

# TARGET

## PBD

MODUL PENTAKSIRAN BILIK DARJAH

TEACHER'S EDITION

FORM 2

KSSM

# ENGLISH



To assist Classroom Assessment (PBD)



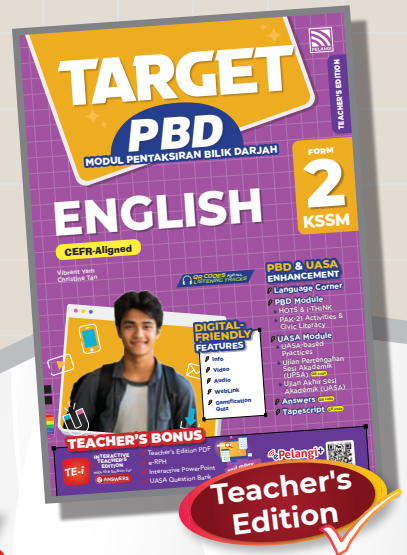
Enhanced PBD & UASA Modules



To support Digital-friendly Pembelajaran dan Pemudahcara (PdPc)



To boost students Performance Level



Teacher's Edition

## FREE PACKAGE FOR TEACHERS

### TEACHER'S EDITION

PRINTED VERSION

#### PBD & UASA ENHANCEMENT

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

#### DIGITAL LEARNING

- ⚡ Varieties of digital PdPC contents

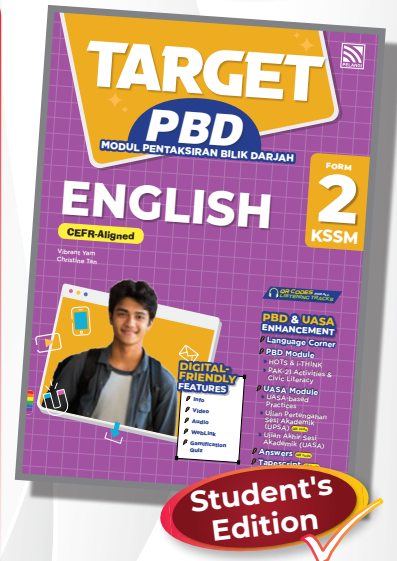
### TEACHER'S DIGITAL RESOURCES



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



EXTRA! PdPC SUPPORTING MATERIALS

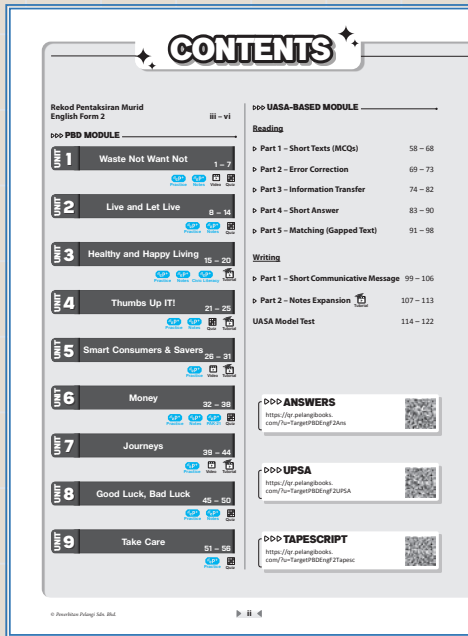


Student's Edition

# TEACHER'S EDITION (Printed Version)

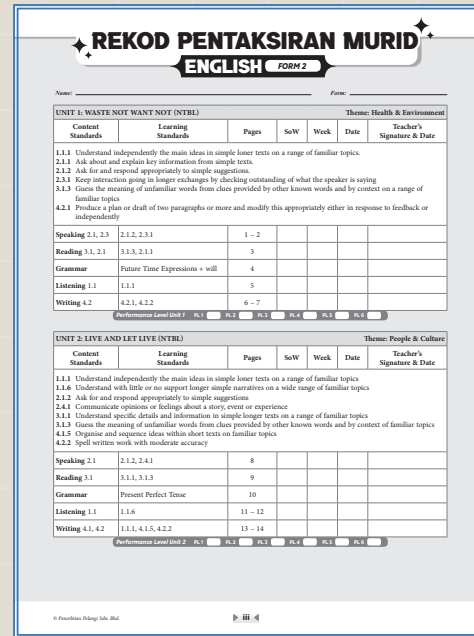
## A Contents

Contents include cross references of digital resources in the book.



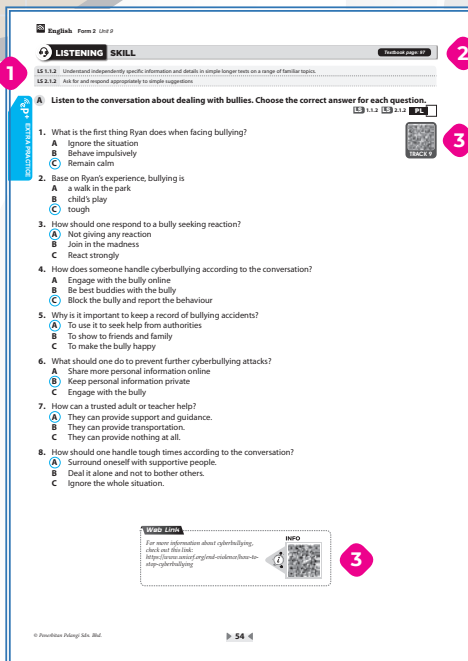
## B Rekod Pentaksiran Murid

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



## C DSKP-based Practices

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





## H UASA-based Module >> Summative Assessment

UASA-based Practices based on each part of the assessment are provided to familiarise students with real UASA format.

PART	DETAILS	PAGES
<b>READING</b>		
<b>PART 1</b>	Short Texts (MCQs)	58
<b>PART 2</b>	Error Correction	69
<b>PART 3</b>	Information Transfer	74
<b>PART 4</b>	Short Answers	83
<b>PART 5</b>	Matching (Gapped Text)	91
<b>WRITING</b>		
<b>PART 1</b>	Short Communicative Message	99
<b>PART 2</b>	Notes Expansion	107

## I UPSA >> Summative Assessment

UPSAs (QR code) is included on Contents page



**UJIAN PERTENGAHAN SESI AKADEMIK UPSA**

**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 answer, mark the correct answer A, B or C on your answer sheet.

**COME VISIT US**  
AUGUST 25<sup>th</sup>  
LIVE ANNUAL SPECTACLE  
AFTER 5 PM  
at the  
Life Space - Seremban

1. From the advertisement above,  
A each cat has to be vaccinated first before adoption.  
B people are free to adopt any type of animals only before are available for adoption.  
C only felines are available for adoption.

2. This fundraising event is  
A organised by the batsu club.  
B raising funds for children's club.  
C selling only pastries.

3. Aliman wants  
A to give this selection a shot together with Faisal.  
B to inform Faisal that the selection is at 3 pm.  
C Faisal to bring extra stock for the selection.

**SMK SERI BATIK**  
REGISTRATION CLUB  
Organising  
BANKING & INVESTMENT  
JULY 22<sup>nd</sup> - 10.30 am TO 4 pm,  
SCHOOL CAFETERIA  
PICK COINER, CASHES,  
BROWNIES AND MUFFINS  
GADGETS

ALL PROCEEDS WILL BE DONATED TO CHILDREN'S HOSPITAL, SERI BATIK HOSPITAL.  
Thank you for your support!

**SMK PENANG**  
English Language Club  
Organising  
Inter School Virtual Debate  
Contest  
On  
A Artificial Intelligence (Chatting) Contest?  
Date: 5th September  
Venue: Google Meet  
Time: 2 pm.

## J UASA >> Summative Assessment

UASA is provided at the end of the book

**UJIAN AKHIR SESI AKADEMIK UASA**

**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 answer, mark the correct answer A, B or C on your answer sheet.

1. Based on the image above,  
A the car battery needs attention.  
B the phone battery is critically low.  
C the motorcycle battery needs charging.

2. The notice informs the public  
A that the bridge will be closed temporarily on the October 1<sup>st</sup>.  
B that alternative routes are strictly for small vehicles.  
C that pedestrians are also affected by this closure.

3. Based on this,  
A people should avoid unnecessary travelling.  
B the public should prepare to go swimming.  
C people should leave the country quickly.

**BRIDGE CLOSURE**  
Gebang Bridge will be closed indefinitely to both vehicles and pedestrian traffic, starting October 1<sup>st</sup>.  
Dense signage will be placed to show alternative routes during this closure.

**SMK KUALA LAMPUR**  
GIRL GUIDES'  
MOTIVATIONAL CAMP  
1. Limited slots.  
2. Only for first 50 participants.  
3. Interested? See Ms. Nurul Zuliana for registration at her office.

**ANSWERS UNIT 1**

**Spelling**  
(Students' own answer)

**Reading**

A.  
1. reduce carbon footprint  
2. sustainable living  
3. conserve less fuel  
4. buy second hand  
5. reuse your waste  
6. gradually  
7. disposable items  
8. within your means

B.  
1. water pollution  
2. printing book, filling river, toxic contamination  
3. waterborne disease  
4. Agriculture, tourism  
5. environmental regulations

C.  
1. Cholera 4. Cuts  
2. Agriculture 5. Dysentery  
3. Typhoid

**Grammar**

A.  
1. C 4. C  
2. B 5. B  
3. A

B.  
1. We will plant trees in the school garden next month.  
2. Our neighbourhood will organise a recycling drive next month.  
3. Volunteers will clean up the beach tomorrow morning.

C.  
1. visit 4. help  
2. attend 5. start  
3. go

**Listening**

1. Climate change  
2. rising temperatures, glaciers  
3. global  
4. degrade  
5. droughts, hurricanes  
6. ecosystems, biodiversity  
7. flourish

**Writing**

A.  
To: individual.com  
Subject: Club for Earth

Hey Bobi,  
It's great to hear from you! I applaud your passion for the environment. Considering that your passion of earth, I suggest you start your own Recycling Club at your school. It's a great way to reap the rewards. To ensure my recycling needs, I need to talk to your teachers as agreed on how to get this club on the roll. Good luck with your new club!  
Best,  
Maha


B.  
Anisa Lari  
Lot 209 Taman Wawasan,  
Seri Kembangan, Selangor,  
48000 Kuala Lumpur.

Dear Sam,  
I hope you're doing well! I had the best school trip yesterday with my school's Environment Club to a recycling centre. It was such an eye-opening experience.  
My classmates and I were amazed at the massive building as we explored the ground. We saw machines sorting materials and got a behind-the-scenes look on how recycling works! The workers were friendly and didn't mind us watching them.  
This trip opened my eyes to the importance of recycling and how much waste we create daily. I'm working on ways to be kinder to our planet. I can't wait to share more with you in person.  
Take care,  
Pa.Lin



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



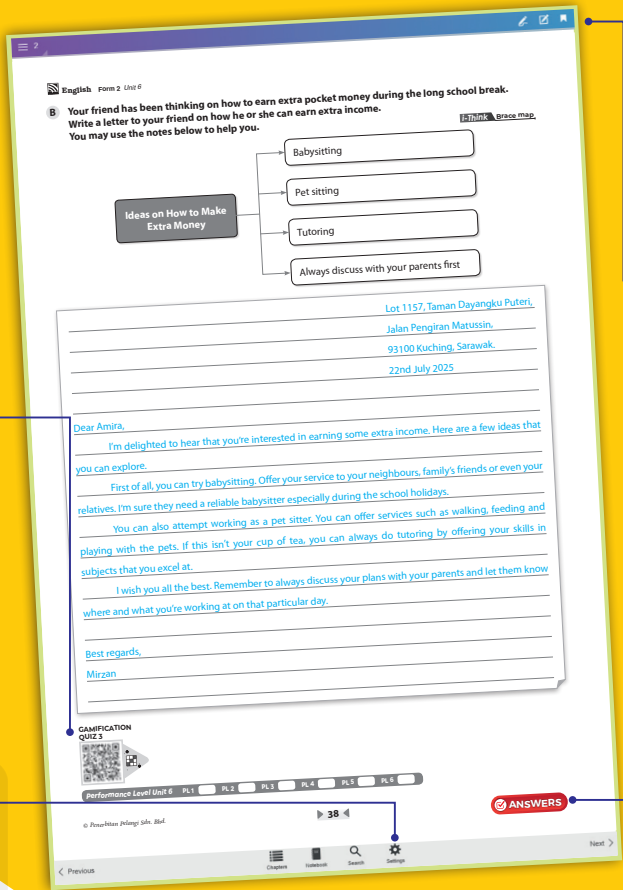
On the  platform, teachers who adopted the TARGET PBD KSSM series are given one year exclusive access to TE-i and Extra PdPc Teaching Aid:

## 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**




### 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

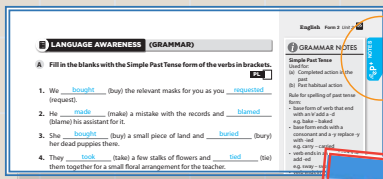
- Extra Practices
- Question Banks UASA

Can be downloaded



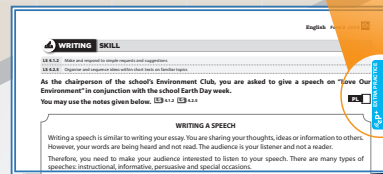
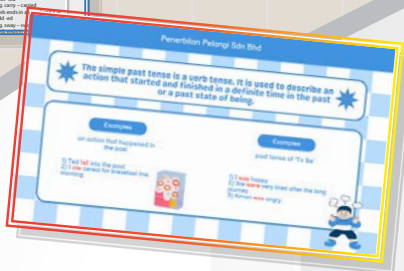
Extra PdPc supporting materials are tagged on pages in Teacher's Edition with the **eP+** thumb index.

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



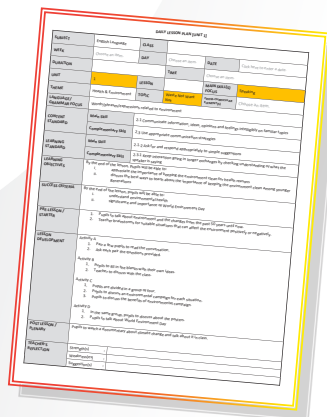
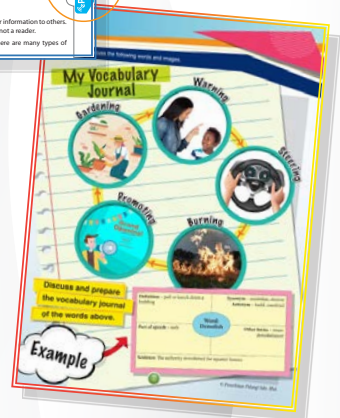
### eP+ Notes

- **Notes**  
Concise grammar and extra notes presented in colourful graphics

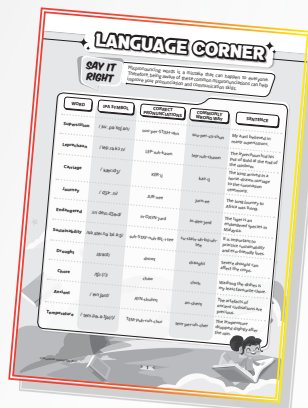


### eP+ Extra Practices

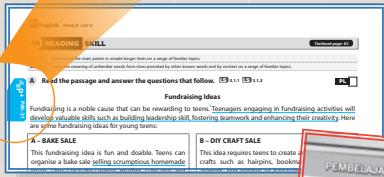
- **Extra Practices**  
Reinforcement exercise based on unit



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

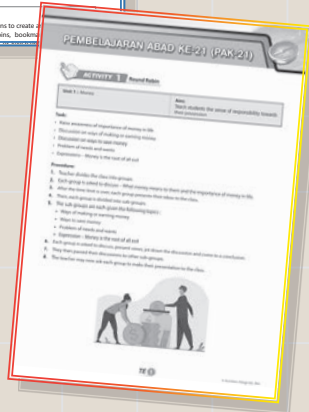


- **Language Corner**  
A comprehensive language note covering pronunciation, homophones, homonyms and idioms/proverbs



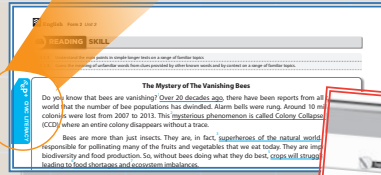
» PAK-21 Activities

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

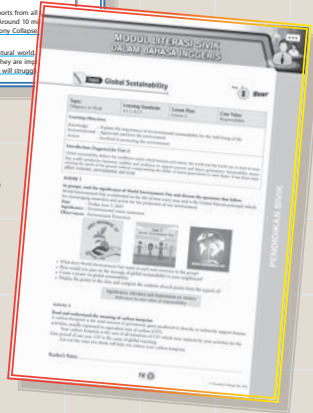
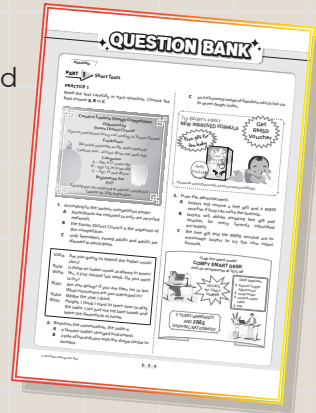


» Civic Literacy

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

» Question Bank

Extra UASA-based practices



ePelangi+

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. 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.

# CONTACT PELANGI REPRESENTATIVE

## SERVICES & SUPPORT

AREA	CONTACT NUMBER
<b>Northern Region</b>	012-4983343
Perlis / Kedah	012-4853343
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



# PELANGI!

Books Gallery

## ONLINE & ON SITE EXHIBITION GALLERY

### Bangi

Wisma Pelangi, Lot 8, Jalan P10/10,  
Kawasan Perusahaan Bangi,  
Bandar Baru Bangi, 43650 Bangi, Selangor.

### Johor Bahru

66, Jalan Pingai, Taman Pelangi,  
80400 Johor Bahru, Johor.

## E-MAIL PELANGI CUSTOMER SERVICE

[service1@pelangibooks.com](mailto:service1@pelangibooks.com)



## LATEST PELANGI PRODUCTS, SERVICE PROMOTIONS & PROGRAMMES



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



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<b>UNIT 5</b>	<b>Smart Consumers &amp; Savers</b>	26 – 31	  
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### Reading

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### Writing

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### UASA Model Test

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## ▶▶▶ ANSWERS

<https://qr.pelangibooks.com/?u=TargetPBDEngF2Ans>



## ▶▶▶ UPSA

<https://qr.pelangibooks.com/?u=TargetPBDEngF2UPSA>



## ▶▶▶ TAPESCRIPT

<https://qr.pelangibooks.com/?u=TargetPBDEngF2Tapesc>



# REKOD PENTAKSIRAN MURID

## ENGLISH FORM 2

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

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

UNIT 1: WASTE NOT WANT NOT (NTBL)					Theme: Health & Environment		
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date	
<p>1.1.1 Understand independently the main ideas in simple loner texts on a range of familiar topics.</p> <p>2.1.1 Ask about and explain key information from simple texts.</p> <p>2.1.2 Ask for and respond appropriately to simple suggestions.</p> <p>2.3.1 Keep interaction going in longer exchanges by checking outstanding of what the speaker is saying</p> <p>3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics</p> <p>4.2.1 Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently</p>							
Speaking 2.1, 2.3	2.1.2, 2.3.1	1 – 2					
Reading 3.1, 2.1	3.1.3, 2.1.1	3					
Grammar	Future Time Expressions + will	4					
Listening 1.1	1.1.1	5					
Writing 4.2	4.2.1, 4.2.2	6 – 7					
<b>Performance Level Unit 1</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 2: LIVE AND LET LIVE (NTBL)					Theme: People & Culture		
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date	
<p>1.1.1 Understand independently the main ideas in simple loner texts on a range of familiar topics</p> <p>1.1.6 Understand with little or no support longer simple narratives on a wide range of familiar topics</p> <p>2.1.2 Ask for and respond appropriately to simple suggestions</p> <p>2.4.1 Communicate opinions or feelings about a story, event or experience</p> <p>3.1.1 Understand specific details and information in simple longer texts on a range of familiar topics</p> <p>3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context of familiar topics</p> <p>4.1.5 Organise and sequence ideas within short texts on familiar topics</p> <p>4.2.2 Spell written work with moderate accuracy</p>							
Speaking 2.1	2.1.2, 2.4.1	8					
Reading 3.1	3.1.1, 3.1.3	9					
Grammar	Present Perfect Tense	10					
Listening 1.1	1.1.6	11 – 12					
Writing 4.1, 4.2	1.1.1, 4.1.5, 4.2.2	13 – 14					
<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"/>							

**UNIT 3: HEALTHY AND HAPPY LIVING (NTBL)**
**Theme: Health & Environment**

Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
1.1.2 Understand independently specific information and details in simple longer texts on a range of familiar topics 1.1.3 Recognise with support attitudes or opinions in simple longer texts on a range of familiar topics 1.1.4 Understand with little or no support longer sequences of classroom instructions 2.1.2 Ask for and respond appropriately to simple suggestions 3.1.1 Understand the main points in simple longer texts on a range of familiar topics. 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics 4.1.2 Make and respond to simple requests and suggestions 4.2.5 Organise and sequence ideas, within short texts or familiar topics						
Speaking 2.1, 1.1	2.1.2, 1.1.2	15				
Reading 3.1	3.1.1, 3.1.3	16				
Grammar	Tenses	17				
Listening 1.1	1.1.3, 1.1.4	18				
Writing 4.1	4.1.2, 4.2.5	19 – 20				

 Performance Level Unit 3 PL 1  PL 2  PL 3  PL 4  PL 5  PL 6 
**UNIT 4: THUMBS UP IT (NTBL)**
**Theme: Science & Technology**

Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
1.1.2 Understand independently specific information and details in simple longer texts on a range of familiar topics 1.1.6 Understand with little or no support longer simple narratives on a wide range of familiar topics 2.1.2 Ask for and respond appropriately to simple suggestions 2.1.3 Express opinions about future plans or events 3.1.5 Recognise with support the attitude or opinion of the writer in simple longer texts 4.1.1 Understand independently the main ideas in simple loner texts on a range of familiar topics. 4.1.5 Organise and sequence ideas within short texts on familiar topics. 4.2.2 Spell written work with moderate accuracy.						
Speaking 2.1	2.1.2, 2.1.3	21				
Reading 3.1	3.1.5	22				
Grammar	Tenses	23				
Listening 1.1	1.1.2, 1.1.6	24				
Writing 4.1	4.1.1, 4.1.5, 4.2.2	25				

 Performance Level Unit 4 PL 1  PL 2  PL 3  PL 4  PL 5  PL 6 
**UNIT 5: SMART CONSUMERS & SAVERS (NTBL)**
**Theme: Consumerism & Financial Awareness**

Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
1.1.1 Understand independently the main ideas in simple loner texts on a range of familiar topi 2.1.2 Ask for and respond appropriately to simple suggestions 2.1.4 Express opinions about simple spoken or written advice given to themselves or others 2.3.1 Keep interaction going in longer exchanges by checking outstanding of what the speaker is saying. 3.1.2 Understand specific details and information in simple and longer texts on a range of familiar topics 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics 4.1.4 Express opinions and common feelings such as happiness, sadness, surprise and interest.						

# Waste Not, Want Not

### SPEAKING SKILL

LS 2.1.2 Ask for and respond appropriately to simple suggestions.

LS 2.3.1 Keep interaction going in longer exchanges by checking outstanding of what the speaker is saying.

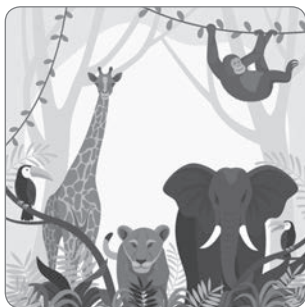
**A** Take turns with your friend to role-play. You may use the pictures to help you. **LS** 2.1.2 **LS** 2.3.1 **PL**

### Role-Playing Scenario: Health and Environment



#### 1. Doctor-patient

- **Doctor role:** You are a doctor discussing the importance of a healthy lifestyle. You also emphasise the benefits of exercise, balanced nutrition and regular check-ups.
- **Patient role:** You are visiting the doctor for a check-up. You ask questions about how you can improve your lifestyle and express your concerns about maintaining good health.



#### 2. Wildlife Conservationist-Villager

- **Wildlife Conservationist role:** You are trying to protect and save the local wildlife habitats from human encroachment. You share the impact of deforestation and urban development on wildlife populations and their natural habitats.
- **Villager role:** Your village is near a forest area where the wildlife is at risk due to human activities. Voice your concerns about saving the natural habitat and at the same time balancing the needs of the community resources.

**READING SKILL**

LS 2.1.1 Ask about and explain key information from simple texts.

LS 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics.

EXTRA PRACTICE

Read the text and answer the questions that follow. **LS** 2.1.1 **LS** 3.1.3

PL

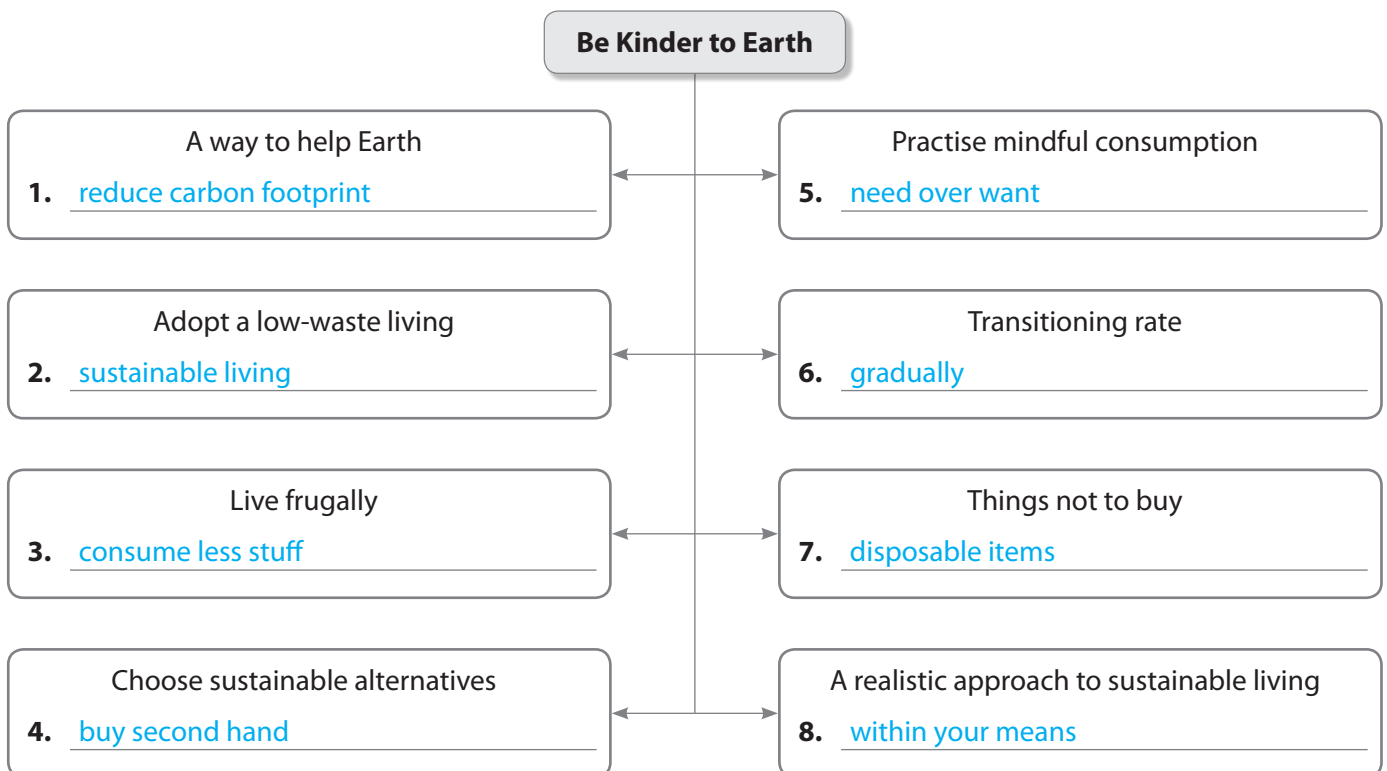
**Be Kinder to Earth**

How can you be kinder to earth? How can someone as young as yourself save earth when you might be thinking that you are not a scientist or chemist or even an innovator. You thought wrong. You are never too young to be kind to earth. As a matter of fact, it's paramount that you step up to save this blue planet. So, the question now is how can you be part of this monumental effort? Simple. You need to 1 reduce your carbon footprint.

How do you reduce your carbon footprint? Easy. You need to practise 2 sustainable living. So, what sort of changes are you required or expected to make? All you have to do is 3 consume less stuff. For instance, reduce the things you need. If you do need things, get 4 them second hand. You can learn to reuse by repurposing stuff or choose to get reusable over 7 disposable items. It also goes without saying that recycling is also part of the change. Recycle what you can't reduce or reuse. You will also need to refuse things that you do need. You simply have to reset your mindset and adopt the thinking of 5 "need over want".

Obviously, this is a major step for you. You are essentially changing your lifestyle. Fret not, the trick here is to do it 6 gradually. There are many different actions and tweaks to live sustainably. Some may work for you and some not. That's okay. Start with what works for you. Then build momentum from there. You need to be comfortable in making the change and adapting to it to make it into a habit. As more and more individuals implement even the tiniest of change in their lives, the greater the impact they make collectively. Remember there isn't a fixed rule on how to live sustainably, it's actually doing what you can 8 within your means.

**A Complete the following graphic organiser with answers of not more than three words and/a number from the text.**



# UNIT 2

## Live and Let Live

### SPEAKING SKILL

LS 2.1.2 Ask for and respond appropriately to simple suggestions.

LS 2.4.1 Communicate opinions or feelings about a story, event or experience.

**A** Each picture below represents a type of culture. What do they represent? Can you think of other cultures? **LS** 2.1.2 **PL**



Describe three of the pictures.

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

**B** Work in groups and discuss the following questions. **LS** 2.4.1

1. In your opinion, is it important to understand other cultures?
2. What are the benefits of learning from other cultures?
3. What is the best way to learn another culture?

**C** Work with a classmate and describe a culture in your country. **LS** 2.4.1

1. What is the name of it?
2. Who takes part in it?
3. What are the activities?
4. Explain your feelings about it.

**Web Link**

For more information about Malaysian culture, check out this link:  
<https://culturalatlas.sbs.com.au/malaysian-culture>





## READING SKILL

LS 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics.

LS 3.1.1 Understand specific details and information in simple longer texts on a range of familiar topics.

**A Read the text and answer the questions that follow.** LS 3.1.3 LS 3.1.1

PL

### Navigating Culture Shock

Ever heard of culture shock? It's the <sup>A1</sup>challenging process of adjusting oneself to a new culture. It's like stepping into a whole new world. A world that is unfamiliar, exciting and overwhelming all rolled into one. Experiencing culture shock is not uncommon for teens, especially when exploring different countries, communities and regions.

In the beginning, everything feels new and exciting, <sup>A2</sup>the language, food, weather, people and customs. The initial excitement trumps anxiety and stress. However, when the excitement wears off, and reality sets in, you might feel a <sup>A3</sup>mix of confusion, frustration and homesickness.

<sup>A5</sup>For a smooth transition to a new environment, it's <sup>A4</sup>important that teens recognise and deal culture shock effectively. Fret not because with time you will have a growing understanding of the new culture. It is vital to <sup>A4</sup>embrace diversity and new experiences so that the social customs become clearer and you feel settled in.

You can also do research and read about the new place before going there and when you are there try to participate in the cultural events to learn more about the culture. It doesn't hurt too to meet new people and build new connections of shared experiences. As you navigate this maze of culture shock, it is extremely important to give yourself time to adjust. You need to <sup>A5</sup>always take care of your mind, body and spirit.

Culture shock essentially is an opportunity to broaden your horizons and develop a deeper appreciation for the rich tapestry of cultures in our world. Remember that it's all part of an adventure of exploring our diverse beautiful world.

1. What is culture shock?

Culture shock is the challenging process of adjusting oneself to a new culture.

2. Name some of the things that feel new and exciting during the initial stage of culture shock.

The things that feel new and exciting at the early stage are language, food, people, weather and customs.

3. What does one feel when the excitement wears off?

When the feeling of excitement wears off, a teen will feel a mix of feelings of confusion, frustration and homesickness.

4. How can teens learn to handle culture shock?

Teens can learn to handle culture shock effectively by recognising it, embrace diversity and engage in new experiences.

5. Why is it important to allow oneself time to adjust during culture shock?

It is important to give oneself time to adjust to a new environment for a smooth transition to maintain strong mental health, emotionally and physically.

**B Match the words to the correct definitions.**

Feeling unhappy and longing for home	A feeling of being annoyed or upset
Characteristics and attributes from a range of different social and ethnic backgrounds	A feeling of great enthusiasm and eagerness

- Exciting – A feeling of great enthusiasm and eagerness
- Diversity – Characteristics and attributes from a range of different social and ethnic backgrounds
- Frustration – A feeling of being annoyed or upset
- Homesickness – Feeling unhappy and longing for home

# UNIT 3

## Healthy and Happy Living

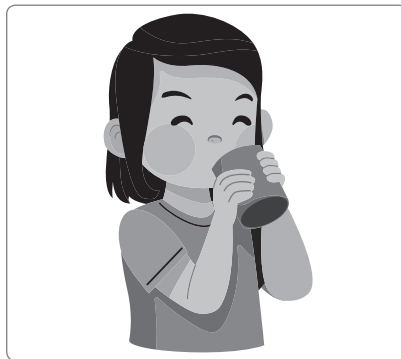
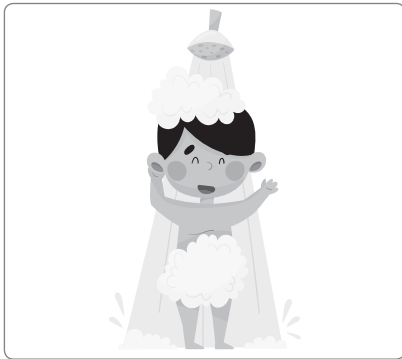
### SPEAKING SKILL

LS 2.1.2 Ask for and respond appropriately to simple suggestions

LS 1.1.2 Understand independently specific information and details in simple longer texts on a range of familiar topics

Talk in groups of four. Look at the pictures and discuss the questions. Use some of the words in the boxes.

LS 2.1.2 LS 1.1.2 PL



- Which daily activity uses the most water?
- How to reduce water while doing these activities?
- How can you encourage family members or friends to be mindful of water usage in their daily routines?
- What are the benefits of reducing water usage in our daily activities?

This activity seems to be...

I think...

In my opinion... helps to...

The benefits of... are ...

Conservation

Efficiency

Sustainable

Consumption

Drought

Irrigation

Wastewater

Rainwater harvesting



**READING SKILL**

LS 3.1.1 Understand the main points in simple longer texts on a range of familiar topics

LS 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics.

**The Mystery of The Vanishing Bees**

Do you know that bees are vanishing? <sup>1</sup>Over 20 decades ago, there have been reports from all over the world that the number of bee populations has dwindled. Alarm bells were rung. Around 10 million bee colonies were lost from 2007 to 2013. This <sup>2</sup>mysterious phenomenon is called Colony Collapse Disorder (CCD), where an entire colony disappears without a trace.

Bees are more than just insects. They are, in fact, <sup>3</sup>superheroes of the natural world. They are responsible for pollinating many of the fruits and vegetables that we eat today. They are important for biodiversity and food production. So, without bees doing what they do best, <sup>5</sup>crops will struggle to grow, leading to <sup>6</sup>food shortages and <sup>7</sup>ecosystem imbalances.

What causes these <sup>4</sup>workhorses of pollination to just disappear is still a head-scratcher. <sup>8</sup>They would fly to search for nectar and pollen and just never to return to their hives. Some believed that the loss of habitats could be a key factor while others tend to blame the use of pesticides on plants. The chemical used in the pesticides has rendered the bees unable to find their way home and breed.

Therefore, it is crucial to raise awareness on the importance of bees and protect them. By taking the necessary steps sooner than later, there's hope for the bees' populations to flourish and thrive.

**A Complete the following graphic organiser with answers of not more than three words and/a number from the text.**

**PL**

The reports on the declining bees' numbers	1. <u>20 decades ago</u>
The name of the mysterious phenomenon	2. <u>Colony Collapse Disorder</u>
Descriptions given the bees in the passage	3. <u>Natural world superheroes</u> 4. <u>Workhorses of pollination</u>
Consequences if bees can't pollinate	5. <u>Crops struggle growing</u> 6. <u>Food shortages</u> 7. <u>Ecosystem imbalances</u>
The natural resources for bees	8. <u>Nectar and pollen</u>

**Civic Lesson**

Core Value: Love of nature

Bees are important part of the planet's ecosystem. Without them pollinating, there will be food shortages. Therefore, it is crucial to raise awareness on practicing sustainable agriculture and use only organic pesticides for plants.

# UNIT 5

## Smart Consumers & Savers

### SPEAKING SKILL

- LS 2.1.2 Ask for and respond appropriately to simple suggestions.
- LS 2.3.1 Keep interaction going in longer exchanges by checking outstanding of what the speaker is saying.
- LS 2.1.4 Express opinions about simple spoken or written advice given to themselves or others

**A Look at the images. There are guidelines of a smart consumer. Do you practise any of them?**

LS 2.1.2 LS 2.3.1 LS 2.1.4 PL



**B Work in groups and discuss the following:**

1. How often do you go shopping?
2. Do you always do your product research before buying?
3. Does anyone help you to do the comparison and research?
4. Are you an impulsive shopper?
5. Have you ever regretted the item purchased on impulse? Why?
6. Are you sceptical or excited if prices are extremely lower than the market price?
7. Can you share tips on how to spot a scam before or when making a purchase?
8. Do you keep track of your monthly expenses?
9. Have you asked the sellers about their return policies?
10. Have you ever asked the sellers on warranties, guarantees and after-sales support?

**C Role-playing: (Product) seller – Buyer (Work in pairs)**

- **(Product) seller's Role :** Recommend the product, highlight the features of the product and provide pricing.
- **Buyer's Role :** Ask questions about pricing, product, return policies, warranties and pricing.



>>> **Civic Lesson**

Core Value: Responsibility  
 Money is something we get when we work to earn it. It does not come free. You are responsible for how you earn the money and also how you spend the money. Having no money is no fun! But having an excess sum of money can also become a big responsibility. You are responsible to yourself to not lose it, to make it grow - to use it wisely for the good of yourself and the whole family.

**PAK-21 ACTIVITY** ▶ Presentation

- In groups, discuss:
- the terms 'need' and 'want'.
  - how should we use money?



## READING SKILL

LS 3.1.2 Understand specific details and information in simple longer texts on a range of familiar topics

LS 3.1.3 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics.

A Read the text and answer the questions that follow. LS 3.1.2 LS 3.1.3

PL

EXTRA PRACTICE

## The Youth Impact on Shopping

For so long teens have been the lifeblood for malls. However, <sup>3</sup>when the pandemic hit and the popularity of online shopping caused many retail stores to shut down businesses due to reduced foot traffic. This scenario may change because there has been an uptick of Gen Z shoppers popping into the malls recently.

<sup>2</sup>Gen Z which refers to individuals aged between 7 and 25 years old, is playing an important role in reviving in-store shopping. <sup>4</sup>The instant gratification aspect is what drives them to prefer in-store shopping. <sup>5</sup>The ability to touch, see, try on and purchase the item on the spot drive them to visit and return to the malls regularly.

<sup>6</sup>This first digitally native generation is used to having things immediately. They are accustomed to having immediate access when things are downloaded. Based on this perspective, it explains their interest going to physical stores.

Gen Z still values online shopping but they also appreciate the experience of shopping in brick-and-mortar stores. <sup>7</sup>The craving for a sense of community motivates them to engage in-store shopping experiences. They want a place they can meet and hang out with friends. <sup>8</sup>It showcases that they rather spend money on experiences than material items.

Bearing this in mind, malls and retailers should gear towards refining the in-person shopping experience and turning malls into a multipurpose destination where this tech savvy generation can come to flock.

1. Match the words or phrase to the correct meanings.

Meaning	Word/ Phrase
(a) something that is important	(i) instant gratification
(b) the number of people walking around an area	(ii) lifeblood
(c) businesses in a physical building	(iii) foot traffic
(d) immediate satisfaction	(iv) brick-and-mortar
(e) being familiarity with something	(v) accustomed

- Gen Z is a group of people ranging from the age between 7 and 25 years old.
- The pandemic and online shopping have caused malls to have fewer crowds.
- Gen Z's instant gratification aspect is the reason for the revived in-store shopping.
- They want to be able to touch, see and try on before purchasing an item.
- Gen Z is considered the first digitally native generation.
- The yearning for a sense of community motivates them to go to the malls.
- Gen Z rather spend money on experiences than products.

# UNIT 6

# Money

**SPEAKING SKILL**

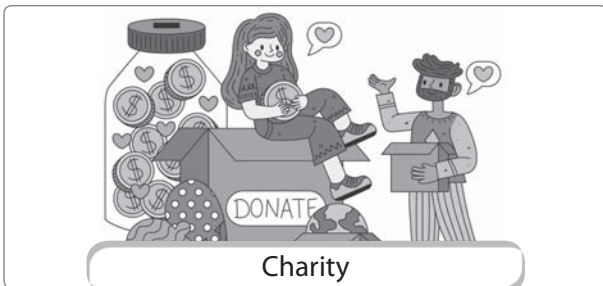
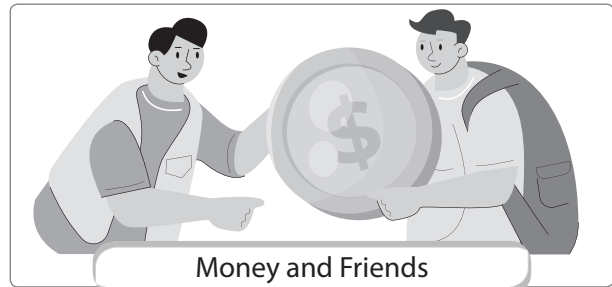
Textbook page: 62

- LS 2.1.2 Ask for and respond appropriately to simple suggestions.
- LS 2.3.1 Keep interaction going in longer exchanges by checking outstanding of what the speaker is saying.
- LS 2.1.4 Express opinions about simple spoken or written advice given to themselves or others

EXTRA PRACTICE

**A Look at the graphics about money and you. How relevant are these to you?** LS 2.1.2 LS 2.3.1 LS 2.1.4

PL



**Work in groups and discuss the followings.**

1. How do you manage your allowance or pocket money?
2. Do you create a simple budget for your pocket money?
3. What are the advantages of saving some of your allowance?
4. Do you split the cost among friends when hanging out together?
5. What are the fair ways to divide the expenses when hanging out with them?
6. Have your friends ever borrowed your money or lent you money?
7. How do you handle request to borrow money?
8. Have you ever given to charity? What impact did it make?
9. Have you ever spent more money than necessary due to peer pressure?
10. How do you plan for bigger or more expensive purchases?

**B Complete the sentences given for each situation. Work in groups and give sound monetary advice.**

**Situation A**

Your friend is spending way too much money on a branded T-shirt.

Your advice:

I think.../ It's not wise....

**Situation B**

Your friend wants to borrow some money from you to buy a new set of earbuds even though he/ she already owns one.

Your advice:

I'm sorry.../ I don't think.../ Do you think...

**Situation C**

A group of friends are hanging out at a café. One of your friends doesn't bring enough cash to pay for his/ her share of the meal.

Your advice:

I can.../ Do you need.../ Don't worry...

**Situation D**

Your friend has countless caps and T-shirts that he has not worn in ages. He wants to get rid of them.

Your advice:

I've an idea.../ Why don't you.../ How about...

**Situation E**

Your friend bought a new pair of running shoes. There was discrepancy in the receipt. Your friend had overpaid.

Your advice:

You should.../ Is the receipt.../ You can...

**Situation F**

Your friend is contemplating whether he/ she should make a donation to a charity.

Your advice:

I think.../ You don't have.../ You should...

**Situation G**

Your friend wants to get a new smartphone. He/ she has managed to save some money but it is still short of RM100.

Your advice:

Maybe you can try.../ Have you.../ I think...

Have you ever encountered other money issues? Talk to each other and share your experience. Discuss on the solutions too.

**PAK-21 ACTIVITY**

▶ Team Work

In groups,

- create an "Expense Sharing Agreement" template for friends to use when planning to go out
- discuss the importance of setting clear expectations for sharing expenses to avoid misunderstandings
- create a set of "Friends' Financial Guidelines" to foster healthy financial interactions among friends

# UNIT 7

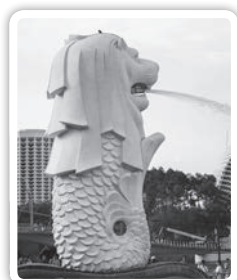
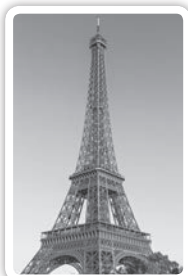
## Journeys

**SPEAKING SKILL**

Textbook page: 74

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

**A** Look at the famous landmarks. Talk about the landmarks with your friends. You may use the words and phrases in the box to help you. **LS** 2.3.1 **PL**



Ask these questions. You can always add your own questions.

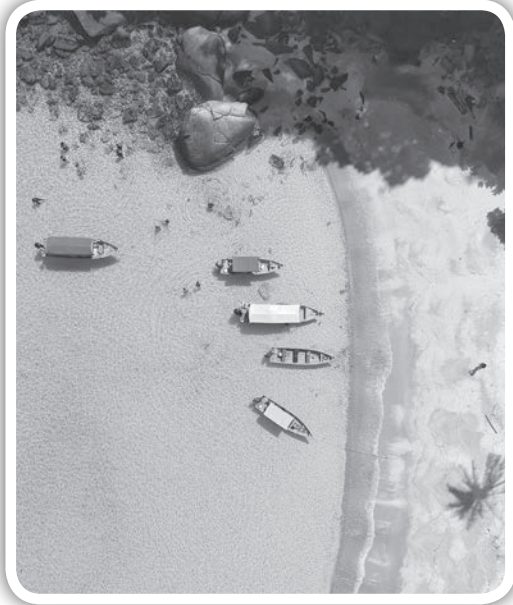
1. How many of these landmarks do you know?
2. Can you name the countries where you can find the landmarks?
3. Have you been to any of these countries?
4. Who did you travel with?
5. How did you find the journey?
6. What activities did you do there?
7. What was most memorable about the journey?

amazing	wonderful	grand
huge	breathtaking	ancient
historical	architecture	desert
temple	archeological	tourists
attractions	harbourside	dinner
restaurants	mausoleum	opulent
impressive	incredible	scenery
stunning	unforgettable	travel
spectacular	iconic	sights

I recognised that landmark/ building...  
 It's one of the most iconic...  
 I had the best ...  
 I wandered the ...  
 The impressive architectural...  
 The opulent structure took...  
 I took photo of ...  
 I enjoy...  
 The scenery is/ was...

**B** Look at the pictures. Discuss with your friends about the trips.

1.



(a) Where do you think this is?

(b) Why do you think people love beach holidays?

(c) What is the best part of holidaying by the sea?

(d) How do you travel to the location?

2.

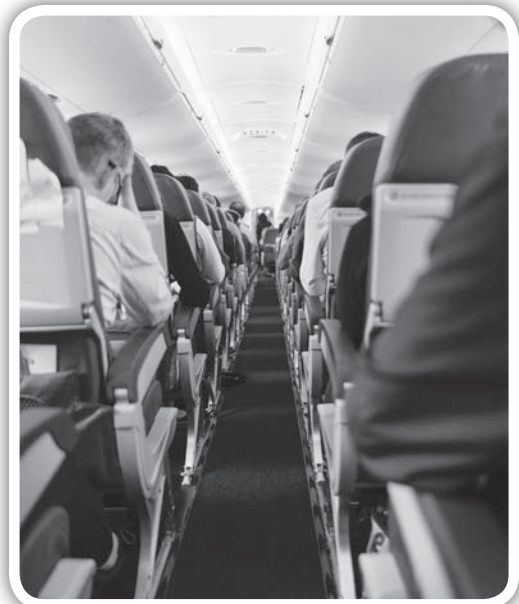
(a) Have you ever travelled by air?

(b) Share your experience of travelling by air for the first time.

(c) Talk about the difference between the business class and economy class.

(d) What do you like most about flying?

(e) What do you dislike most about travelling by air?



**PAK-21 ACTIVITY** ▶ Hot Seat

In groups, have students:

- share their most memorable journey or cultural experience
- encourage students to share unique stories

Then assign each group:

- to a different culture to research and present
- try to include aspects like traditions, cuisine and language

# UASA-BASED MODULE

## PART

## DETAILS

## PAGES

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*Striving  
Towards  
Excellence*





# Short Texts (MCQs)

## TIPS AND TECHNIQUES

This section tests students' comprehension skills through graphic materials and short texts. The graphic or stimulus may be based on advertisements, graphs, charts, tables, manuals, diagrams, pictorial guides, short text and comic strips.

### Tips and Techniques

- Study the graphic or stimulus thoroughly.
- Pay attention to the text in the graphic or the stimulus especially the small prints.
- Look at the headline, title or notes.
- Read and understand the question carefully.
- Highlight the important words like TRUE, FALSE, INCORRECT, MOST and so on.
- Choose the best option as the answer.

## MODEL QUESTION AND ANSWER

THE ACHO THEATRE  
PRESENTS

*The Musical*  
**BYE BYE RURAN**

AUGUST 28<sup>TH</sup> – OCTOBER 28<sup>TH</sup>

GET YOUR TICKETS AT  
[www.achotheatre.com](http://www.achotheatre.com)




- Guests are encouraged to buy their tickets online.
- An email confirmation and an e-ticket will be sent to you.
- There will be no admission without tickets.
- Patrons are required to have their tickets with them.
- Food and beverage are not allowed inside the theatre.
- Photography and filming are strictly prohibited during the performance.

1. From the poster above,
- A** the play will run for three months.
- B** guests must purchase the tickets online.
- C** patrons can enter the theatre without showing their tickets.

### Comment and Answer

The answer is **A**. The play will run from August, September and ends in October. That is a total of three months. Patrons aren't allowed to enter without showing their tickets because there will be no admission without tickets. Guests are *encouraged* to buy tickets online which means it isn't necessary to get tickets online. The word encouraged doesn't mean mandatory.

## PRACTICE 1

Read the text carefully in each question. Choose the best answer **A**, **B** or **C**.



- From the hiring ad above,
  - job seekers can apply for part-time position.
  - the job openings are only for experienced workers.
  - baristas should have experience cooking delicious meals.



- The above voucher
  - is applicable for all types of WaWa Toothpaste.
  - can be used for multiple transactions.
  - cannot be traded for cash.



- From the hiring advertisement,
  - that customers will be penalise for using plastic bags.
  - Redy Supermarket is asking customers to pay for the eco-friendly bags.
  - that the supermarket is encouraging customers to bring their own eco-friendly bags.

## BREAKING NEWS

*Kiwawa Airlines flight faced severe turbulence which was heading from Alaska to Greenland, injuring 23 passengers who failed to fasten seatbelts. Authorities will conduct a thorough investigation into this incident.*

- The appropriate headline for this breaking news is,
  - Cautionary Tale for Unbuckled Flyers.
  - Turbulence Mishap: Massive Structural Damage to Plane.
  - Safety Reminder: Sleeping During Flight Leads to Injuries.



- Malaysia is
  - sending the national sportsmen to Paris Olympics.
  - sending gold for the first time to the Olympics.
  - sending tigers to the Olympics in Paris.



# Error Correction

### TIPS AND TECHNIQUES

1. Error identification tests students' understanding of language usage.
2. Read the text through for a general idea of the text before attempting to correct the errors.
3. Determine the tense of the text which generally will be in the present or past tense.
4. Identify the subject in each sentence to facilitate choosing an appropriate answer.
5. Grammar items may include nouns, pronouns, tenses, prepositions, conjunctions and articles.

### MODEL QUESTION AND ANSWER

It is important to learn science (0) but mathematics in English. It is a well-known fact that English is the international (1) languages of communication in the fields of science, technology, (2) engineer, and mathematics (STEM). Additionally, knowledge acquired in English open (3) out a world of resources and research papers (4) whose are mostly in English. Furthermore, proficiency in English allows students to (5) connected people (6) of the globe and makes it (7) easiest to share their own ideas. There is no (8) deny that learning science and mathematics in English expands horizons and prepares students for success in a globalised world.

0	and
---	-----

1	language
2	engineering
3	up
4	which
5	connect
6	around
7	easier
8	denying

### Comment and Answer

1. language – A singular noun should be used since English is the only language discussed.
2. engineering – It refers to the broader field of learning and not the role of an engineer.
3. up – The preposition 'up' should be used as it means to provide access.
4. which – The pronoun 'which' is commonly used to refer to things or animals.
5. connect – When a verb follows the preposition 'to', it should be in the base form.
6. around – The word 'around' suggests a wide geographical area, across the globe.
7. easier – The sentence is comparing the ease of sharing ideas before and after acquiring proficiency in English. So, 'easier' the comparative form should be used.
8. denying – Denying is the gerund form of the verb 'deny'. A gerund is a verb form that functions as a noun.

## PRACTICE 1

Read the text below and correct the underlined errors.

For each question, write the correct word in the space provided below.

### The Rainforest World Music Festival

The Rainforest World Music Festival in Kuching, Sarawak is (0) a amazing festival committed to promote Sarawak's rich indigenous (1) music heritage. This not-to-be missed event (2) was held annually. It is a three-day event taking place either in June (3) and July. This music festival is set (4) of the backdrop of the lush Borneo rainforest at the Sarawak Cultural Village. It serves as a reminder of Sarawak's deep connection to nature. This cultural village itself is a sight to behold. It is a living museum which provides an immersive ethnic experience for visitors. This music festival was first (5) organising in 1998 by the Sarawak Tourism Board with the intention to (6) promoted ethnic music and conserve Sarawak's unique cultural heritage. Today, festival-goers get to enjoy music from local artists and international musicians. Besides that, there are (7) workshop, dance sessions and interactive activities for attendees to participate. Through (8) this activities visitors will have a better understanding and appreciation for global music traditions.

Example:

0. an

1. musical	2. is	3. or	4. against
5. organised	6. promote	7. workshops	8. these

## PRACTICE 2

Read the text below and correct the underlined errors.

For each question, write the correct word in the space provided below.

### The Darkside of TikTok

TikTok is a popular social media (0) apps with millions of users. Despite its immense (1) popular, it has its downsides. One of the most concerning issues is (2) a addictive nature of the platform. This can be seen in young people (3) whose can easily spend hours scrolling through content, leading to a decrease in productivity and real-world interactions. Another downside is the spread of harmful trends and challenges. These (4) challenging can pose risks to users' safety and the well-being the users. Furthermore, there is so much misinformation spreading on this platform (5) to by irresponsible content creators prioritising more likes and views (6) of accuracy. Additionally, the constant comparison and pressure to create the perfect content can (7) has negative effects on mental health which can lead to feeling of inadequacy and anxiety. Moreover, with the extensive collection of personal data from its users, this platform has (8) raising some serious privacy issues. All these factors highlight the importance of using TikTok mindfully.

Example:

0. app

1. popularity	2. the	3. who	4. challenges
5. too	6. over	7. have	8. raised

## Information Transfer

### TIPS AND TECHNIQUES

1. Study the given text and questions asked to understand the general contents.
2. Take note of the details in the text and table.
3. Go through the details and relate them to the questions.
4. Complete the table in the order the questions are set.
5. Choose no more than three words and a number for each answer.

### MODEL QUESTION AND ANSWER

Read the text below and complete the following table with **no more than three words and/or a number** from the text for each answer.

#### Call Me by My Name, My Surname

My name, Siew Mei, is a constant reminder of the numerous bumpy rides in my life. However, I've narrowed it down to three incidents related to this which reaffirmed my dislike for 'Siew Mei'. Reason number one being it simply sounds conservative. Pronouncing the name out loud will immediately transport you back to some poor, rural part of China. I don't know why. It is just how my weird brain cells function.

Reason number two for not liking my name is the wrong Chinese character used. My Chinese character 'Mei' literally means eyebrow! I supposed my grandmother's illiteracy had some part to do with this. She meant for the character 'beautiful'. Instead, someone had made a major mistake. The Chinese language teacher commented on the eyebrow character and kept staring at my name for eternity. "Are you sure this is how you write your name?" The eight-year-old me looked at her sheepishly and shrugged my shoulders. I rarely associate myself with Siew Mei. Who wants to be associated with eyebrows?

The eyebrows mishap was nothing compared to reason number three. What I was mad about was what's missing from my name. I didn't have an English name. My brother and sisters have their English names strutted before the family name. Me? I had nothing. Apparently, my father loathed the idea of an English name for the firstborn. This has made me more attached to my surname 'Lee'. So please, just call me by my surname—short and easy.

**Call me by my name,  
my surname**

She rather be called:

**18.** Lee

---

How many troublesome incidents occurred?

**19.** 3 / Three

---

State the third reason for not preferring her name

**20.** Lacking English name

---

Second reason mentioned for not liking the name:

**21.** Incorrect/Wrong  
Chinese character

---

Reason number one for not liking her name:

**22.** Too conservative

---

Her full name:

**23.** Lee Siew Mei

---

### Comment and Answer

- 17.** Her first name Siew Mei is stated in the first paragraph. Her surname Lee is mentioned in the last paragraph. Hence, her full name is Lee Siew Mei.
- 18.** In the last paragraph, she mentioned her attachment to her surname, Lee.
- 19.** In paragraph one, she narrowed it down to three incidents.
- 20.** In paragraph one, the name given was too conservative to her liking.
- 21.** In paragraph two, the incorrect Chinese character used has caused great confusion and embarrassment, making it harder for her to like her name.
- 22.** In paragraph three, she mentioned that the lacking of English name made her dislike her name. She wanted to feel like she belongs in the family and not the odd one.

## Short Answers

### TIPS AND TECHNIQUES

1. Read the text carefully.
2. Understand the text – main points, content and details.
3. Read through the questions. Underline the keywords to know exactly what is being asked.
4. Aspects to look out for – cause-and-effect relationship, sequence of events and phrases relating to meanings of words.
5. Highlight in the passage parts or possible answers.
6. Choose only 5 words and/a number.
7. Always check your answers for spelling or careless mistakes.

### MODEL QUESTION AND ANSWER

Read the text and answers the questions that follow.

Choose **no more than five words and/or a number** from the text for each answer.

#### Javan Rhinos

Once upon a time, Javan rhinoceros used to roam from Northeast India to Southeast Asia. Sadly, today, there are less than 70 of these hefty herbivores roaming the dense tropical forests of Java, Indonesia. Ujung Kulon National Park in West Java, Indonesia is the species' last refuge for the rhinos. Therefore, efforts to protect and save this species have become paramount.

These extraordinary creatures can weigh as much as 5,000 pounds. They maintain their rotund figures on largely vegetarian diet. They can consume over 100 pounds of twigs, leaves, shoots and fruits every day.

A fun fact about the Javan rhinos' horns is that they are not used for combat. Instead, the horns serve as a multi tool. This allows the rhinos to forage for food, create trails in the forest and scrape mud. Their horns are always covered in mud, helping to shield from wear and tear. The horns of the Javan rhinos are relatively small compared to other rhinoceroses' species.

Unfortunately, the Javan rhinos' single-horns are much sought items. Poachers hunted the horns for traditional medicine. In Vietnam, the horns are seen as symbol of power, wealth and success in business. Criminal groups continue to exploit the high demands of the horns leading to trafficking illegal trades.

The Javan rhinos face threats such as loss of habitats, poaching for their horns, and genetic isolation have further pushed these creatures to the brink of extinction. These beasts, always manage to elude detection, despite their massive size. They prefer to go about their own life alone, hence making conservation difficult.

With fewer than a hundred rhinos left, conservation initiatives, including habitat restoration, tougher anti-poaching measures and captive breeding programs are crucial for the survival of this critically endangered species.

25. The Javan rhinoceroses can be found in \_\_\_\_\_ Java, Indonesia \_\_\_\_\_.
26. \_\_\_\_\_ Ujung Kulon National Park \_\_\_\_\_ serves as the last refuge Javan rhinos.
27. A rhino approximately weighs around \_\_\_\_\_ 5,000 pounds \_\_\_\_\_.
28. The rhino's primary diet consists of \_\_\_\_\_ vegetarian diet \_\_\_\_\_.
29. Unlike other rhinoceroses, their horns are used to \_\_\_\_\_ look for food \_\_\_\_\_ and not for fighting.
30. The horns are also used for scraping mud and \_\_\_\_\_ creating trails in the forest \_\_\_\_\_.
31. In Vietnam, the rhinos' horns are used to demonstrate symbol of \_\_\_\_\_ wealth, power and success \_\_\_\_\_.
32. These beasts often elude detection because they prefer \_\_\_\_\_ solitary life \_\_\_\_\_.

### Questions 33 and 34

Complete the table with **a word** from the text.  
For each question, write your answer in the space provided.

Meaning	Word
33. to have a fat, round body	rotund
34. a place that provides shelter and protection	refuge

### Comment and Answer

25. In paragraph 1, it states Java, Indonesia.
26. In paragraph 1, line 3, it specifically states Ujung Kulon National Park as the last refuge for the rhinos.
27. In paragraph 2, it clearly mentions 5,000 pounds being the weight.
28. Also in paragraph 2, line 2, it evidently says that the rhinos feed on vegetarian diet.
29. In paragraph 3, line 2, where it states the horns are used for foraging food.
30. Also in paragraph 3, line 2, it states the list of the usage of the horns.
31. This is mentioned in paragraph 4, line 2.
32. This is explained in paragraph 5.
33. rotund
34. refuge



## Matching (Gapped Text)

### TIPS AND TECHNIQUES

1. Read through the text carefully to have an idea of what the text is about.
2. Look out for information within the paragraphs and sentences.
3. Study the sentences that have been removed and are listed in the table below.
4. When you choose the sentences for the gaps, read the sentences before and after the gap. This will help you decide whether the sentences fit in appropriately or not.
5. Read the text again and check whether the passage reads smoothly.
6. The text should read smoothly as a concrete text.

### MODEL QUESTION AND ANSWER

Read the text below. Six sentences have been removed from the article. Choose from the sentences (A – H) to fit each gap (35 – 40).

#### Second Chances for Books

In the second-hand bookstore operated by Nasir A. the books were stacked up high in every corner, crowding every shelf. But, bookworms were few and far in between with only occasional visitors from outstation. It is a known attraction in Penang. (35) C This area is believed to have the biggest congregation of second-hand bookstores in Penang

Most of these bookstores, famed for their large collection of used books, have been in the business for decades. (36) D He said they were now catering to a small number of customers who still preferred the feel of paper on their hands.

"I started in 1991 when books were a popular means of information. (37) A These days, his clients included locals who are book collectors. These 'rare gems' are still very much sought after by avid collectors.

Others who walked into his shop were students who needed academic books in fields like medicine and engineering. They could not afford new books. (38) G However, that still costs less than half the retail price of a new one.

(39) H I cannot list all of them online. Furthermore, some customers preferred to touch the books before buying them. (40) E Thus, despite the shrinking demand for books and limited reach to customers, Nasir is determined to keep running his physical store instead of going online.

- A** I had readers from all ages and backgrounds who came to trade and buy books they needed."
- B** Students who walk in can afford the cost of new academic books.
- C** The business located in Chowrasta Market is over 30 years old.
- D** But, Nasir has been witnessing the changing habits of readers in the digital age.
- E** They like to read a physical book instead of a digital screen
- F** Nasir wants to list all his books online.
- G** The price of used books in the shop ranged from RM5 to over RM150 each.
- H** There are just too many books here; thousands of them with only one of each title.

### Comment and Answer

- 35. C – The first paragraph describes the packed second-hand bookshop so, its location is
- 36. D – The business has been doing well for decades until the present digital age.
- 37. A – Nasir was referring to the scenario in the early days when he started his business.
- 38. G – The prices of books were attractive to students as they cost much less than new books.
- 39. H – Nasir elaborates the problem of going online with the large number of books in the shop.
- 40. E – In conclusion, Nasir says his shop will still operate in the digital age because there are readers who like a physical book rather than a digital book.



## Writing

### TIPS AND TECHNIQUES

1. Read the question carefully.
2. Identify the reasons for writing the message.
3. Identify the reader.
4. Check if the tone should be formal or informal.
5. Be concise and precise.
6. Write in paragraphs. (Organisation)
7. Check your spelling, tenses and punctuation.
8. Part 1 – Write about 70 words.
9. Part 2 – Write about 100 words.

### The writing component has two parts

#### Part 1 Short Communicative Message

- Based on a stimulus, you have to write a short message of about 70 words.
- A short communicative message can be:
  - an email
  - a short letter
  - a brief note
  - a brief description
- The aim of the message could be to:
  - invite
  - advise
  - make a choice
  - persuade
  - express an opinion
  - accept or decline an invitation
  - complain
  - compliment
  - describe
  - give information
  - give suggestion

#### Part 2 Notes Expansion

- Based on a stimulus, you are required to write an essay of about 100 words.
- The stimulus could be:
  - an email
  - a journal
  - a letter (formal/ informal)
  - a postcard
  - a review
  - a process and procedure
  - a report
  - stories (narrative/ descriptive)

#### CHECKLIST

- Tasks fulfillment
- Format
- Organisation
- Use linkers (furthermore, in addition, therefore, hence, moreover)

# Short Communicative Message

## MODEL QUESTION AND ANSWER

Read the message from your friend, Johan.

Hey,

The school's extracurricular activities are starting next week. I'm having a hard time choosing among these activities: archery, table tennis and taekwondo – or maybe I should try something else? I'd like to hear your thoughts on which activity you think I should join.

Waiting for your reply.

Regards,

*Johan*

In about **70 words**, write a message to Johan giving him some advice.

Hi Johan,

I bet you can't wait for next week. I recommend you go for archery. Archery's a unique sport. It'll boost your focus, patience and physical strength. It's a fun sport that you can enjoy with your friends too. You'll enjoy the mental and physical benefits it offers. So, give archery a shot. I think you'll find it rewarding and exciting!

All the best

*Nell*

### Comment and Answer

1. The message is asking a friend for advice on decision making of which sports to do.
2. The reply begins with a response about the feeling of starting extracurricular activities.
3. Nell makes suggestion on archery.
4. Nell gives several reasons why Jonas should try archery.
5. Nell wishes Johan all the best in archery.

# Notes Expansion

Based on a stimulus, you are required to write an essay of about 100 words. The stimulus could be:

- email
- journal
- letter (formal & informal)
- postcard
- review
- process and procedure
- report
- stories (narrative or descriptive)

TUTORIAL  
VIDEO



### MODEL QUESTION AND ANSWER

In your class, you have been talking about reducing the use of single-use plastics.

In **about 100 words**, write an **essay** about eliminating single-use plastic items.

You **must** use the notes below to help you.



Write your **essay**.

#### Eliminating Single-use Plastics

Eliminating the use of single-use plastics is not an impossible feat. We just need to start by making simple changes. For instance, whenever we go shopping, remember to bring our own reusable shopping bags.

Additionally, we should use reusable containers such as stainless steel or glass to store our food.

Furthermore, our sustainable habits should include stopping the use of disposable plastic items. We should say no to plastic bags, cups, straws, cutlery and bottles. Another alternative is using biodegradable items.

As part of practising sustainable living, we should consider shopping at businesses that practice eco-friendly packaging or products to further reduce the use of plastics.

By doing these practices into our daily lives, we can decrease and ultimately eliminate our reliance on plastics.

#### Comment and Answer

The essay describes the practical and achievable practices to reduce the use of single-use plastics. It emphasises the simple yet impactful changes that people can make in their daily lives without disrupting majority part of their lifestyles. The essay highlights the importance of individual actions in collectively working towards a plastic-free world in the future.

# UJIAN AKHIR SESI AKADEMIK

1 HOUR 30 MINUTES

Score

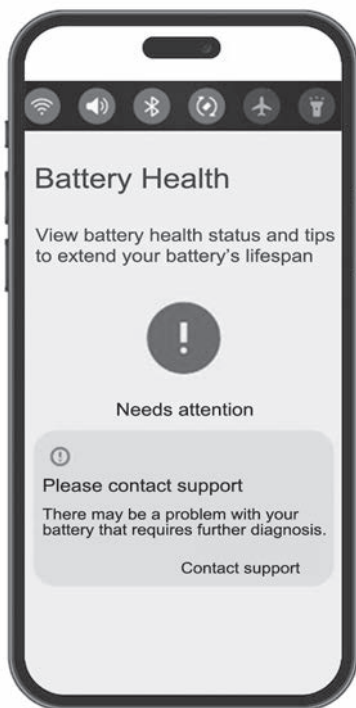
/100

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 answer, mark the correct answer **A**, **B** or **C** on your answer sheet.



1. Based on the image above,
- A the car battery needs attention.
  - B** the phone battery is critically low.
  - C the motorbike battery needs charging.

## BRIDGE CLOSURE

Gelawat Bridge will be closed indefinitely to both vehicles and pedestrian traffic starting October 1<sup>st</sup>

Detour signage will be place to show alternative routes during this closure.



2. The notice informs the public
- A that the bridge will be closed temporarily on the October 1<sup>st</sup>.
  - B that alternative routes are strictly for small vehicles.
  - C** that pedestrians are also affected by this closure.

## WEATHER NOTICE

**EXTREME HEAVY RAIN**



In effect: from FRIDAY, 6 p.m.

Expires: SATURDAY, 6 a.m.

Impact: Power outages, flash foods, travel delays, poor visibility

3. Based on this,
- A** people should avoid unnecessary travelling.
  - B the public should prepare to go swimming.
  - C people should leave the country quickly.

## SMK KUALA LAWAS

**GIRL GUIDES  
MOTIVATIONAL CAMP**

- > Limited slots
- > Only for first 50 participants
- > Interested? See Madam Julianna for registration at her office.

**WRITING**  
**1 HOUR**

**PART 1**

[20 marks]

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

Read the email from your cousin, Bella.

Hey Greg,

With the holidays coming up, I'm looking for fun ideas. Do you think I should take up violin lesson, work part-time at a beach resort or join a painting class? Share your thoughts and insights. Thanks!

Your cousin,  
Bella

In about **70 words**, write your email to your cousin, Bella, telling her your thoughts.

To: bella@mail.com

Subject: Holidays Activity

Hey Bella,

Great to hear from you! All the options sound awesome. If you love music, the violin lesson can be rewarding. Working part-time at a beach resort sounds fantastic too. It is also a great way to meet new people. I know you love creating new friends. On the other hand, painting classes can unleash your creativity. I suggest you try the beach resort job first since that sounds more exciting.

Let me know what you decide.

Cheers,

Greg

[20 marks]

# ANSWERS

## UNIT 1

### Speaking

(Student's own answer)

### Reading

#### A.

1. reduce carbon footprint
2. sustainable living
3. consume less stuff
4. buy second hand
5. need over want
6. gradually
7. disposable items
8. within your means

#### B.

1. water pollution
2. pressing issue, Klang River, toxic contamination
3. waterborne diseases
4. Agriculture, tourism
5. environmental regulations

#### C.

1. Cholera
2. Agriculture
3. Tourism
4. Crisis
5. Dysentery

### Grammar

#### A.

1. C
2. B
3. A
4. C
5. B

#### B.

1. We will plant trees in the school garden next weekend.
4. Our neighbourhood will organise a recycling drive next month.
5. Volunteers will clean up the beach tomorrow morning.

#### C.

1. visit
2. attend
3. go
4. help
5. start

### Listening

#### A.

1. Climate change
2. rising temperatures, glaciers
3. global
4. degrade
5. droughts, hurricanes
6. ecosystems, biodiversity
7. lifestyle

8. sustainable resources
9. deforestation
10. save, planet

#### B.

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

### Writing

#### A.

To:	rishi@mail.com
Subject:	Club for Earth

Hey Rishi,

It's great to hear from you! I applaud your passion for the environment. Considering this new passion of yours, I suggest you start your own Upcycling Club at your school. It's a good way to repurpose materials in a creative way and reducing waste. You need to talk to your teachers at school on how to get this club on the roll. Good luck with your new club!

Best,  
Visha

(72 words)

#### B.

Amber Lee  
Lot 299 Taman Winslow,  
Jalan Awangku Sahar,  
98800 Limbang.

Dear Sara,

I hope you're doing well! I had the best school trip yesterday with my school's Environment Club to a recycling centre. It was such an eye-opening experience.

My classmates and I were amazed at the massive building as we explored the ground. We saw machines sorting materials and got a behind-the-scene look on how recycling works! The workers were friendly and didn't mind us watching them.

This trip opened my eyes to the importance of recycling and how much waste we create daily. I'm working on ways to be kinder to our planet. I can't wait to share more with you in person.

Take care,  
*Amber*

(103 words)