

# TARGET

## PBD

MODUL PENTAKSIRAN BILIK DARJAH

TEACHER'S  
EDITION

FORM 1  
KSSM

# ENGLISH



To assist  
Classroom  
Assessment (PBD)



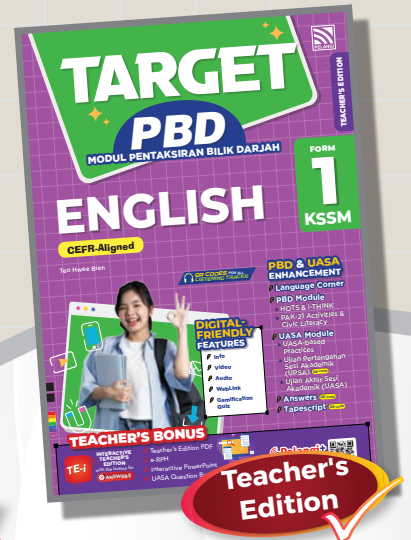
Enhanced PBD &  
UASA Modules



To support  
Digital-friendly  
Pembelajaran dan  
Pemudahcaraan  
(PdPc)



To boost students'  
Performance Level



Teacher's  
Edition

FREE PACKAGE FOR TEACHERS

TEACHER'S EDITION TEACHER'S DIGITAL  
RESOURCES

PRINTED VERSION

**PBD & UASA  
ENHANCEMENT**

- ⚡ Notes
- ⚡ PBD Module
- ⚡ UASA Module
- ⚡ Answers

**PEMBELAJARAN  
DIGITAL**

- ⚡ Varieties of digital PdPc contents

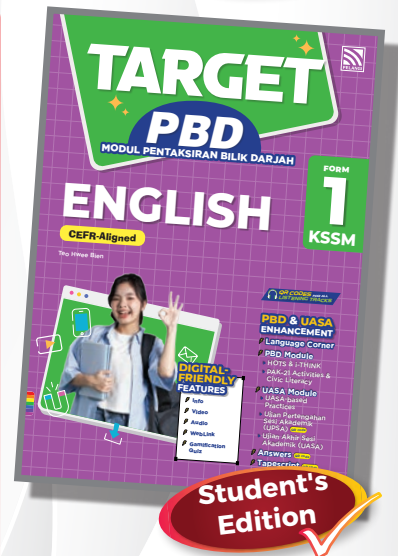
**ePelangi+**

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

TE-i



EXTRA!  
**PdPc**  
SUPPORTING  
MATERIALS



Student's  
Edition



# TEACHER'S EDITION (Printed Version)



## Contents

Contents include cross references of digital resources in the book.

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## Rekod Pentaksiran Murid

Table to record students' achievement based on the Performance Level obtained.

REKOD PENTAKSIRAN MURID									
ENGLISH FORM 1									
Name: _____					Form: _____				
STARTER UNIT: IT'S MY LIFE (TBL)									
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 about themselves and others.									
2.1.2 Ask about and give detailed information in simple longer text.									
2.1.3 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 prose 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 exclamation marks appropriately at discourse level.									
Speaking 2.1, 2.2	2.1.1, 2.1.2	1							
Reading 3.1	3.1.1, 3.1.2	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 Starter Unit PL 1 PL 2 PL 3 PL 4 PL 5 PL 6									
UNIT 1: WHAT DO YOU LIKE? (TBL)									
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.									
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2.1.2 Ask about and describe future plans or events.									
2.1.3 Understand a variety of texts by using a range of appropriate reading strategies to construct meaning.									
3.1.1 Understand specific details information in simple longer texts.									
3.1.2 Give detailed information about themselves and others.									
4.1.2 Describe future plans or events.									
4.2.3 Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.									
Speaking 2.1	2.1.1, 2.1.2	7, 8							
Reading 3.1	3.1.1, 3.1.2	9							
Grammar	Simple Present Tense, Positive Statements, Continuous Tense	10							
Listening 3.1	3.1.1, 3.1.2	11							
Writing 4.1, 4.2	4.1.1, 4.1.2, 4.2.1	12-13							
Performance Level Unit 1 PL 1 PL 2 PL 3 PL 4 PL 5 PL 6									
UNIT 2: FACT OR FICTION? (TBL)									
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.									
2.1.4 Explain and give reasons on simple subjects.									
2.1.5 Keep interaction going in short exchanges by checking understanding of what a speaker is saying.									
3.1.1 Narrate short stories, events and experiences.									
3.1.2 Understand the main points in simple longer texts.									
3.1.3 Understand specific details and information in simple longer texts.									
3.1.4 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.									



## PBD Module

- 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

PBD MODULE  
THEME: People and Culture

WHAT DO YOU LIKE?

1

2

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

1.1.3.1.2 Ask about and describe future plans or events.

1.1.3.1.3 Explain and give reasons for simple advice.

A Study the pictures. Name the sports activities below.

1. Bungee jumping

2. Rock climbing

3. Fishing

4. Cycling

5. Karate

6. Kayaking

7. Surfing

8. Bowling

B Talk about the activities using the adjectives given. You may use more than once.

nerve-wrecking exciting demanding risky relaxing

enjoyable fun thrilling peaceful challenging

intense heart-pounding refreshing adventurous

C Say what you prefer and give a reason. You may use the adjectives in exercise B.

Use the sentence structure below.

I prefer cycling to jogging.

I enjoy the feel of the wind gusting on my face. It's also relaxing and fun.





- 1 Questions are classified into 6 Performance Levels (PL). Higher Order Thinking Skills (HOTS) questions are incorporated.
- 2 Questions are set based on 4 basic skills i.e Listening, Speaking, Reading and Writing with Grammar and Language Arts.
- 3 Questions are created based on the DSKP to assist teachers to carry out PBD.

**E** Extra Materials on QR code

- 1 **WebLink**- Provides additional insights on certain topics
- 2 **Video** - Presents supplementary information in video format
- 3 **Tutorial Video** - Deliver concise lessons on certain topics
- 4 **Gamification Quiz** - Fun educational quizzes that are incorporated to improve students' grammar and vocabulary skills.

# Grammar Notes

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

## Audio Tracks (Listening)

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

English: Year 10 & 11

## LISTENING SKILL

Listening Skill

85.12. Interview with an actor (a) Listen to the audio. Complete the notes.

85.13. Interview with a film director (a) Listen to the audio. Complete the notes.

### A Listen to your teacher and repeat.

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```

    graph LR
      MC[music composer] --> D[director]
      MA[make-up artist] --> D
      D --> FE[film editor]
      D --> P[producer]
      D --> CD[costume designer]
  
```

### B Listen, complete and say what you are doing.

1. My job is to find and produce (a) **films**.

2. My job is to ensure that everything happens according to the (b) **script**.

3. I am used to finding (c) **actors** – talents for the movie.

4. I (d) **lead** the team from start to finish. I make sure everything goes (e) **smoothly**, during the shooting schedule. If my job is (f) **direct** the actors and actresses, I guide (g) **technical crew**, and actors.

5. I design (h) **costumes** for a film or (i) **stage production**. I bring the (j) **vision** to life. (k) **fiction** – often based on a lot of research.

6. My job is to create (l) **a mood** – and evoke (m) **emotions** through (n) **music**.

7. I (o) **edit** a film, which is a task that influences the viewers' feelings. The musical score helps to (p) **enhance** the scenes.

8. I do (q) **make-up** for all of the actors and actresses. When they have to look together with (r) **background**, to create the (s) **image** of the actors and actresses.

I create diverse looks for different time periods to achieve the looks needed for the film.

9. I take many hours (t) **on set** and (u) **shoot** images taken to form a coherent film. I often have to assemble (v) **scenes** taken during production. The end and result of my work is what the (w) **audience** sees on the big (x) **screen**.

### C Listen and tick (✓).

#### The Realities of Working in the Film Industry

- Working in the film industry is glamorous.
- The jobs in the film industry are relatively easy.
- One who works in the film industry must live filming as a craft.
- You can work regular hours in the film industry.
- Working in the film industry is not demanding.
- Good work ethics is a necessity in the film industry.
- You may need to make lifestyle changes if you work in the film industry.
- Team work is emphasized in the industry.

Producer

Director

Costume designer

Music composer

Make-up artist

Film Editor

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## UASA-based Module >> Summative Assessment

UASA-based Module consists of each part in the assessment are provided to familiarise students with real UASA format.



## UASA >> Summative Assessment

UASA **QR code** is included on Contents page.



**UJIAN PERTENGAHAN SESI AKADEMIK** UASA

**Score /100**

**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 reminds people not to

A. rush  
B. not queues  
C. run ahead of others

**2.** The expression best about the bush means

A. to talk nonsense  
B. discuss unrelated things  
C. avoid talking about what is important.

**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.

**WELCOME**

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

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## UASA >> Summative Assessment

UASA is provided after UASA-based Module.

PART	DETAILS	PAGES
<b>READING</b>		
<b>PART 1</b>	Short Texts (MCQs)	72
<b>PART 2</b>	Error Correction	81
<b>PART 3</b>	Information Transfer	86
<b>PART 4</b>	Short Answers	95
<b>PART 5</b>	Matching (Gapped Text)	104
<b>WRITING</b>		
<b>PART 1</b>	Short Communicative Message	112
<b>PART 2</b>	Notes Expansion	119

*Striving Towards Excellence*

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**UJIAN AKHIR SESI AKADEMIK** UASA

**Score /100**

**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.

Dear valued guests,

Tons of towels are unnecessarily washed every day in all hotels. Imagine how this has caused a huge impact on planet Earth. Hence, please place your towels in the bath if you need them changed. Please help our environment.

**Pedestrian access only**

**No vehicle access**

**1.** The message is to

A. inform the hotel guests where to leave their soiled towels.  
B. educate the hotel guests on the effect of washing towels.  
C. encourage hotel guests to reuse the towels.

At his, why are you here? I thought you were going to the gym and the girls for tea today.

Well, he who don't you join them now after. We will get some tea.

Let me think about it first.

**2.** Gina has

A. lost contact with Jo.  
B. lost somebody very dear to her.  
C. a problem because she has lost something.

Hi Gina,  
I am deeply saddened by your loss. My most sincere condolences. Please take care. If you need any help, please do not hesitate to call me.  
Jo

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## Answers

Complete answers **QR code** is included on Contents page.



**ANSWERS**  
**STARTER UNIT**

**Speaking Skill**  
A (Pupils' own answers)

**Reading Skill**  
A  
1. True  
2. False  
3. True  
4. False  
5. True  
6. False  
B  
1. Top of ear  
2. Rock climbing  
3. Pans painting  
4. Cup Music  
5. DIY Greeting Cards

**Listening Skill**  
A  
1. B 2. A 3. A 4. B  
B  
Check your name at the register.

1. Fill in the club and game you are interested to join.

2. Check the school web to see if you are registered under the club and game of your choice.

**Your choice**

3. Proceed to booth to register your name and collect your T-shirts

**Not your choice**

4. Proceed to Appeal Counter.


5. Appeal and check the school web.

6. Proceed to the school hall to register and collect T-shirts.

**Writing Skill**  
A (Pupils' own answers)  
B  
1. Children celebrate parent's birthday to show their appreciation for their parents' sacrifice.  
2. Some people celebrate their good fortune by sharing their joy with the less fortunate.  
3. Students celebrate Teacher's Day to show appreciation for their teacher's contribution.

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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 ?

TE-i is the digital version and online interactive TARGET 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 TE-i


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



### Support Tools provided:

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

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

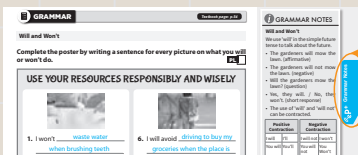
- >> Extra Practices
- >> Question Banks UASA

Can be downloaded



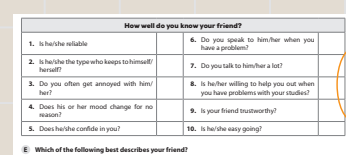
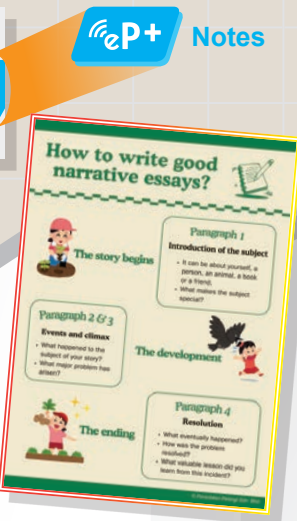
Extra PdPc supporting materials are tagged on pages in Teacher's Edition with the **eP+** thumb index.

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



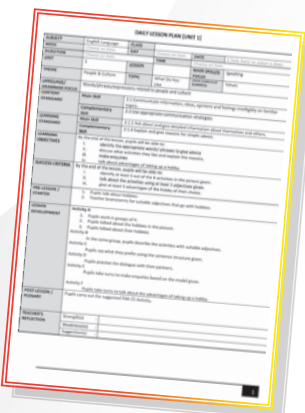
### >> Notes

Concise grammar and extra notes presented in colourful graphics



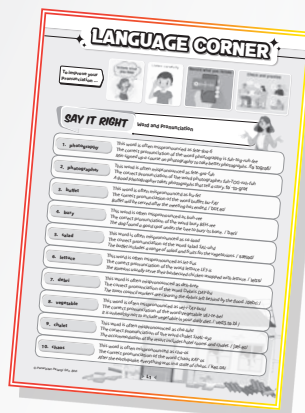
### >> Extra Practices

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



### >> Language Corner

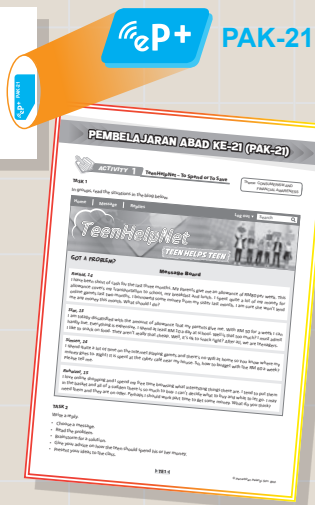
A comprehensive language note covering pronunciation, homophones, homonyms and idioms/proverbs





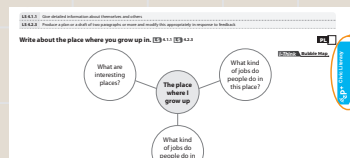
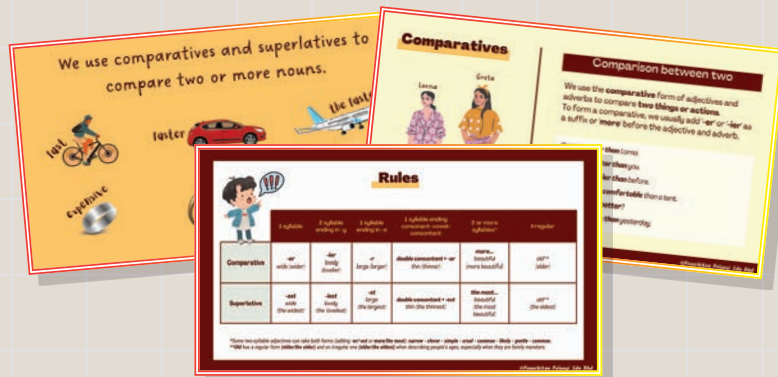
## PAK-21 Activities

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



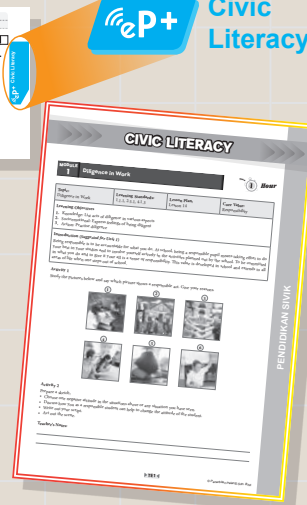
## Interactive PowerPoint

PPT slides are available to complement and reinforce related topics



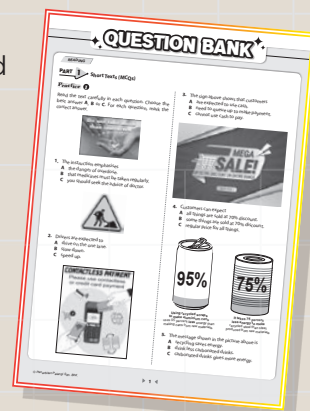
## Civic Literacy

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



## Question Bank

Extra UASA-based practices



How do I access ePelangi+ materials?

## STEP 1 ACCOUNT REGISTRATION

For new ePelangi+ users, scan the QR code below or visit [plus.pelangibooks.com](http://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. At the homepage, search for book titles at Secondary [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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Penang	012-4923343
Perak	012-5230133 / 019-6543257
<b>Central Region</b>	012-3293433
	012-7800533
	012-7072733
	012-3297633
	019-3482987
<b>Southern Region &amp; East Coast</b>	012-7998933
Negeri Sembilan / Melaka	010-2432623
Johor	012-7028933
Pahang / Terengganu	012-9853933
Kelantan	012-9863933
<b>East Malaysia</b>	012-8889433
Kuching / Sarikei	012-8839633
Sibu / Bintulu / Miri	012-8052733
Sabah	012-8886133



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Bandar Baru Bangi, 43650 Bangi, Selangor.

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 Notes  Practice  Tutorial  Info




#### UNIT 2 Fact or Fiction? 14 – 20

 Notes  Practice  Tutorial  Info  Quiz

#### UNIT 3 Wild Weather 21 – 26

 Notes  Practice  Video  Info

#### UNIT 4 Life on Earth 27 – 31

 Civic Literacy  Notes  Practice  Tutorial  Info  Quiz




#### UNIT 5 Let's Experiment 32 – 37

 Notes  Practice  Video  Info

#### UNIT 6 Online Shopping 38 – 44

 Notes  Practice  Video  Info  Quiz

#### UNIT 7 Technology Then and Now 45 – 51

 Notes  Practice  Info

#### UNIT 8 Save the Planet 52 – 58

 PAK-21  Notes  Practice  Video  Info  Quiz

#### UNIT 9 Be a Smart Shopper 59 – 65

 Notes  Practice  Video  Info

#### UNIT 10 Colourful Malaysia 66 – 70

 Notes  Practice  Tutorial  Video  Info  Quiz

### ▶▶▶ UASA-BASED MODULE

#### Reading

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Part 4 – Short Answer 95 – 103

Part 5 – Matching (Gapped Text) 104 – 111

#### Writing

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### ▶▶▶ ANSWERS

<https://qr.pelangibooks.com/?u=TargetPBDEngF1Ans>



### ▶▶▶ UPSA

<https://qr.pelangibooks.com/?u=TargetPBDEngF1UPSA>



### ▶▶▶ TAPESCRIPT

<https://qr.pelangibooks.com/?u=TargetPBDEngF1Tapescript>





# REKOD PENTAKSIRAN MURID

## ENGLISH FORM 1

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

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

STARTER UNIT: IT'S MY LIFE (TBL)						Theme: People & Culture	
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
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Performance Level Starter Unit   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
<b>1.1.1</b> Understand with little or no support the main ideas in simple longer texts on a range of familiar topics. <b>1.1.2</b> Understand with little or no support specific information and details in simple longer texts on a range of familiar topics. <b>2.1.1</b> Ask about and give detailed information in simple longer text. <b>2.1.3</b> Ask about and describe future plans or events. <b>3.1.1</b> Understand a variety of texts by using a range of appropriate reading strategies to construct meaning. <b>3.1.2</b> Understand specific details information in simple longer texts. <b>4.1.1</b> Give detailed information about themselves and others. <b>4.1.2</b> Describe future plans or events <b>4.2.3</b> Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.							
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Writing 4.1, 4.2	4.1.1, 4.1.2, 4.2.3	12, 13					
Performance Level Unit 1   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 2: FACT OR FICTION? (TBL)						Theme: People & Culture	
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<b>1.1.1</b> Understand with little or no support the main ideas in simple longer texts on a range of familiar topics. <b>1.1.2</b> Understand with little or no support specific information and details in simple longer texts on a range of familiar topics. <b>2.1.4</b> Explain and give reasons on simple advice. <b>2.3.1</b> Keep interaction going in short exchanges by checking understanding of what a speaker is saying. <b>2.4.1</b> Narrate short stories, events and experiences. <b>3.1.1</b> Understand the main points in simple longer texts. <b>3.1.2</b> Understand specific details and information in simple longer texts. <b>3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other known words by context. <b>4.1.1</b> Give detailed information about themselves and others.							



<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>					

**Performance Level Unit 2** PL 1 ☐ PL 2 ☐ PL 3 ☐ PL 4 ☐ PL 5 ☐ PL 6 ☐

**UNIT 3: WILD WEATHER (TBL)** Theme: Health & Environment

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<b>1.1.5</b> Understand more complex supported questions. <b>1.1.6</b> Understand with support simple longer narratives on a wide range of familiar topics. <b>2.1.4</b> Explain and give reasons for simple advice. <b>2.3.2</b> Agree on a set of basic steps needed to complete extended classroom tasks. <b>3.1.2</b> Understand specific details and information in simple longer texts. <b>3.1.1</b> Understand the main points in simple longer texts. <b>4.1.3</b> Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.							
<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>					

**Performance Level Unit 3** PL 1 ☐ PL 2 ☐ PL 3 ☐ PL 4 ☐ PL 5 ☐ PL 6 ☐

**UNIT 4: LIFE ON EARTH (TBL)** Theme: Health & Environment

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<b>1.1.1</b> Understand with little or no support the main ideas in simple longer texts on a range of familiar topics. <b>1.1.2</b> Understand with little or no support specific information and details in simple longer texts on a range of familiar topics. <b>2.3.1</b> Keep interaction going in short exchanges by checking understanding of what a speaker is saying. <b>2.4.1</b> Narrate short stories, events and experiences. <b>3.1.3</b> Guess the meaning of unfamiliar words from clues provided by other known words and by context. <b>3.2.1</b> Read and enjoy fiction / non-fiction and other suitable print and digital text of interest. <b>4.1.1</b> Give detailed information about themselves and others. <b>4.2.3</b> Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.							
<b>Speaking 2.3, 2.4</b>	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>					

**Performance Level Unit 4** PL 1 ☐ PL 2 ☐ PL 3 ☐ PL 4 ☐ PL 5 ☐ PL 6 ☐

**UNIT 5: LET'S EXPERIMENT (TBL)** Theme: Science & Technology

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<b>1.1.2</b> Understand with little or no support specific information and details in simple longer texts on a range of familiar topics. <b>1.1.4</b> Understand longer sequences of supported classroom instructions. <b>2.1.2</b> Agree on a set of basic steps needed to complete extended classroom tasks. <b>2.3.2</b> Ask about and express rules and obligations. <b>3.1.2</b> Understand specific details and information in simple longer texts. <b>3.1.1</b> Understand the main points in simple longer text. <b>4.2.2</b> Spell most high frequency words accurately in independent writing. <b>4.2.3</b> Produce a plan or a draft of two paragraphs or more and modify this appropriately in response to feedback.							
<b>Speaking 2.1, 2.3</b>	2.1.2, 2.3.2	<b>32</b>					



Reading 3.1	3.1.1, 3.1.2	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					

Performance Level Unit 5 PL 1 ☐ PL 2 ☐ PL 3 ☐ PL 4 ☐ PL 5 ☐ PL 6 ☐

#### UNIT 6: ONLINE SHOPPING (NTBL) Theme: Consumerism & Financial Awareness

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. 1.1.6 Understand with support longer simple narratives on a wide range of familiar topics. 2.1.4 Explain and give reasons for simple advice. 3.1.1 Understand the main points in simple longer text. 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 accurately in independent way.							
Speaking 2.1	2.1.4	38, 39					
Reading 3.1, 3.2	3.1.1, 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					

Performance Level Unit 6 PL 1 ☐ PL 2 ☐ PL 3 ☐ PL 4 ☐ PL 5 ☐ PL 6 ☐

#### UNIT 7: TECHNOLOGY THEN AND NOW (NTBL) Theme: Science & Technology

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
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. 2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying. 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.							
Speaking 2.3	2.3.1	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	49					
Writing 4.1, 4.2	4.1.3, 4.2.2, 4.2.3	50, 51					

Performance Level Unit 7 PL 1 ☐ PL 2 ☐ PL 3 ☐ PL 4 ☐ PL 5 ☐ PL 6 ☐

#### UNIT 8: SAVE THE PLANET (NTBL) Theme: Health & Environment

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
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.							



<b>Speaking 2.1, 2.3</b>	2.1.4, 2.3.2	<b>52, 53</b>					
<b>Reading 3.1, 3.2</b>	3.1.2, 3.1.4, 3.2.1	<b>54</b>					
<b>Grammar</b>	First conditional	<b>55</b>					
<b>Listening 1.1</b>	1.1.2, 1.1.4	<b>56</b>					
<b>Writing 4.1, 4.2</b>	4.1.3, 4.2.2, 4.2.3	<b>57 – 58</b>					

**Performance Level Unit 8** PL 1 ☐ PL 2 ☐ PL 3 ☐ PL 4 ☐ PL 5 ☐ PL 6 ☐

**UNIT 9: BE A SMART SHOPPER (NTBL)** Theme: Consumerism & Financial Awareness

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
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- 1.1.2 Understand with little or no support specific information and details in simple longer texts on a range of familiar topics.  
1.1.6 Understand with support longer simple narrative on wide range of familiar topics.  
1.2.1 Guess the meaning of unfamiliar words from clues provided by other known words and by context on familiar topics.  
2.1.4 Explain and give reasons for simple advice.  
2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying.  
2.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and context.  
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 and by context.  
3.1.4 Use with some support familiar print and digital resources to check meaning.  
4.1.3 Narrate factual and imagined events and experiences.  
4.2.2 Spell most high frequency words accurately in writing.

<b>Speaking 2.1</b>	2.1.4, 2.3.1	<b>59</b>					
<b>Reading 3.1</b>	3.1.2, 3.1.3, 3.1.4	<b>60, 61</b>					
<b>Grammar</b>	Much and many	<b>62</b>					
<b>Listening 1.1, 1.2</b>	1.1.2, 1.1.6, 1.2.1	<b>63, 64</b>					
<b>Writing 4.1, 4.2</b>	4.1.3, 4.2.2, 1.1.6	<b>65</b>					

**Performance Level Unit 9** PL 1 ☐ PL 2 ☐ PL 3 ☐ PL 4 ☐ PL 5 ☐ PL 6 ☐

**UNIT 10: COLOURFUL MALAYSIA (NTBL)** Theme: People & Culture

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
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- 1.1.1 Understand with little or no support the main ideas in simple longer texts on a range of familiar topics.  
1.2.1 Guess and meaning of unfamiliar words from clues provided by other known words and by context on 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.  
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 by other known words and by context.  
3.1.4 Use with some support familiar print and digital resources to check meaning.  
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 of two paragraphs or more and modify this appropriately in response to feedback.

<b>Speaking 2.1, 2.3</b>	2.1.1, 2.3.1	<b>66</b>					
<b>Reading 3.1</b>	3.1.2, 3.1.3, 3.1.4	<b>67</b>					
<b>Grammar</b>	Adjectives	<b>68</b>					
<b>Listening 1.1, 1.2</b>	1.1.1, 1.2.1	<b>69</b>					
<b>Writing 4.1, 4.2</b>	4.1.3, 4.2.2, 4.2.3	<b>70</b>					

**Performance Level Unit 10** PL 1 ☐ PL 2 ☐ PL 3 ☐ PL 4 ☐ PL 5 ☐ PL 6 ☐



# UNIT

# IT'S MY LIFE



## SPEAKING SKILL

Textbook pages: p.5, 9

**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

- A** Study the pictures below and talk about the events. Relate them to your life.  
Share your story. **LS** 2.1.1

**PL**

### Celebrating and Reflecting Your Milestones in Life



#### Tips

When stating dates, use the prepositions  
On : for dates – on 3rd of April  
On : for specific days – On Chinese New Year day /  
on my birthday  
In : for years – in 2025  
In : for months – January



#### PAK-21 ACTIVITY

▶ Gallery Walk

In groups,

- name events in life that people celebrate
- discuss reasons why people should take time to celebrate events in their lives
- gather or draw pictures
- get a member of the group to present your ideas to your friends

- B** Practise this aloud. **LS** 2.3.1

### Connecting with your Friends

Hello, my name's  
Kiera.

Nice to meet you.

Shall we meet at  
the library later?



Hello, Kiera.  
Pleased to meet  
you. I am Su Ann.

It's my pleasure  
too.

Sure, that would  
be great.

Here are more useful expressions:

- ☺ Let me help you with...
- ☺ Oh, I see.
- ☺ Certainly, why not.
- ☺ Would you like... ?
- ☺ I think so.
- ☺ How about ...
- ☺ That's a good idea.
- ☺ Would you mind...?

Choose one situation and practise a dialogue with your friend with the expressions in exercise B.

At the canteen

At the school hall

At the music room



LS 3.1.1 Understand the main points in simple longer texts

LS 3.2.1 Read and enjoy fiction/non-fiction and other suitable print and digital texts of interest

Study the poster and answer the questions that follow. LS 3.1.1

PL



**Join us for :**  
Food and plenty of fun and great bonding time

**Events for the day:**

- ☒ Tug of War
- ☒ DIY Greeting Cards
- ☒ Rock Climbing
- ☒ Cup Music
- ☒ Face painting

**17 March 2025 Sunday 2 p.m. – 6 p.m.**  
**Join us for a fun filled family day.**

Entertainment – Live band and dancing troop from SMK Sri Indah, Johor Bahru

**IT'S BONDING TIME**

Register by:  
1 March 2025  
familyday@gmail.com  
or call Rita 012 222 373

**Surprises and fantastic prizes await you.**

Attire for the day: Sports attire  
No registration fee.  
A variety of food available at the food stalls at reasonable prices.

**Word Power**

**bonding** – establishing relationship  
**available** – able to be used

**A Write True or False for every statement given.**

1. You can register for the event no later than 1 March 2025.
2. You may walk in if you wish to join the fun filled activities.
3. The registration is not inclusive of food.
4. School children are required to wear school uniforms for the event.
5. There will be prizes for the winners of the activities.
6. Students from SMK Sri Indah will be organising the event.

True

False

True

False

True

False

**B Name the activities below.**

1. This is a sport where two teams pit against each other in a test of strength.
2. This is an activity that tests a climber's strength and balance.
3. It is a colourful and fun activity where your ability to design is put to test.
4. An activity that enables you to make music with cups of water.
5. A craft activity that requires you to design greeting cards for loved ones.

Tug of war

Rock climbing

Face painting

Cup Music

DIY Greeting Cards



## WHAT DO YOU LIKE?



### SPEAKING SKILL

Textbook page: p.10

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

LS 2.1.4 Explain and give reasons for simple advice

TUTORIAL  
VIDEO 1



**A** Study the pictures. Name the sports activities below. LS 2.1.1 LS 2.1.4

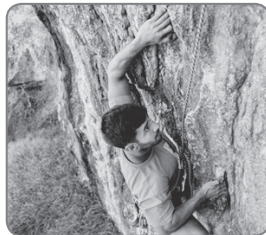
PL

1.



Bungee jumping

2.



Rock climbing

3.



Fishing

4.



Cycling

5.



Karate

6.



Kayaking

7.



Surfing

8.



Bowling

**B** Talk about the activities using the adjectives given. You may use more than once.

nerve-wrecking

exciting

demanding

risky

relaxing

enjoyable

fun

thrilling

peaceful

challenging

intense

heart-pounding

refreshing

adventurous

**C** Say what you prefer and give a reason. You may use the adjectives in exercise B.

Use the sentence structure below.

I prefer cycling to jogging.



I enjoy the feel of the wind gushing on my face. It's also relaxing and fun.



**D Making enquiries. Practise the dialogue below. Then, make enquiries about a hobby you would like to pick up.**

Akmal : Hello- Window of the World. Can I help you?

Julia : Hi. I'd like to enquire about your photography workshops.

Akmal : Sure, at the moment we have an eight-week course programme starting this Saturday at 2 p.m.

Julia : How many hours would that be?

Akmal : It's a one and a half-hour session each week and eight times in total.

Julia : Do I need to bring my own camera?

Akmal : No, you don't.

Julia : How many students will there be for the workshop?

Akmal : There are six students. Please join us this Saturday if you are interested.

Julia : Sounds great. Thanks.

Akmal : You are welcome.

**E Study the example below. Talk about the advantages of a hobby you like.**

**i-Think** Bubble Map



**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*.



# FACT OR FICTION?

## SPEAKING SKILL

Textbook page: p.20

LS 2.4.1 Narrate short stories, events and experiences

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

### A Match the titles of the movies with their genre. LS 2.4.1

PL

- A. Nightmare
- B. The BFG
- C. Sound of Music
- D. Enchanted
- E. Crime Story
- F. Just Me and You
- G. Alien
- H. Just for Laughs

- horror
- thriller
- animation
- science fiction
- romance
- musical
- fantasy
- comedy

### B Match the adjectives with the movies in exercise A.

frightening

entertaining

hilarious

suspenseful

enchancing

moving

action-packed

thought-provoking

### C How to give a short review of a movie.

What is the name of the movie?  
What is the genre?

Give a short summary of the movie.  
Mention the main leads of the movie.

Say what you  
like about the  
movie

Watch 'Meet the Parents', a comedy that will make you forget all your troubles and care.

This is a comedy about what happens to a man when he is first introduced to his girlfriend's family. Ben Stiller, the male lead is simply hilarious. The male lead gets himself into such sticky situations that make viewers wait anxiously to see how he gets himself out of the mess.

I like this movie so much because the situations in the movie are so relatable. The awkward moments in the movie are not foreign to us in real life.



#### Tips

Presentation skill is part and parcel of life. We need to deliver information in clear, engaging and persuasive manner. Organise the ideas in your mind and speak clearly.



### PAK-21 ACTIVITY ▶ Research skill

Find out the latest trending movie.

- What is the genre?
- Who are the main leads?
- How much is involved in the making of the movie?
- Why is it so highly rated?
- What is the movie about?





## READING SKILL

Textbook page: p.24

LS 3.1.1 Understand the main points in simple longer texts

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 by context

Read the text and answer the questions that follow. LS 3.1.1

PL

## LEGENDARY MALAYSIAN PRINCESSES

Malaysian folklore has its fair share of stories of princess and queens. Puteri Zaleha is a tragic story popular among the people of Kedah. 1. D It is said that Sultan Sulaiman Shah from the 16<sup>th</sup> century had two beautiful princesses. Puteri Zaleha, beautiful and pure had white blood. Her sister Puteri Mariam who was just as beautiful had red blood.

Prince of Aceh who heard of Puteri Zaleha **threatened** to attack Kedah unless he could marry her. 2. A Since he had never seen Puteri Zaleha in person, the sultan decided to send Puteri Mariam in her place. Her identity was soon exposed when she accidentally cut her hand one day while preparing **betel**. Red blood flowed from the wound. This made Prince Aceh so angry that he waged war on Kedah. 3. C He demanded that his true bride be brought to him.

The sultan realised that Kedah was no match for Aceh so he decided to hide Princess Zaleha in an underground bunker. The bunker was so dark and no soldiers could break into it. 4. B It was said that not even the moonlight could find her. When Aceh attacked Kedah, the sultan perished in the war. The princess was never found. The dark hiding place had taken her life.

## Word Power

**threatened** – state one's intention to harm  
**betel** – a leaf which is chewed as a mild stimulant

(Sourced and adapted from <https://www.lokalocal.com/blog/culture/%EF%BB%BF9-legendary-malaysian-princesses-from-almost-every-state/>)

A These sentences have been removed from the text. Choose from A – D to fit the numbered blanks.

- |   |   |
|---|---|
| A | Since he had never seen Puteri Zaleha in person, the sultan decided to send Puteri Mariam in her place. |
| B | It was said that not even the moonlight could find her.   |
| C | He demanded that his true bride be brought to him.  |
| D | It is said that Sultan Sulaiman Shah from the 16th century had two beautiful princesses.                |

B Match the word with its meaning. LS 3.1.3

- |             |   |
|-------------|---|
| 1. folklore | (a) an underground shelter used in wartime. |
| 2. exposed  | (b) fought a war                            |
| 3. waged    | (c) died                                    |
| 4. bunker   | (d) able to be seen                         |
| 5. perished | (e) stories passed through generations      |



## BE A SMART SHOPPER



### SPEAKING SKILL

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

LS 2.1.4 Explain and give reasons for simple advice

**A** The pictures below show some issues to consider before you do your online shopping.

Discuss. **LS** 2.3.1

PL



**B** Read what these people have to say about their online shopping experience. What advice would you give? **LS** 2.1.4





READING SKILL

- 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
- LS 3.1.4 Use with some support familiar print and digital resources to check meaning

Read and answer all questions. LS 3.1.2

PL

## HOW TO BE A SMART SHOPPER

With rising cost everyone hopes to get the best deal when they shop online. The downside of online shopping is you cannot see or test a product. You can check out online reviews but some reviews are **fake**. Some reviews are written by paid shoppers or consumers who receive the products for free. If all reviews are too good to be true, there is a chance they may not be real. In such cases, check out other products before you make your decision.



Look out for cash-back and coupons so that you can get the best worth out of your money. This helps you to save some money. You should also check for other retailers who may offer better price. Online shopping offers this great advantage of browsing. You do not have to make a trip to the shop to check out a product.

Wait for the best time to do your shopping. Put what you need in your cart. After a few days or week, you may feel that you do not need it at all. If you still need it, then look out for end of the season sales. You may get the product at a lower price or save on delivery charges.

Keep to your shopping list. Being a smart shopper also means buying only what you need. Be mindful of what you buy because online shopping can result in buying things you don't really need or are of **inferior** quality.



### Word Power

**fake** – not genuine  
**inferior** – lower in quality



## COLOURFUL MALAYSIA

**SPEAKING SKILL**

**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.

**PL**

### Things people do on special occasions



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



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



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



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



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



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



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



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



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.





## READING SKILL

- 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
- LS 3.1.4** Use with some support familiar print and digital resources to check meaning

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

**PL**

## 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>)

### Word Power

- showcased** – exhibited
- souvenir** – a thing that is kept as a reminder of a place

### 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.



# UASA-BASED MODULE

## PART

## DETAILS

## PAGES

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*Striving  
Towards  
Excellence*





# Short Texts (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. Sally thinks that Irene is
  - A** giving a good suggestion.
  - B** not being reasonable.
  - C** being foolish.

### Comment and Answer

The answer is **A**. This question tests your understanding on the expression 'I can't agree with you more.' The expression means 'I totally agree with you.' Thus, Sally agrees with Irene's suggestion.



## 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.

I haven't been free to take you to places. There's hardly any time left.

How time flies. I wish I could stay longer.



1. Anita does not want to

- A** wishes to fly home.
- B** stay longer.
- C** has to leave.

Our minds need education  
as our bodies need food



2. The sentence means

- A** people need food to survive.
- B** education is as important as food.
- C** education is more important than food.

www.website.com

**THE DAILY NEWS**

PRICELESS PAINTING  
LOST IN FIRE

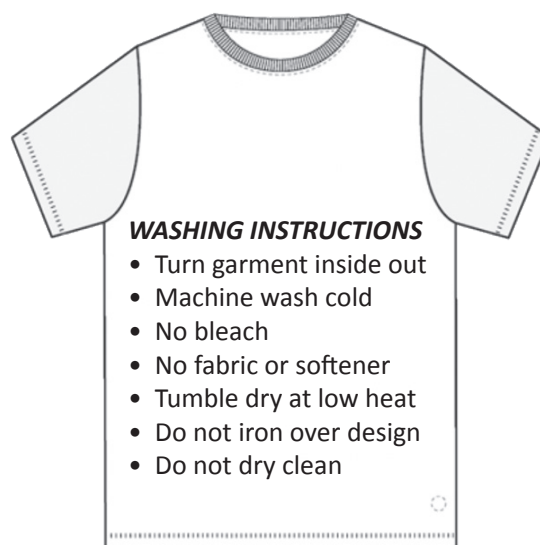
3. The painting

- A** is priceless because of the fire.
- B** is not worth any money because it is burnt.
- C** which is expensive is destroyed in a fire.



4. The poster means that animals

- A** need more land than people.
- B** have as much right to the land as people do.
- C** deserves more land than people.



5. The instructions tell us not to

- A** iron
- B** machine wash
- C** use bleaching agent



6. The thing in the packaging is probably

- A** a breakable ware
- B** a plastic ware
- C** magazines



## 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.*

Read the email from your sister.

Hi May,

How are you at the boarding school? I heard mum said you need some money. I have transferred RM 200 into your account. How do you plan to use the money? Are you planning to get some books, buy necessities or save the money? Do spend wisely.

Let me know your plan.

Ling

In **about 60 words**, write an email to tell her how you have planned to spend the money.

*Suggested answer*

To	lingjb@email.com
Subject	How to spend my money

Hi Ling,

I am fine and thanks for the money. It really came in good time.

I have an upcoming cultural event and I need to get a Cheongsam. Also, I need to buy a science reference book. I have tried borrowing it from the library but I don't seem to be able to get my hands on it.

I may have some money left after buying these. Rest assure I will be prudent and will save some for future use.

Regards,  
May

Greet the recipient

State your choices and reason

Conclusion

Signing off





# PRACTICE 1

Guided

Read the email from Niza.

Hi Rykal,

It's Ani's birthday celebration this Saturday. Since we have been invited for the special occasion, should we offer some help? Should we prepare some food, design some games for the party or help her with decorations?

Please let me know.

Niza

In about **60 words**, write a reply to Niza giving her suggestions.

To: niza@gmail.com

Subject: My pleasure to help

Hi Niza,

How are you? I totally agree that we should offer some help.

I think that it would be better to help out with food preparation.

In this way Ani's family would not have to spend so much time on food preparation.

I will fry some chicken wings and perhaps buy some fruits. Come over if you are free to help.

Regards,

Rykal

Greet the recipient.

Content  
Respond to the issue raised.  
Write about how you intend to help.  
Include some details.

Sign off your email.



# UJIAN AKHIR SESI AKADEMIK

Score  
/100

## 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.

Dear valued guests,

Tons of towels are unnecessarily washed every day in all hotels. Imagine how this has caused a huge impact on planet Earth.

Hence, please place your towels in the bath if you need them changed.

Please help our environment.

1. The message is to

- A** inform the hotel guests where to leave their soiled towels.
- B** educate the hotel guests on the effect of washing towels.
- C** encourage hotel guests to reuse the towels.

Hi Ina, why are you here? I thought you are joining Sofia and the girls for tea today.

Hello Mohan, I changed my mind about joining them. They always talk in riddles. I find it difficult to chat with them.

Well, Ina why don't you join them more often. You will get used to it.

Let me think about it first.



2. Ina finds that Sofia and the girls

- A** talk in a strange and confusing way.
- B** enjoy riddles when they meet up.
- C** do not like her to join them.

**Pedestrian  
access only**

**No vehicle  
access**

3. The road is only opened to

- A** workers.
- B** vehicles.
- C** people who walk.

Hi Gina,

I am deeply saddened by your loss. My most sincere condolences. Please take care. If you need any help, please do not hesitate to call me.

Jo

4. Gina has

- A** lost contact with Jo.
- B** lost somebody very dear to her.
- C** a problem because she has lost something.





**THANK YOU**

**FOR BEING MY CUSTOMER**

Your purchase is much appreciated.

Please help us improve your shopping experience.

Please take a moment to fill the attached form.

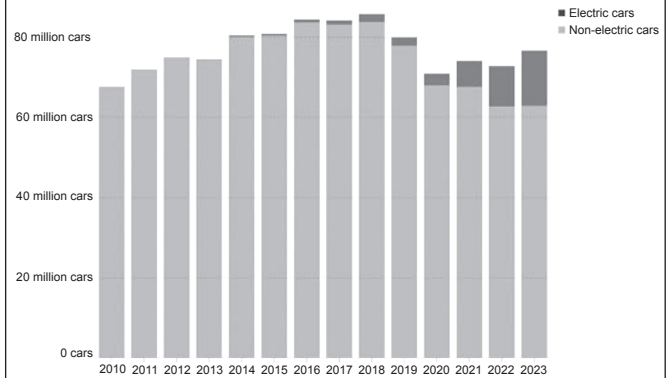
5. The departmental store wishes to have
- A an interview with the customer.
  - ☒ B customer feedback.
  - C a record of the purchase



6. The sign shows that
- A you can park your forklifts here.
  - B you can rent forklifts here.
  - ☒ C there may be potential danger here

**Number of new cars sold, by type**

Electric cars include fully battery-electric and plug-in hybrids.



(Source: <https://ourworldindata.org/electric-car-sales>)

7. The graph above shows that
- ☒ A electric cars are gradually becoming popular in recent years.
  - B the sale of non-electric car has dropped significantly.
  - C there are more electric cars on the road as compared to the non-electric cars.

#### MALAYSIAN INTERNATIONAL PASSPORT

A	ORDINARY APPLICATION (13 YEARS-59 YEARS)	RM 200.00
B	SENIOR CITIZENS (60 YEARS AND OVER)	RM 100.00
C	CHILDREN (12 YEARS AND UNDER)	RM 100.00
D	STUDENTS ATTENDING DEGREE PROGRAMS ABROAD (21 YEARS AND UNDER)	RM 100.00
E	PILGRIMAGE (LETTER OF CONFIRMATION FROM TABUNG HAJJ OR APPOINTED AGENCY)	RM 100.00
F	PEOPLE WITH DISABILITIES	FREE

8. Your brother who is 18 years old will be leaving to study engineering in Germany. How much does he need to pay to get a passport?
- A RM 200
  - ☒ B RM 100
  - C Free



## 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.

### A Step towards a Paperless Society

A total shift to a completely paperless society **(0)** can not have happened now. But we can certainly work towards it.

There's no denying that reducing paper **(9)** using has a positive impact on the environment. So, it **(10)** made good sense to not print emails when it **(11)** was not needed. Reading emails and other documents online is **(12)** good for the environment, cost reducing and more convenient. If there is a need to print, then use the green option, the recycled paper.

Move towards e-books and e-magazines instead of **(13)** buy the physical copies. This will help free **(14)** off spaces in your house. It's more convenient to search for a book on your computer than to search for a book **(15)** between rows and rows of books in your cupboards.

It's time to use mobile scanning applications to **(16)** digitalized documents and start taking notes the paperless way.

#### Example:

0	may
---	-----

9.	use
10.	makes
11.	is
12.	better
13.	buying
14.	up
15.	among
16.	digitalize

[8 marks]



# ANSWERS STARTER UNIT

## Speaking Skill

A

(Pupils' own answers)

## Reading Skill

A

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

B

1. Tug of war
2. Rock climbing
3. Face painting
4. Cup Music
5. DIY Greeting Cards

## Grammar (Language Awareness)

A

- |         |           |
|---------|-----------|
| 1. your | 7. Its    |
| 2. My   | 8. Our    |
| 3. My   | 9. Her    |
| 4. My   | 10. his   |
| 5. my   | 11. their |
| 6. our  |           |

B

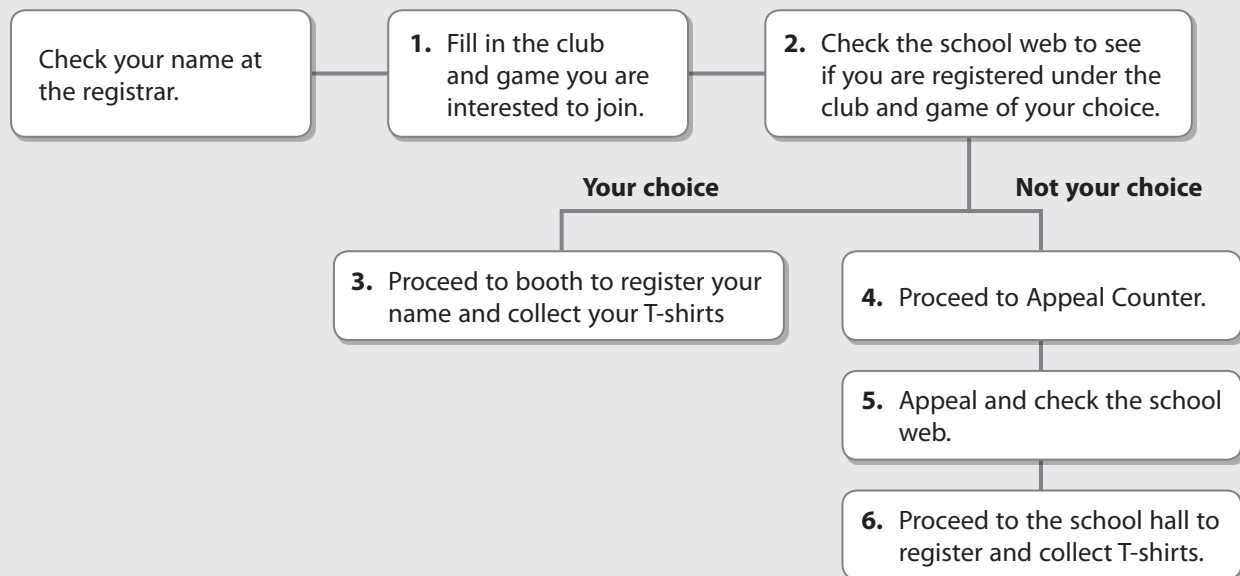
1. Please don't tell anybody our secret. Nobody knows about Sarah's new job.
2. Ramesh is doing his project on the laptop. The project's deadline is next week.
3. Finally, I have achieved my goal. My brother's achievements have always been better than mine.
4. The children find their math homework too difficult. The friend's reference book is not very helpful.
5. The students are having their volleyball training session. The coach's training style is one of the best in town.

## Listening Skill

A

1. B
2. A
3. A
4. B

B



## Writing Skill

A

(Pupils' own answers)

B

1. Children celebrate parent's birthday to show their appreciation for their parents' sacrifice.
2. Some people celebrate their good fortune by sharing their joy with the less fortunate.
3. Students celebrate Teacher's Day to show appreciation for their teacher's contribution.