Short Communicative Message (20 marks)

*You should spend about 20 minutes in this part.*

In about **60 words**, write a message to your brother to tell him what your school is doing to keep the school safe.

Hi Lina,

How are you enjoying school now that you can go back to school? I hope you are taking steps to stay safe. The fight against the virus is not entirely over.

Sam

#### Suggested answer

Hi Sam,

I am so happy to be back in school. The first thing the school emphasizes is social responsibility. We must stay home if we have flu-like symptoms and get study materials from the student portal.

To protect ourselves and others we are encouraged to wear masks. We also practise good hygiene to ensure we study in a safe environment. Sanitizers are placed at corners where sinks are not within reach. In addition, we wipe down any shared equipment so that others can use them safely.

Bye and stay safe.

Love,

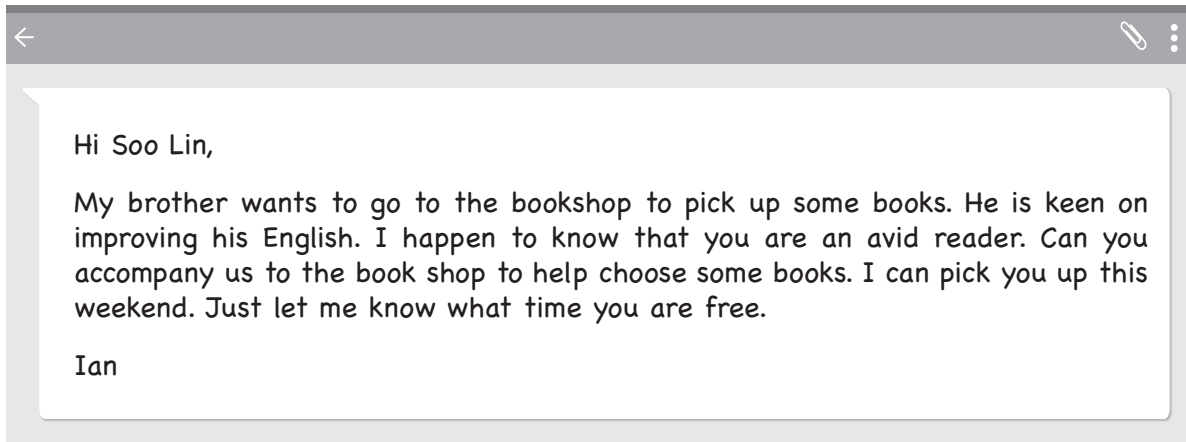
*Lina*



**PRACTICE 1**

Guided

Read the message from your cousin, Ian.



In about **60 words**, write a message to Ian to say that you would be glad to accompany them.

(Suggested answer)

Hi Ian,

Yes, I would be available to go with you and your brother this Saturday evening from 4 p.m. onwards. Incidentally I would like to buy some books too. I would be most happy to help him choose some books. There are so many interesting books. Perhaps he can try my favourite author, Roald Dahl. Do text me before you come.

Soo Lin

# UJIAN AKHIR SESI AKADEMIK

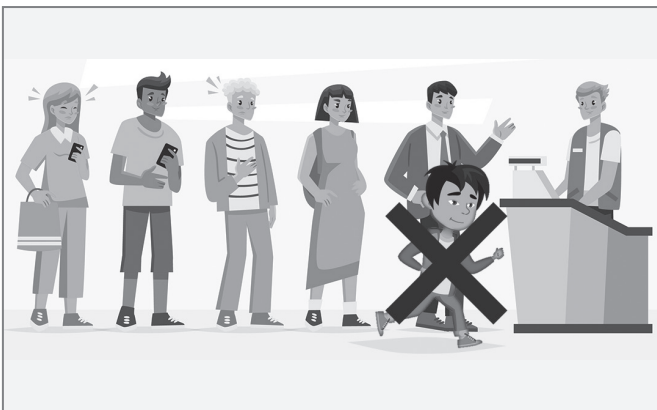
## READING 1 HOUR 30 MINUTES

### Part 1

[8 marks]

You should spend about 15 minutes in this part.

Read the text carefully in each question. Choose the best answer **A**, **B** or **C**. For each question, mark the correct answer **A**, **B** or **C** on your answer sheet.



1. The picture above reminds people not to
- A cut queues
  - B run ahead of others
  - C rush

Nina : Why are you late for the project meet, Jenny? We have waited an hour for you! Aren't you supposed to prepare the chart for presentation?

Jenny : Hi, I am so sorry. When I got off the bus, I met a friend. Then, as I was walking I saw another friend. About the presentation... I was coming to that. Well you see, for it to be effective... we shouldn't be too...

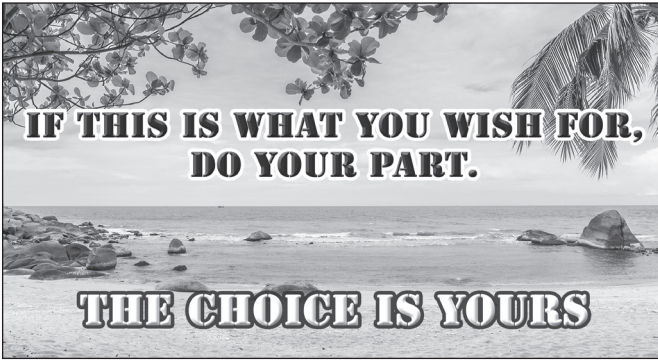
Nina : Jenny, please don't *beat about the bush*. We really don't have much time before the deadline.

2. The expression *beat about the bush* means
- A to talk nonsense.
  - B avoid talking about what is important.
  - C discuss unrelated things.

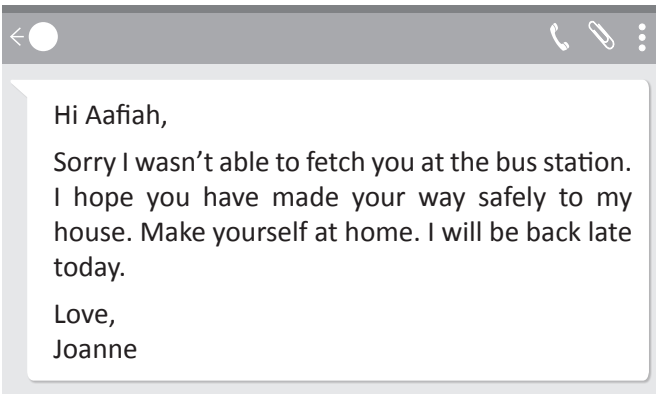
## WELCOME

- Remove all valuables from view
- Leave vehicle secure
- Enjoy your walk at the park

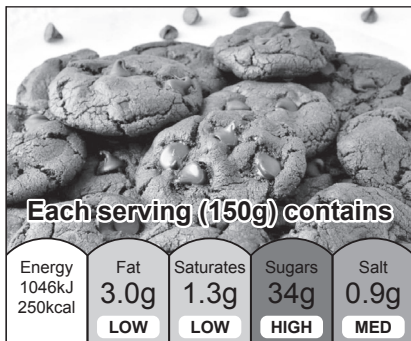
3. You are advised to do the following **except**
- A lock your vehicle.
  - B remove your car from the area.
  - C keep all belongings in the car booth.



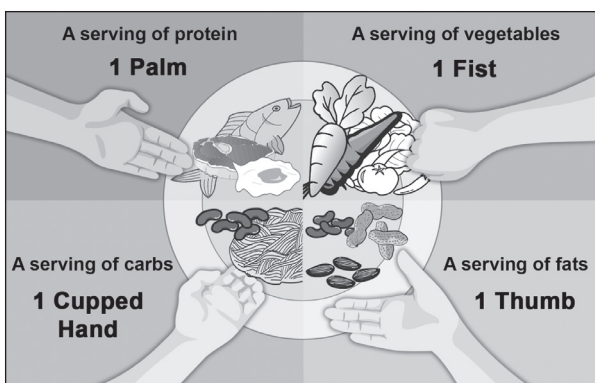
4. The notes and picture show that
- A people do not care enough for the environment.
  - B people wish to live in a clean and healthy environment.
  - C the fate of the environment rests with the people who live in it.



5. According to the message,
- A Aafiah went to Joanne's house on her own.
  - B Joanne picked Aafiah at the bus station.
  - C Aafiah arrived late and missed Joanne.



6. The cookies as in the picture are
- A recommended for people who are on a diet.
  - B healthy as it provides a lot of energy.
  - C not suitable for people who are watching their sugar intake.



7. The diagram shows
- A the real food that makes up healthy food intake.
  - B the ideal portion size of the various type of food in a meal.
  - C that we should ensure cleanliness when preparing food.



8. The notice reminds users not to
- A overload sockets and extensions.
  - B use extension wires
  - C use electrical items.

**Part 2**

[8 marks]

*You should spend about 15 minutes on this part.*

Read the text below and correct the underlined errors.

For each question, write the correct word in the space provided on your answer sheet.

**Stay Connected**

Family members should be **(0)** connect at all times. A united family is the support system in which any member who may feel **(9)** depressing can turn to. Though everyone nowadays has a handphone, keeping the connection **(10)** aren't easy. It requires effort. Giving each other a text once in a while isn't really communicating. We can't really see **(11)** when each other's condition is even **(12)** on a video call. One can easily hide how one feels. So, it is important to **(13)** taking time off to be with family members. **(14)** Spending quality time together though this may not be possible all the time. We can **(15)** though, take a day off from time to time to engage **(16)** with some form of activities together. This strengthens the family bond and improves emotional health.

**Example:**

0	connected
9.	depressed
10.	Isn't
11.	how
12.	through
13.	take
14.	Spend
15.	however
16.	in



# ANSWERS *Starter Unit*

## Speaking

### A

(Pupils' own answers)

## Reading

### A

- |          |          |
|----------|----------|
| 1. True  | 4. False |
| 2. False | 5. True  |
| 3. True  | 6. False |

### B

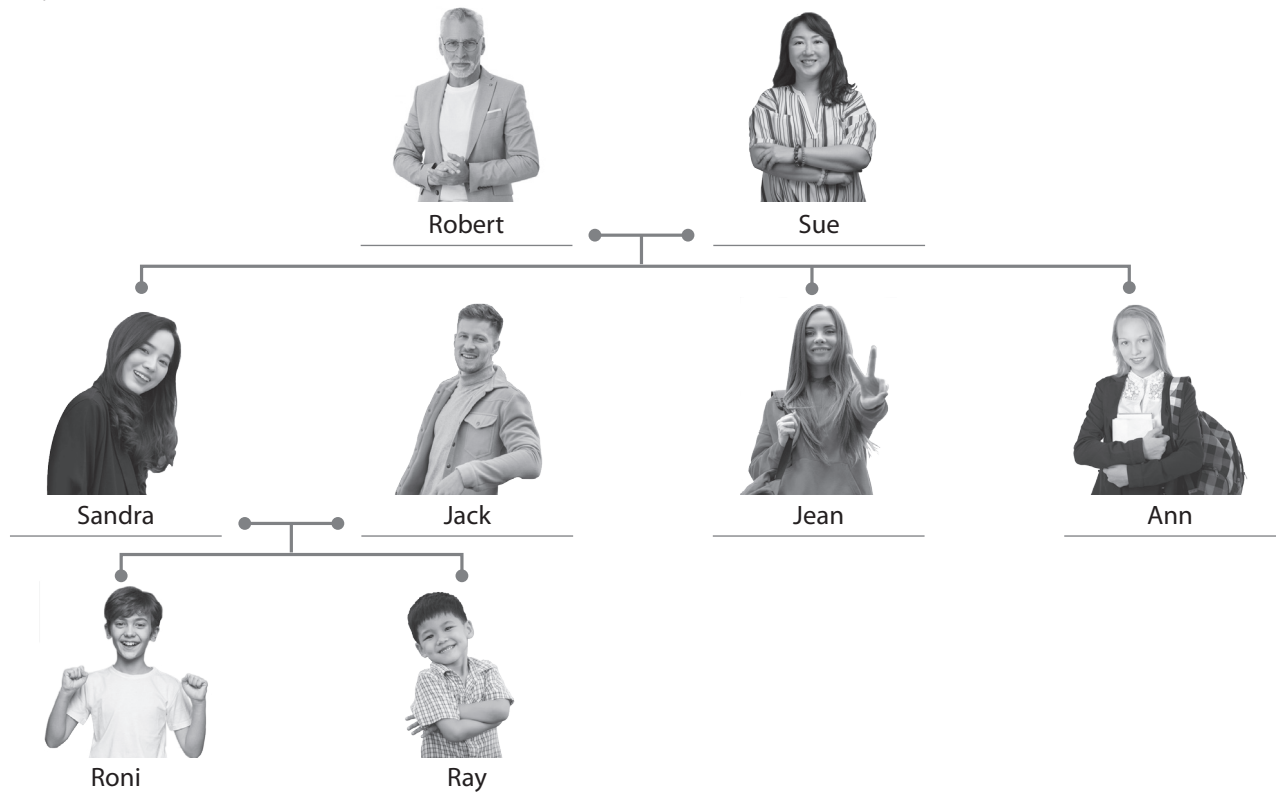
- Tug of war
- Rock climbing
- Face painting
- Cup Music
- DIY Greeting Cards

## Grammar

### A

- This is the dog's kennel.
- These are the teachers' board games.
- Jasmin is Hanita's old friend.
- Cutting nails after a bath is Rohen's habit.
- These are the men's files.
- These are the players' bats.

2.



## B

- my
- his
- Their
- her
- Their
- Our

## C

- happy with the activities planned out
  - the leader for the team
  - it isn't
  - your seat
  - concerned about you; they are
- (Accept any suitable answer)

## Listening

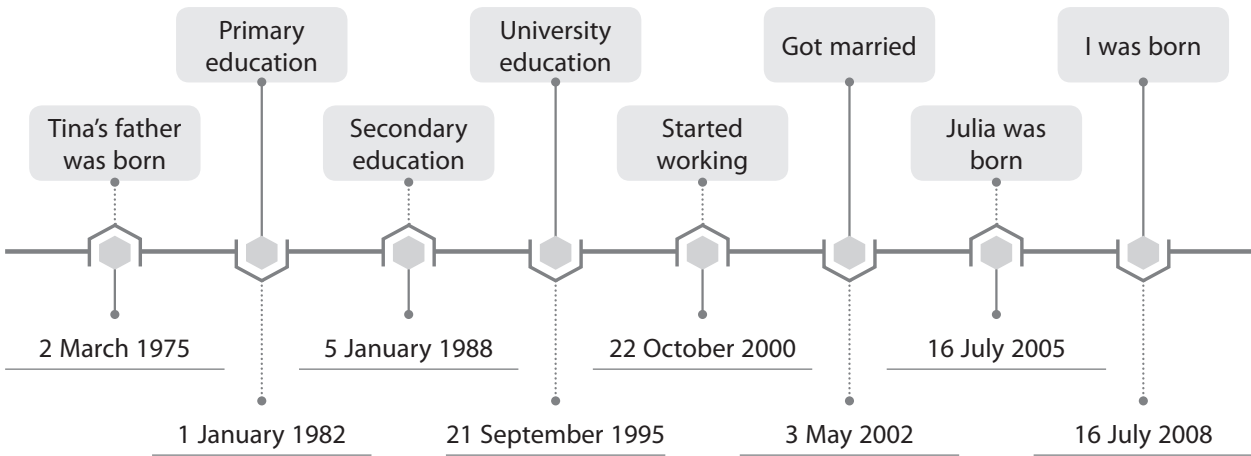
### A

- mail
- Kuala Lumpur
- British
- Malaysian
- the university
- working
- offer
- residential

**B**

1. Tina's parents were childhood friends.	✓
2. Tina's father works as an Engineer.	
3. Tina's parents got married in 2002.	✓
4. Tina has only one sibling.	✓
5. Tina is born on 16th July 2005.	

**C**



**Writing**

(Pupils' own answers)