

KUASAI PBD

MODUL PENTAKSIRAN BILIK DARJAH

FORM
KSSM 2

SPECIAL FOR
TEACHERS

ENGLISH



To assist
Classroom
Assessment (PBD)



To evaluate
Formative and
Summative
Assessment



To support
Digital-friendly
Pembelajaran dan
Pemudahcaraan (PdPc)



To boost students'
Performance Level



FREE PACKAGE FOR TEACHERS

TEACHER'S EDITION

PRINTED VERSION

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

TEACHER'S DIGITAL RESOURCES

ePelangi+

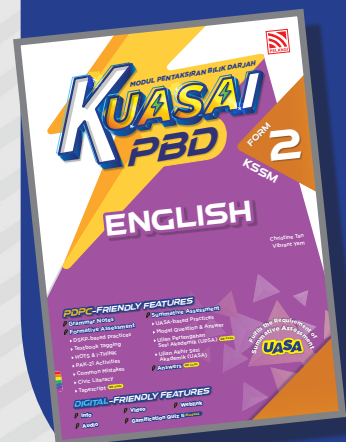
Varieties of digital contents are specifically prepared to support PdPc for teachers on ePelangi+



EXTRA!
PdPc
SUPPORTING MATERIALS



Teacher's Edition



Student's Edition

TEACHER'S EDITION (Printed Version)

A

Contents

Contents include cross references of digital resources in the book.

CONTENTS	
Rekod Pentaksiran Murid English Form 2 DSKP-BASED PRACTICES 1 Waste Not Want Not 1 – 7 2 Live and Let Live 8 – 14 3 Healthy and Happy Living 15 – 20 4 Thumb Up IT! 21 – 25 5 Smart Consumers & Savers 26 – 31 6 Money 32 – 38	UASA-BASED PRACTICES Reading Part 1 – Short Texts (MCQs) 58 – 67 Part 2 – Error Correction 68 – 72 Part 3 – Information Transfer 73 – 82 Part 4 – Short Answer 83 – 90 Part 5 – Matching (Gapped Text) 91 – 98 Writing Part 1 – Short Communicate Message 99 – 106 Part 2 – Note Expansion 107 – 113 UASA Model Test 114 – 122

B

Rekod Pentaksiran Murid

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

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 PL Teacher's Signature & Date
1.1.1 Understand independently the main ideas in simple longer texts on a range of familiar topics			
2.1.1 Ask about and explain key information from simple texts			
2.1.2 Ask for and respond appropriately to simple suggestions			
2.1.3 Keep interaction going in longer exchanges by checking understanding of what a speaker is saying			
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			
4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently			
Speaking 2.1.1, 2.1.2, 2.1.3	2.1.2, 2.1.3	1 – 2	
Reading 2.1.1, 2.1.2	2.1.2, 2.1.3	3	
Grammar	Future Time Expressions + will	4	
Listening 1.1	1.1.1	5	
Writing 4.2	4.2.3	6 – 7	
Performance Level (Unit 1)			
PL1 PL2 PL3 PL4 PL5 PL6			
UNIT 2: LIVE AND LET LIVE (NTBL)			
Theme: People & Culture			
Content Standards	Learning Standards	Pages	SoW Week Date PL Teacher's Signature & Date
1.1.5 Understanding with little or no support more complex questions			
1.1.6 Understand with little or no support longer simple narratives on a wide range of familiar topics			
2.1.1 Ask about and explain key information from simple texts			
2.1.2 Express opinions or feelings about character and personality			
3.1.1 Understand specific details and information in simple longer texts on a range of familiar topics			

English Form 2 Unit 1

LISTENING SKILL

DSKP Practice

1. Listen to the text on a cooking competition. Complete the table about the cooking competition.

World Chefs Championship

1. venue – date	Persada Johor International Convention Centre from 19 to 21 May
2. Participants (name of continents) – number of participants	Australia, Asia, United States and Canada
3. Vying for	Trophies and certificates
4. Number of categories	Nine
5. Time of competition – entry fee per visitor	11a.m. to 11p.m., RM150
6. Event unique experience because	visitors see cooking competition in real life

Complete the account of participants Shih Y.C. and Nugman Md Ed.

Shih Y.C. was a 14-year-old aspiring pastry chef from Taiwan. Not new to the culinary world, as she grew up in her family's restaurant. Her father had been a chef for 20 years. It was her first time taking part in a cooking competition overseas.

Nugman Md Ed, a 16-year-old student of Kolej Kemahiran Johor is a pastry student. An opportunity and inspiring for him to learn from senior international chefs making fruit carvings, Sarawak laksa and mooncakes.

Shih Y.C.		Nugman Md Ed	
Age	14 years old	Age	16 years old
Aspiration	pastry chef	Status	pastry student of Kolej Kemahiran Johor
From	Taiwan	Aspiration	learn from senior international chefs
Background	family restaurant – father chef of 20 years		

PAK-21 ACTIVITY Think-Pair-Share

In pairs, discuss the following:

- Do you ever lend or borrow money?
- Advise you would give to a friend who wants to borrow money for shopping.

45 1.1.2, 1.1.2.3

C

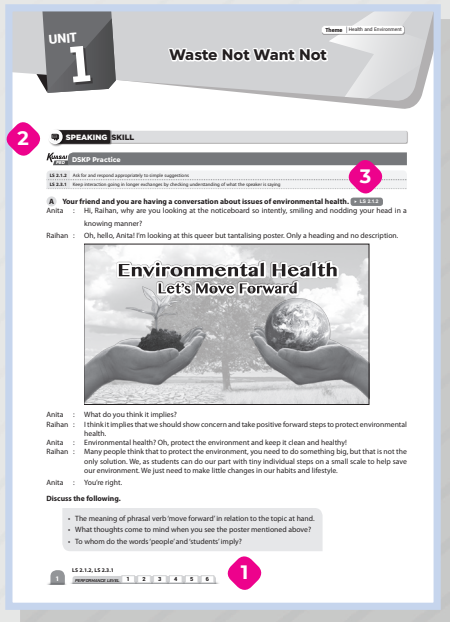
DSKP-based Practices

- 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.





Skilled-based Practices » Continuous Assessment



- 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.



Extra Materials on QR code



- 1 **WebLink**- Provides additional insights on certain topics



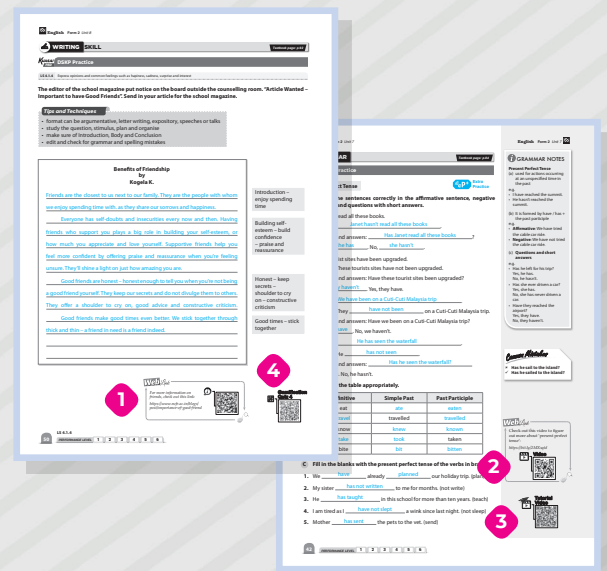
- 2 **Video** - Presents supplementary information in video format



- 3 **Tutorial Video** - Deliver concise lessons on certain topics

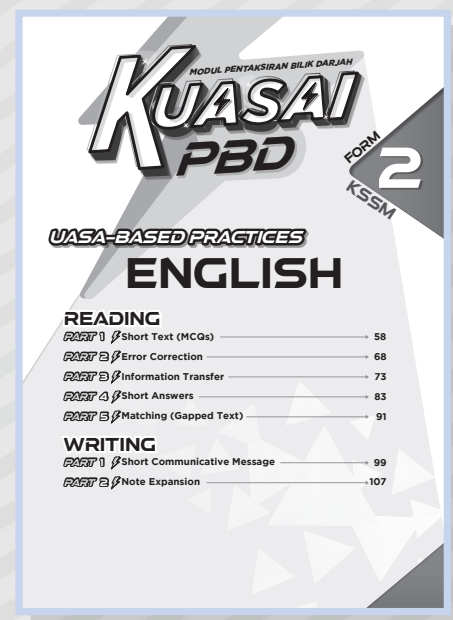


- 4 **Gamification Quiz** - Fun educational quizzes that are incorporated to improve students' grammar and vocabulary skills.



UASA-based Practices

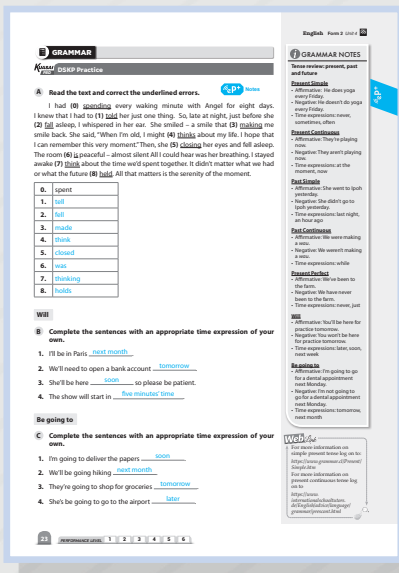
UASA-based Practices based on each part of the assessment are provided to familiarise students with real UASA format.





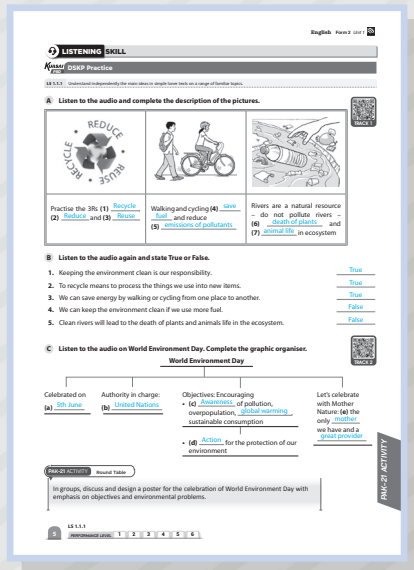
Grammar Notes

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.



UPSA >> Summative Assessment

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



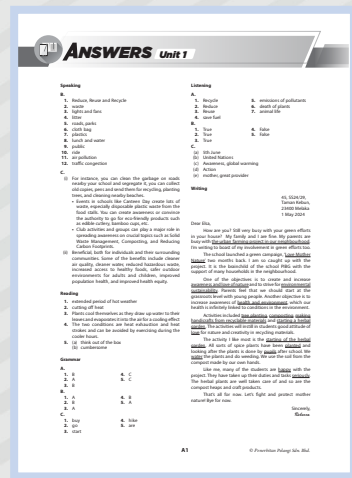
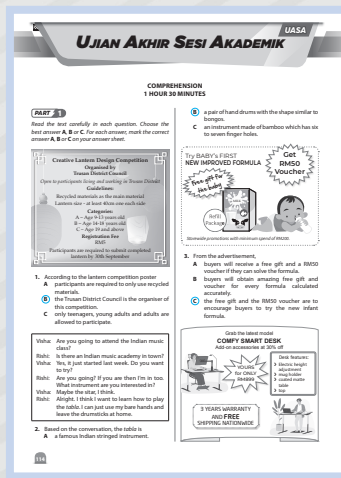
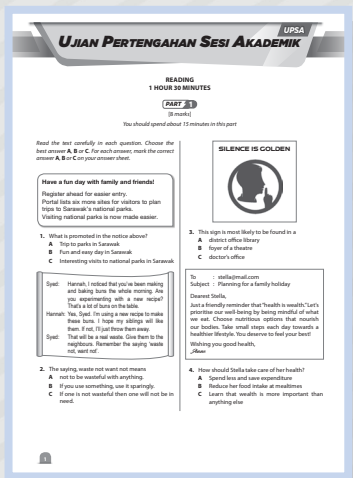
UASA >> Summative Assessment

UASA is provided at the end of the book.



ANSWERS

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



TEACHER'S DIGITAL RESOURCES

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

1 What is ?

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



Sample Pages

English Form 1 Unit 10

WRITING SKILL

KUASAI PBD DSKP Practice

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

Write an email to your friend about a cultural event that you have witnessed. (LS 4.1.3, LS 4.2.2, LS 4.2.3)

In your email, include the following:

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

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

Dear Ana,

I attended an extremely interesting event last week. It is called the Gawai festival. It is celebrated by the Dayaks of Borneo. The celebration began on the evening of 31st of May. The Ibans in the longhouse started the celebration with a ceremony called Muai Antu Rua that chases away the spirit of bad luck. In the evening, a ceremony to thank the gods for the good harvest is performed. The Ibans ask for guidance and blessings. When the ceremony ended, everybody began to dance to the traditional music. I am glad to have the chance to celebrate Gawai with Juana. We should really learn more about each other's culture. There will be peace on earth.

Your friend,
 Geetha







Gamification Quiz 5


ANSWERS

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

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

Support Tools provided:

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

Click  button to show or hide answers during PdPc.

2 EXTRA PdPc SUPPORTING MATERIALS!

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

Teaching Materials

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

Learning Materials

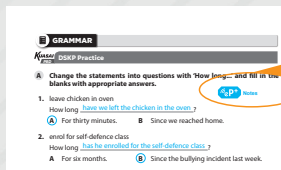
- Extra Practices
- Question Banks UASA

Can be downloaded



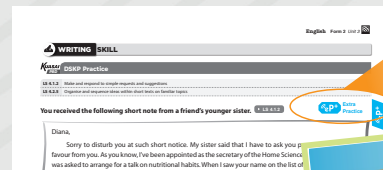
Extra PdPc supporting materials are tagged on pages in Teacher's Edition with the **eP+** icon.

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



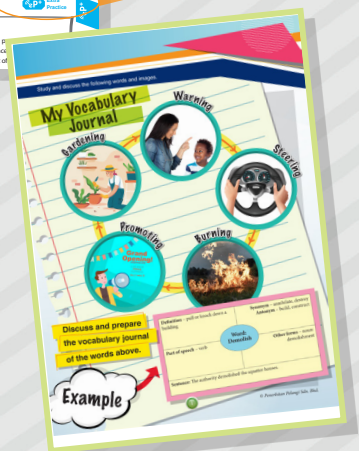
Notes

Concise grammar and extra notes presented in colourful graphics



Extra Practices

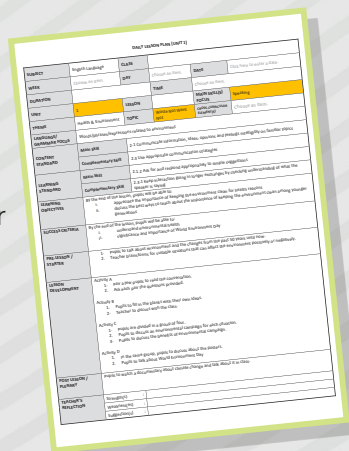
Reinforcement exercise based on units

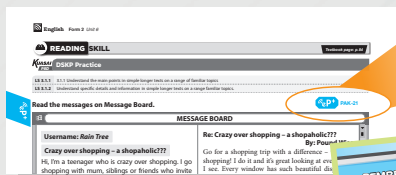


eRPH

(downloadable & editable)

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

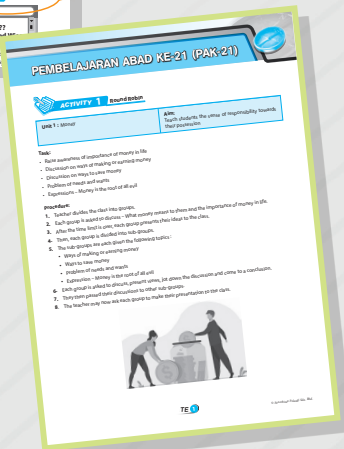




eP+ PAK-21

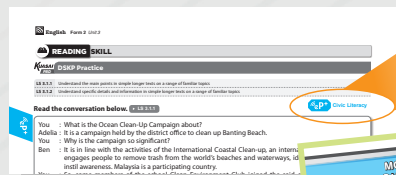
PAK-21 Activities

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



Interactive PowerPoint

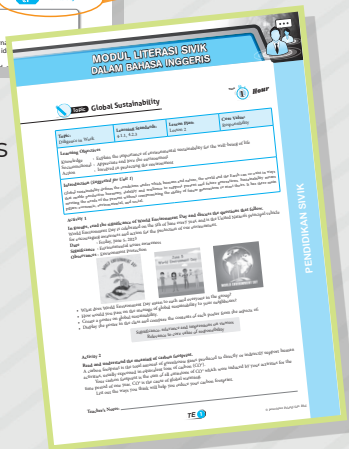
PPT slides are available to complement and reinforce related topics



eP+ Civic Literacy

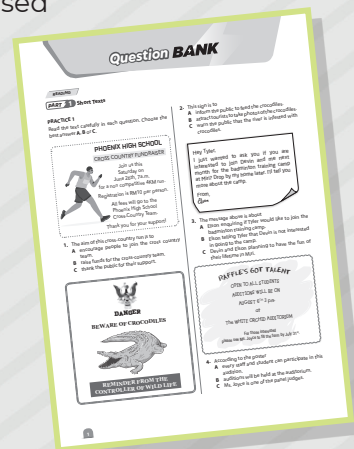
Civic Literacy

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

REGISTER ACCOUNT

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

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

STEP 2

ENROLMENT

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

Enter Enrolment Key to enrol.

Please contact Pelangi Representative to get Enrolment Key.

STEP 3

ACCESS DIGITAL RESOURCE

Click the material to download or play.



* Pelangi representative contact list is provided on page TE8.

HUBUNGI WAKIL PELANGI

PERKHIDMATAN & SOKONGAN

WAKIL	KAWASAN	HP & E-MEL
Lee Choo Kean	WP, Selangor, Pahang & Pantai Timur	012-3293433 cklee@pelangibooks.com
Ken Lew Weng Hong	KL & Selangor	012-7072733 kenlew@pelangibooks.com
Too Kok Onn	KL & Selangor	012-3297633 tooko@pelangibooks.com
Woo Wen Jie	KL & Selangor	019-3482987 woowj@pelangibooks.com
Lee Choo Kean	Pahang & Terengganu	012-3293433 cklee@pelangibooks.com
Lee Choo Kean	Kelantan	012-3293433 cklee@pelangibooks.com
John Loh Chin Oui	Utara Semenanjung	012-4983343 lohco@pelangibooks.com
Eugene Wee Jing Cong	Perlis & Kedah	012-4853343 euguenewee@pelangibooks.com
Ean Jia Yee	Pulau Pinang & Kulim	012-4923343 eanjy@pelangibooks.com
Alan Hooi Wei Loon	Perak Utara	012-5230133 hooiwl@pelangibooks.com
Ben Law Wai Pein	Perak Selatan	019-6543257 benlaw@pelangibooks.com
Ray Lai Weng Huat	Selatan Semenanjung	012-7998933 laiwh@pelangibooks.com
Jeff Low Eng Keong	Negeri Sembilan & Melaka	010-2115460 lowek@pelangibooks.com
Ho Kuok Sing	Sabah & Sarawak (Sibu)	012-8889433 kuoksing@pelangibooks.com
Fong Soon Hooi	Kuching	012-8839633 fongsh@pelangibooks.com
Jason Yap Khen Vui	Sabah	012-8886133 yapkv@pelangibooks.com
Kenny Shim Kian Nam	Sabah	012-8899833 kennyshim@pelangibooks.com



PELANGI

Books Gallery

GALERI PAMERAN ONSITE & ONLINE

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-MEL KHIDMAT PELANGGAN PELANGI

service1@pelangibooks.com



PRODUK, PROMOSI PERKHIDMATAN & PROGRAM PELANGI TERKINI



Pelangibooks
Academic



Pelangibooks



Pelangibooks



Pelangibooks

CONTENTS

Rekod Pentaksiran Murid English Form 2

iii – vi

►► DSKP-BASED PRACTICES

UNIT 1	Waste Not Want Not	1 – 7	   
UNIT 2	Live and Let Live	8 – 14	  
UNIT 3	Healthy and Happy Living	15 – 20	   
UNIT 4	Thumbs Up IT!	21 – 25	  
UNIT 5	Smart Consumers & Savers	26 – 31	 
UNIT 6	Money	32 – 38	   
UNIT 7	Journeys	39 – 44	  
UNIT 8	Good Luck, Bad Luck	45 – 50	  
UNIT 9	Take Care	51 – 56	 

►► UASA-BASED PRACTICES

Reading

Part 1 – Short Texts (MCQs)	58 – 67
Part 2 – Error Correction	68 – 72
Part 3 – Information Transfer	73 – 82
Part 4 – Short Answer	83 – 90
Part 5 – Matching (Gapped Text)	91 – 98

Writing

Part 1 – Short Communicate Message	99 – 106
Part 2 – Note Expansion 	107 – 113
UASA Model Test	114 – 122

Answers



<https://qr.pelangibooks.com/?u=KuasaiPBDEngF2Ans>

UPSA



<https://qr.pelangibooks.com/?u=KuasaiPBDEngF2UPSA>

Tapescript



<https://qr.pelangibooks.com/?u=KuasaiPBDEngF2Tapes>

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	PL	Teacher's Signature & Date
<p>1.1.1 Understand independently the main ideas in simple longer 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 understanding of what a 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>4.2.3 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	4.2.3	6 – 7					
<p>Performance Level Unit 1</p> <p>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"/></p>							

UNIT 2: LIVE AND LET LIVE (NTBL)

Theme: People & Culture

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<p>1.1.5 Understanding with little or no support more complex questions</p> <p>1.1.6 Understand with little or no support longer simple narratives on a wide range of familiar topics</p> <p>2.1.1 Ask about and explain key information from simple texts</p> <p>2.1.5 Express opinions or feelings about character and personality</p> <p>3.1.1 Understand specific details and information in simple longer texts on a range of familiar topics</p> <p>4.1.1 Explain simple content from what they have read</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	2.1.1, 2.1.5	8					
Reading 3.1	3.1.1	9					
Grammar	Present Perfect Tense	10					
Listening 1.1	1.1.6	11 – 12					
Writing 4.1, 4.2	4.1.1, 4.1.5, 4.2.2	13 – 14					
<p>Performance Level Unit 2</p> <p>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"/></p>							

UNIT 3: HEALTHY AND HAPPY LIVING (NTBL)						Theme: Health & Environment	
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
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 2.4.1 Communicate opinions or feelings about a story, event or experience 3.1.1 Understand the main points in simple longer texts on a range of familiar topics 3.1.2 Understand specific details and information in simple longer texts on a range of familiar topics 4.1.2 Make and respond to simple requests and suggestions 4.1.3 Summarise the main points of a simple story, text or plot 4.2.5 Organise and sequence ideas within short texts on familiar topics							
Speaking 2.4	2.4.1, 4.1.3	15					
Reading 3.1	3.1.1, 3.1.2	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 <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 4: THUMBS UP IT (NTBL)						Theme: Science & Technology	
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
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 2.1.3 Express opinions about future plans or events 3.1.5 Recognise with support the attitude or opinion of the writer in simple longer texts 4.1.3 Explain simple content from what they have read 4.2.1 Punctuate written work with moderate accuracy 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently							
Speaking 2.1	2.1.3	21					
Reading 3.1	3.1.5	22					
Grammar	Tenses	23					
Listening 1.1	1.1.3, 1.1.4	24					
Writing 4.1	4.1.3, 4.2.1, 4.2.3	25					
Performance Level Unit 4 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 5: SMART CONSUMERS & SAVERS (NTBL)						Theme: Consumerism & Financial Awareness	
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.1 Understand independently the main ideas in simple longer texts on a range of familiar topics 1.1.2 Understand with little or no support longer sequences of classroom instructions 2.1.4 Express opinions about simple spoken or written advice given to themselves or others 3.1.2 Understand specific details and information in simple longer texts on a range of familiar topics 3.1.4 Use independently familiar print and digital resources to check meaning 4.1.4 Express opinions and common feelings such as happiness, sadness, surprise and interest 4.2.2 Spell written work with moderate accuracy							

Speaking 2.1	2.1.4	26					
Reading 3.1	3.1.2, 3.1.4	27					
Grammar	Tenses	28					
Listening 1.1	1.1.1, 1.1.2	29					
Writing 4.1	4.1.4, 4.2.2	30 – 31					
Performance Level Unit 5 PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/>							

UNIT 6: MONEY (TBL)				Theme: Consumerism & Financial Awareness			
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.2 Understand with little or no support longer sequences of classroom instructions 1.2.1 Guess the meaning of unfamiliar words from clues provided other known words and by context on a range of familiar topics 2.3.1 Keep interaction going in longer exchanges by checking understanding of what the speaker is saying 3.1.1 Understand the main points in simple longer texts on a range of familiar topics 3.1.2 Understand specific details and information in simple longer texts on a range of familiar topics 4.2.3 Produce a plan or draft of two paragraphs or more and modify this appropriately either in response to feedback or independently							
Speaking 2.3	2.3.1	32 – 33					
Reading 3.1	3.1.1, 3.1.2	34					
Grammar	Simple Future Tense	35					
Listening 1.1	1.1.2, 1.2.1	36					
Writing 4.2	4.2.3	37					
Performance Level Unit 6 PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/>							

UNIT 7: JOURNEYS (TBL)				Theme: People & Culture			
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.2 Understand with little or no support longer sequences of classroom instructions 1.2.1 Guess the meaning of unfamiliar words from clues provided by other known words and by context on a range of familiar topics 2.1.1 Ask about and explain key information from simple texts 2.3.1 Keep interaction going in longer exchanges by checking understanding of what the speaker is saying 3.1.2 Understand specific details and information in simple longer texts on a range of familiar topics 4.1.4 Express opinions and common feelings such as happiness, sadness, surprise and interest							
Speaking 2.3	2.3.1	38 – 39					
Reading 3.1	3.1.2, 2.1.1	40					
Grammar	Present Perfect Tense	41					
Listening 1.1	1.1.2	42					
Writing 4.1	4.1.4	43					
Performance Level Unit 7 PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/>							

UNIT 8: GOOD LUCK, BAD LUCK (TBL)					Theme: People & Culture		
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.2 Understand with little or no support longer sequences of classroom instructions 1.2.1 Guess the meaning of unfamiliar words from clues provided other known words and by context on a range of familiar topics 2.1.5 Express opinions or feelings about character and personality 2.4.1 Communicate opinions or feelings about a story, event or experience 3.1.1 Understand the main points in simple longer texts on a range of familiar topics 3.1.2 Understand specific details and information in simple longer texts on a range of familiar topics 4.1.4 Express opinions and common feelings such as happiness, sadness, surprise and interest							
Speaking 2.4	2.4.1, 2.1.5	44					
Reading 3.1	3.1.1, 3.1.2	45					
Grammar	Present Perfect	43					
Listening 1.1	1.1.2, 1.2.1	46 – 47					
Writing 4.1	4.1.4	48					
Performance Level Unit 8 PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/>							

UNIT 9: TAKE CARE (TBL)					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 longer sequences of classroom instructions 1.2.1 Guess the meaning of unfamiliar words from clues provided other known words and by context on a range of familiar topics 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 3.1.1 Understand the main points in simple longer texts on a range of familiar topics 4.1.2 Express opinions and common feelings such as happiness, sadness, surprise and interest							
Speaking 2.1	2.1.2, 2.1.4	50					
Reading 3.1	3.1.1	51					
Grammar	Should and Shouldn't	52					
Listening 1.1	1.1.2, 2.1.2	53 – 54					
Writing 4.1	4.1.2	55					
Performance Level Unit 9 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"/>							

Waste Not Want Not



SPEAKING SKILL



DSKP Practice

LS 2.1.2 Ask for and respond appropriately to simple suggestions

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

A Your friend and you are having a conversation about issues of environmental health. ▶ LS 2.1.2

Anita : Hi, Raihan, why are you looking at the noticeboard so intently, smiling and nodding your head in a knowing manner?

Raihan : Oh, hello, Anita! I'm looking at this queer but tantalising poster. Only a heading and no description.



Anita : What do you think it implies?

Raihan : I think it implies that we should show concern and take positive forward steps to protect environmental health.

Anita : Environmental health? Oh, protect the environment and keep it clean and healthy!

Raihan : Many people think that to protect the environment, you need to do something big, but that is not the only solution. We, as students can do our part with tiny individual steps on a small scale to help save our environment. We just need to make little changes in our habits and lifestyle.

Anita : You're right.

Discuss the following.

- The meaning of phrasal verb 'move forward' in relation to the topic at hand.
- What thoughts come to mind when you see the poster mentioned above?
- To whom do the words 'people' and 'students' imply?

B Talk about some ways you can be of service to the environment. Complete the ideas appropriately.

▶ LS 2.3.1

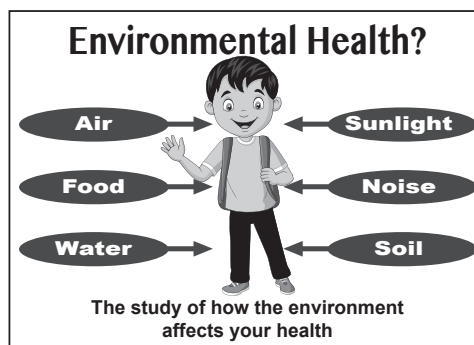
- Always remember the 3Rs: (1) Reduce, Reuse and Recycle. Think of all the (2) waste you can reduce if you follow them.
- Make sure to switch off the (3) lights and fans before leaving the classroom.
- Always carry a waste bag to keep your (4) litter so there is no urge to throw them anywhere like the playground, (5) roads, parks, etc.
- Carry your own (6) cloth bag for shopping and save on (7) plastics and expenses.
- Bring your own (8) lunch and water bottle, so you don't need to buy packets of chips and plastic bottles from the canteen.
- Take (9) public transport as much as possible. You can also walk or (10) ride a bicycle if your school is nearby. If many people start doing this, there will be a reduction in (11) air pollution and (12) traffic congestion on roads.

C (i) You can start an initiative or campaign with like-minded people for any cause you feel like doing. Talk and list some of these causes:

- garbage on roads nearby school – clean – segregate – send
- events in school – Canteen Day – disposable plastic waste – eco-friendly products
- club activities – create awareness – issues: composting – carbon footprints

(ii) What are the benefits of optimal environmental health?

D In groups, study and discuss the posters below. ▶ LS 2.1.2



Web Link

Believe it, you don't need to be all grown up to bring a change. Remember Greta Thunberg, a mere teenage girl who protested against the inactions and irresponsible attitude of the government to the threat of climate change. Any effort you put into protecting the environment will not go to waste!

https://en.wikipedia.org/wiki/Greta_Thunberg



Info





READING SKILL



DSKP Practice

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 2.1.1 Ask about and explain key information from simple texts

Read the text and answer the questions that follow.



It's Blazing Hot Out There

DOs	DON'Ts
<ul style="list-style-type: none"> • Eat fresh fruits and vegetables such as cucumbers and watermelon • Close windows and curtains during a hot and sunny day • Use sunscreen that is SPF15 or higher to protect from UV rays • Wear light and loose clothing • Take cooling showers 	<ul style="list-style-type: none"> • Avoid caffeinated or alcoholic drinks, they are dehydrating • Cut back on oily and high-protein foods • Don't sit in a parked vehicle under the hot sun • Avoid thick or dark clothing

A heatwave is an extended period of hot weather relative to the expected conditions of the area at that time of year. It may be accompanied by high humidity. With the prolonged hot and dry spell expected to last for the next few months, Malaysians are thinking out of the box on ways to beat the extreme heat.

- Turning on the fan is a no-brainer, but to keep the room breezy and the air circulation going, standing fans can be used for cross-ventilation in a room.
- Make your own version of "air conditioning" with a fan and a bowl of ice. This method is slightly cumbersome but it works.
- Placing potted plants in the room helps to cool the air. Greening a living space helps as plants cool themselves and the air around them through a process of transpiration. Water is drawn up to the leaves and evaporates into the air for a cooling effect.
- Turning off lights also reduces heat at home, as there is no heat emanating from the bulbs.
- Those who are active should be aware of heat exhaustion and heat strokes. Exercise only during the cooler part of the day.

Answer the questions that follow.

1. A heatwave is an extended period of hot weather, relative to the expected conditions and probably accompanied by high humidity.
2. A room may be cooled through the use of standing fans for cross-ventilation, air-conditioned with a fan and bowl of ice and cutting off heat by turning off lights.
3. Explain the process of transpiration.
Plants cool themselves as they draw up water to their leaves and evaporates it into the air for a cooling effect.
4. What are two harmful conditions active people should be aware of? How can they avoid them?
The two conditions are heat exhaustion and heat strokes and can be avoided by exercising during the cooler hours.
5. Complete the table with a word / phrase from the text.

Meaning	Word / Phrase
(a) think in a creative way	<u>think out of the box</u>
(b) troublesome	<u>cumbersome</u>

GRAMMAR

KUASAI PBD DSKP Practice

Future Time Expressions + will



A. Complete the sentences with appropriate time expressions.

- I'll meet you at the café at _____ for lunch.
A early **B** noon C night
- He will cash the cheques _____ the bank opens.
A after B later C while
- We'll help _____ waiting for the equipment to arrive.
A soon **B** while C when
- The children will do the chores _____ breakfast.
A since B when **C** before
- The online store will send the goods by _____.
A next year B next month **C** next week

B. Complete the sentences with appropriate options to make predictions about your friends and yourself.

- When we have enough money, we will _____.
A travel to Europe B buy branded goods
- When I am 18, I will get a _____.
A new car **B** driving licence
- When we go to the city, we will visit the _____.
A national museum B hawker stalls
- When we are on long school break, we will _____.
A go swimming **B** do part-time work
- When I visit my grandparents, I will go _____.
A fishing by the river B frog catching in the swamps

C. Read and correct the error in each of the sentences.

- She says she will buying a new handbag today. buy
- They will going to the wholesale outlet now. go
- We will starting a second-hand goods sale soon. start
- They will hiking up Bukit Merah tomorrow. hike
- Mother will prepare dinner now as we were hungry. are

i GRAMMAR NOTES

Time expression + will, when + will

Time expression + will

When we make predictions about the future with 'will', we often use time expressions like 'tomorrow, next week, this weekend, one day, soon, later'.

- I'll be slim one day.
- He'll be a prefect next week.
- She'll be a sportswoman soon.
- We'll be life members later.
- They'll start urban farming in two days' time.

When + will

- Use phrases with 'when + will' to show a planned action.
- The action in the main clause takes place when something else happens. 'when' indicates that something happens after, as soon as, upon something else occurring.

Time clause: *present simple*, Main clause: *future*

- We'll start when he comes.
- He will buy dinner when he goes to town.
- When they call, we'll start cooking.
- When it barks, we'll let it out.

Common Mistakes

- ✓ When I go exercising, I'll buy bottled drinks.
- ✗ When I will go exercising, I'll buy bottled drinks.
- ✓ He'll be a rich man one day.
- ✗ He'll be a rich man other day.

Web Link

For more information on future and time expression, check out this link:
<https://www.youtube.com/watch?v=HTiT63K0KMo>



Video





LISTENING SKILL






DSKP Practice

LS 1.1.1 Understand independently the main ideas in simple longer texts on a range of familiar topics.

A Listen to the audio and complete the description of the pictures.



TRACK 1

		
Practise the 3Rs (1) <u>Recycle</u> , (2) <u>Reduce</u> and (3) <u>Reuse</u>	Walking and cycling (4) <u>save fuel</u> and reduce (5) <u>emissions of pollutants</u>	Rivers are a natural resource – do not pollute rivers – (6) <u>death of plants</u> and (7) <u>animal life</u> in ecosystem

B Listen to the audio again and state True or False.

- Keeping the environment clean is our responsibility.
- To recycle means to process the things we use into new items.
- We can save energy by walking or cycling from one place to another.
- We can keep the environment clean if we use more fuel.
- Clean rivers will lead to the death of plants and animals life in the ecosystem.

True

True

True

False

False

C Listen to the audio on World Environment Day. Complete the graphic organiser.



TRACK 2

World Environment Day

Celebrated on (a) <u>5th June</u>	Authority in charge: (b) <u>United Nations</u>	Objectives: Encouraging • (c) <u>Awareness</u> of pollution, overpopulation, <u>global warming</u> , sustainable consumption • (d) <u>Action</u> for the protection of our environment	Let's celebrate with Mother Nature: (e) the only <u>mother</u> we have and a <u>great provider</u>
--------------------------------------	---	--	--

PAK-21 ACTIVITY Round Table

In groups, discuss and design a poster for the celebration of World Environment Day with emphasis on objectives and environmental problems.

WRITING SKILL

KUASAI PBD DSKP Practice

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

The school held a green campaign called 'Lovely Mother Earth'. Write a letter to your friend about the event and the outcome.

Organised by PIBG

Objectives:

- ☞ Awareness and love of nature
- ☞ Environmental sustainability
- ☞ Environment and health

Post event – current activities

- ☞ Involvement of students and green activities – emphasising 'waste not, want not'
- ☞ Schedule of duties

Activities

- ☞ Tree planting
- ☞ Composting
- ☞ Handicrafts from recyclable materials
- ☞ Starting a herbal garden

Conclusion: Feelings of friends – campaign and objectives

Steps for writing the letter:

1. Read the question carefully.
2. Identify the situation and format.
3. Use the '5Ws and 1H' approach to elaborate the points given.

Guidelines

Format	Informal Letter
Introduction / Situation	The school held a green campaign called 'Lovely Mother Earth'.
Tone	Happy in giving information about the event or situation
Body	<ul style="list-style-type: none"> • official launching – involvement of parents • event – organised by
Point 1	<u>Objectives</u> <ul style="list-style-type: none"> • reasons or objectives of event • elaborate on objectives • 'What' and 'Why'
Point 2	<u>Activities</u> <ul style="list-style-type: none"> • activities conducted • relevance of event • good attitudes and creativity • 'What' and 'How'
Point 3	<u>Post event</u> <ul style="list-style-type: none"> • current activities • schedule of duties • 'Where' and 'How' • (Note: use of simple present tense)
Conclusion	<ul style="list-style-type: none"> • friends and event • feelings of friends
Closing remark	Ending the letter properly



Guided Essay

45, SS24/29,
Taman Kebun,
23400 Melaka.
1 May 2024

Sender address

Date

Dear Elsa,

How are you? Still very busy with your green efforts in your house? My family and I are fine. My parents are busy with [the urban farming project in our neighbourhood](#) (**reason of parents being busy**). I'm writing to boast of my involvement in green efforts too.

Introduction

The school launched a green campaign, '[Love Mother Nature](#)' (**name of event**) two months back. I am so caught up with the project. It is the brainchild of the school PIBG with the support of many households in the neighbourhood.

One of the objectives is to create and increase [awareness and love of nature](#) (**objective 1**) and to strive for [environmental sustainability](#) (**objective 2**). Parents feel that we should start at the grassroots level with young people. Another objective is to increase awareness of [health and environment](#) (**objective 3**), which our health is infinitely linked to conditions in the environment.

Body

Activities included [tree planting](#) (**activity 1**), [composting](#) (**activity 2**), [making handicrafts from recyclable materials](#) (**activity 3**) and [starting a herbal garden](#) (**activity 4**). The activities will instil in pupils good attitude of [love](#) (**moral value towards nature**) for nature and creativity in recycling materials.

The activity I like most is the [starting of the herbal garden](#) (**activity 4**). All sorts of spice plants have been [planted](#) (**what you do to plants**) and looking after the plants is done by [pupils](#) (**caretaker of the plant**) after school. We [water](#) (**basic need for plants**) the plants and do weeding. We use the soil from the compost made by our own hands.

Like me, many of the students are [happy](#) (**everyone's emotion**) with the project. They have taken up their duties and tasks [seriously](#) (**friends' attitude during the event**). The herbal plants are well taken care of and so are the compost heaps and craft products.

Conclusion

That's all for now. Let's fight and protect Mother Nature! Bye for now.

Closing remark

Sincerely,

Rebecca

Signature

Take Care



SPEAKING SKILL

Textbook page: p.94

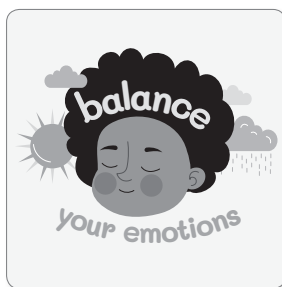


DSKP Practice

LS 2.1.2 Ask for and respond appropriately to simple suggestions

LS 2.1.4 Express opinions about simple spoken or written advice given to themselves or others

A Take a look at the image. Talk about self-care. ▶ LS 2.1.2 ▶ LS 2.1.4



1. What is your understanding about self-care?
2. Do you think it is selfish to put yourself first?
3. If someone you know appears to neglect himself or herself, what would you do?

Work in pairs or groups and ask these questions.

1. What is your opinion on self-care? Is it necessary? Is it too tedious? Is it a must?
2. Do you have a self-care routine?
3. Do you play any sports?
4. How often do you exercise?
5. Do you hang out with your friends?
6. Do you go out often with them?
7. What are your hobbies?
8. What is your opinion on smoking?
9. What do you think of cosmetic surgery?
10. Do you read news or articles about health?
11. What subject or topic of health interests you? Why?
12. Do you feel stress on exam weeks?
13. How do you manage the pressure?

Now do this checklist. Then compare with each other's list.

Self-care Check-in

CHECK THE BOXES OF THE ACTIVITIES
YOU DO TO TAKE CARE OF YOURSELF

- | | |
|--------------------------|--------------------------------|
| <input type="checkbox"/> | Find a quiet place to relax |
| <input type="checkbox"/> | Listen to good music |
| <input type="checkbox"/> | Exercise |
| <input type="checkbox"/> | Hang out with friends |
| <input type="checkbox"/> | Spend time outdoors |
| <input type="checkbox"/> | Spend time with family members |
| <input type="checkbox"/> | Read a good book |
| <input type="checkbox"/> | Learn something new |
| <input type="checkbox"/> | Do a gratitude list |
| <input type="checkbox"/> | Play with a pet |

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

Read the passage on Doing Good as A Team: We Went Beach Cleaning.

On 8 February 2020, my group members and I went to Sematan Palm Beach Resort for a beach cleaning activity. Although the weather was super-hot and dry, we did not hesitate to go on with what we were supposed to do.

We brought plastic bags and gloves to carry out the activity. The beach was so polluted that our plastic bags were full until the point where the plastic bags were almost torn. We picked up rubbish for about an hour and were satisfied because we were glad that we managed to clean up a small area of the beach that was full of food packages and even empty glass jars.

From this activity, I've learnt that as youths, we are responsible to show awareness about the importance of having a clean beach. This is because beautiful nature and marine life are for us to enjoy. In return, we must take our responsibility properly to maintain the beauty and cleanliness of our nature. Not only that, a clean beach reflects our local personality as well because if the beach is extremely polluted, foreigners will have a bad impression of us for being dirty and lazy.

Other than that, it has taught us to be unselfish. Sometimes, we would think that it is okay to litter a little rubbish, but we never think about those who will need to clean it up after us. During the activity, we were frustrated at the fact that visitors were too lazy to throw their rubbish into the bins even though there are three bins provided at the café nearby.

Activities such as these have taught us valuable lessons and they should be taught since young. I do look forward to our next trip and learn more stuff along the way. My group members and I were glad but tired at the same time because we have done something good for the environment as well as for society.

A Complete the following statements with expressions of not more than three words from the text.

- (a) The writer and friends did a beach clean-up at the Sematan Palm Beach Resort.
- (b) The group worked happily for about an hour and the plastic bags were full and almost torn.
- (c) Nature and marine life are for us to enjoy so we must take responsibility to maintain the beauty and cleanliness.
- (d) The beach cleaners were frustrated that visitors here were too lazy to throw their rubbish into the three bins available there.
- (e) The writer and friends were happy because they felt they have done something good for the environment and society.
- (f) What will foreigners or tourists feel when they see dirty beaches?
- (g) What do you feel about the writer and friends who did their voluntary under the hot sun? **HOTS** Analysis
- (h) Why do you think the group of beach cleaners are looking forward to their next trip? **HOTS** Analysis

B Read the text and match the words and meanings correctly.

- | | |
|----------------|--|
| (a) polluted | (i) feeling |
| (b) awareness | (ii) shows |
| (c) reflects | (iii) contaminated |
| (d) impression | (iv) feeling or expressing distress |
| (e) frustrated | (v) knowledge or perception of a situation |

**>>> Civic Lesson**

Core Value: Love for humanity

Everyone has a right to live in peace and harmony with the rest of society. No one should bully another person for whatever reason – status, physical or mental. There should not be bullies or victims of bullying in any society or community.



GRAMMAR

Textbook page: p.96



DSKP Practice

Should and Shouldn't



A Complete the sentences with 'should' or 'shouldn't'.

1. It's very hot. You should take an umbrella.
2. It's impolite to be late. She should learn to be punctual.
3. It's late. Shouldn't we leave now?
4. We shouldn't use handphones at mealtimes.
5. They should be friendly with their neighbours.
6. You shouldn't forget to take your medicine.

Must and Mustn't

B Complete the sentences with 'must' or 'mustn't'.

1. It's past midnight. So, you mustn't put on the music so loudly.
2. I must do revision for the examination now.
3. You must see the doctor if you don't feel well.
4. You mustn't be late. The bus leaves in 5 minutes.
5. All pedestrians must use the overhead bridge.
6. They mustn't give up as they are a close second to the other team.

C Write a proper response for each situation. Use the words given.

e.g. It's raining. (should – umbrella)

You should bring an umbrella as it's raining.

1. See someone shoplifting (shouldn't – ignore – should inform)

You shouldn't ignore. You should inform the sales personnel.

2. It's a school rule. (must – school uniform)

You must wear your school uniform to school.

3. It's late and everyone is asleep. (mustn't – make noise)

You mustn't make so much noise.

4. Mother is fussy about cleanliness. (must – clean – dirty porch)

I must clean the dirty porch before she gets home.

5. Traffic is heavy. (should – attentive – driving)

You should be attentive when you are driving in heavy traffic.

GRAMMAR NOTES

Should / Shouldn'tThe modal *should* is used to express a duty to do something.

- We should sleep at least 8 hours a day.
- We shouldn't stay up too late at night.
- I should learn how to control my temper.
- I shouldn't talk when a lesson is on.

Must / Mustn'tThe modal *must* is used to express obligation or compulsion.

- They must attend all the practices.
- They mustn't attend all the practices.
- She must pass the driving test.
- She mustn't fail the driving test.

Should / Shouldn't		
Affirmative	Negative	Question
We should cook.	We shouldn't cook.	Should/ Shouldn't we cook?
They should apologise.	They shouldn't apologise.	Should/ Shouldn't we apologise?
Must / Mustn't		
Affirmative	Negative	Question and Short Answer
We must be punctual.	We must not be late.	Must/ Mustn't we be punctual?
I must be there..	I mustn't be there..	Must/ Mustn't I be there?



LISTENING SKILL

Textbook page: p.97



DSKP Practice

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

LS 2.1.2 Ask for and respond appropriately to simple suggestions

A Listen to the advice on 'Quick Tips for a Healthy Body'.



TRACK 13

B Complete the graphic organiser.

How to take your food

- (a) Eat a small handful of raw seeds and nuts.
- (b) Fresh fruits ensure a supply of good nutrients. Vary the colour of the fruits.
- (c) Fill half your plate with a variety of vegetables of different colours and a good quarter of each protein and good carbs.
- (d) Chew your food well and good to help in digestion.

Liquid

- (e) Water is the most vital nutrient.
- (f) Your intake should be 6 – 8 glasses a day.
- (g) Replace coffee and soda intake with tea and fruit juices.

Tips for a Healthy Body**Web Link**

Check out this article on habits you need for a healthy mind and body:

<https://www.goalcast.com/8-habits-healthy-mind-and-body/>



Info

**What to avoid**

- (h) Avoid sugary and rich/fried food unless you are eating out.
- (i) Save the calories for real healthy food at home.

C Listen to the audio again and complete the sentences below with words related to health.

1. It is not a good habit to take snacks rather than proper meals.
2. Fresh fruits is a good source of nutrients that we need for healthy living.
3. For good digestion, we should chew our food intake properly before swallowing it.
4. The most important and vital source of nutrient is water and the amount of water intake daily is 6 – 8 glasses.
5. Calories are units of energy contained in real healthy food.
6. Besides vegetables, fruits and water, another source of good protein is fish especially oily fish.

D Read the idiomatic expressions. In pairs, discuss the meanings of each expression and prepare a short account based on the expression.**Example:**

☛ Skating on thin ice

► Meaning: doing or saying something that is dangerous or involves risks or that could cause trouble

I had always wanted to be an explorer and pursue my passion for wildlife photography. However, my parents insisted I take up law and this put paid to my dreams and aspirations. After a ten-year stint as a lawyer, I decided to quit and go after my dream. My friends commented that I was *skating on thin ice* to give up a steady profession to chase a passion of wildlife photography. I did have doubts but pushed them aside and thought thin ice or not I'm going ahead!

- | | |
|---|---------------------------|
| 1. paddle your own canoe | 2. swim against the tide |
| 3. ride it out / ride out the storm | 4. start the ball rolling |
| 5. take the wind out of someone's sails | 6. give the game away |
| 7. sail close to the wind | 8. sink or swim |

PAK-21 ACTIVITY Think-Pair-Share

Talk about other figurative expressions related to food and their meanings.

**>>> Civic Lesson**

Core Value: Civic responsibility

Everyone, including people with disabilities, has his or her own liking for different games and sports. People with disabilities also enjoy games and sports. It is our civic responsibility to appreciate the needs of people with disabilities in the field of sports. When watching them participating in games and sports, we should cheer them on. Read up on Paralympics, the games and sports disabled people participate in.

**Tips and Techniques**

- A title stating the gist of the narrative is provided.
- Format: Beginning – introduction of plot, setting and characters
Development of story: rising action, climax and falling action
Conclusion – brings story to a close

Write an article on empowering young teens on how to handle body shaming. You may use the notes below to help you.

**Empowering Teens on How to Handle Body Shaming with Confidence**

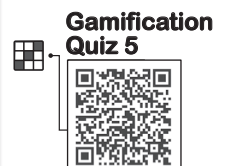
Body shaming is a cruel form of bullying. It is an unfortunate reality that many teenagers face where people humiliate others about the way they look. It affects young teens' self-esteem and known to cause eating disorders and depression.

There are no hard and fast rules but here are some much needed tips for handling body shaming with confidence. Always practice self-love by embracing your unique qualities. Focus on your strengths and not your perceived flaws.

Another tip is to surround yourself with positivity. Hang out with supportive friends and family. They will uplift and encourage you. Next, you can try to speak out against body shaming and educate others on the harmful impact of body shaming. However, there can be times, it is best to just leave the harmful situation and get to a safe mindset.

If body shaming takes a toll on your mental health, seek out professional help immediately. You can talk to the counsellors at school or a therapist if you trust them.

Finally, it is important to nurture a healthy mindset. Focus on emphasising self-care, healthy habits and a positive body image. When you build a strong mindset, the body will follow. You are more than just your body. You are uniquely, you.



KUASAI

MODUL PENTAKSIRAN BILIK DARJAH

PBD

FORM
2
KSSM

UASA-BASED PRACTICES

ENGLISH

READING

PART 1 ⚡ Short Text (MCQs)	58
PART 2 ⚡ Error Correction	68
PART 3 ⚡ Information Transfer	73
PART 4 ⚡ Short Answers	83
PART 5 ⚡ Matching (Gapped Text)	91

WRITING

PART 1 ⚡ Short Communicative Message	99
PART 2 ⚡ Note Expansion	107

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 important words like TRUE, FALSE, INCORRECT, MOST and so on.
- Choose the best option as the answer.

MODEL QUESTION AND ANSWER



TANJUNG SARI MARATHON

42KM * 21KM * 10KM * 5KM

ENTRY FEE: RM50 (Registration with T-shirt)

RACE DAY: 22 JULY 2024

STARTS: 8 a.m.

VENUE: BUFFALO SQUARE

REGISTER NOW

at

www.tanjungsarimarathon.com

CLOSING DATE: 30 MAY 2024

Please register and pay before the deadline or your registration will be forfeited.

1. Which of the following is true about the marathon advertisement?

- A Registration can be made at the Tanjung Sari nearby offices.
- ☒ B Registration is made through the website given.
- C The RM50 entrance fee is only for the T-shirt.
- D Late registration will be accepted.

Comment and Answer

The answer is **B**. Registration can only be made through the website given. The RM50 entrance fee is for both registration and T-shirt. Late registration will not be accepted. It will be forfeited.

PRACTICE 1

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

THAI KITCHEN

www.thanikitchen.com
2207 Corner Street, Bumpy Hill,
Kuching.

COOKING CLASS

SATURDAY 26/8
12:30 p.m. – 4:00 p.m.

RM150 per person
only limited studentd per class

ENROL NOW

Call: Achara, 01812345667
Email: acharathai@webmail.com

Class includes:

- * all ingredients
- * explanation of ingredients
- * cooking tips
- * a recipe pack



1. Which of the information below is not true?

- A** A recipe pack is included in this class.
- B** The class is limited to only 150 persons.
- C** The cooking class is held on a weekend.

BREAKING NEWS*BREAKING NEWS

“The era of global warming has ended; the era of global boiling has arrived,” Antonio Guterres, the United Nations Secretary-General emphasised during a speech at the UN headquarters in New York City. His remarks came in response to new data released by the European Union and the World Meteorological Organisation, which revealed that global temperatures this month have shattered all previous records.

2. From the news above,

- A** the global climate is improving for the better.
- B** the shattered records of all previous global temperatures are amazing.
- C** earth has entered the era of global boiling.

Hi Francesca,

I'm nervous about the exams next week. I hope I can remember all the facts particularly History. Maybe we can do study group tomorrow? We can do revision together. What do you think? We can ask Sheila and Pei Jia to join us. Let me know what you think of this idea.

Carla

3. In Carla's message to Francesca, she
- A** is expressing her anxiety about the upcoming exams.
 - B** suggests having a study group on doing a class assignment.
 - C** is saying that she is particularly confident in her History subject.

To : angela@mail.com

Subject : Planning for a family holiday

Dearest Angie,

Your papa is planning to bring all of us for a family trip in December. He is thinking of either going to Turkiye or Japan. So before he makes any arrangement, I need you to email him your finals exam dates. This way it will help your father immensely. You have missed last year holiday trip with us because your papa thought you were on school holiday. He had forgotten that you are in university and not high school anymore which has different schedules. Email him the details ASAP.

Love,
Mama

4. According to the email above,

- A** the family is going oversea for the December holiday.
- B** Angie accompanied her family to holiday last year.
- C** the father has bought ticket to fly the family to Turkiye.

GAYA SPORT CLUB
NEW DECEMBER INTAKE!
BADMINTON TRAINING

TRAINING DAYS:

MONDAY – 4:30 p.m. - 6:00 p.m.

WEDNESDAY – 4:30 p.m. - 6:00 p.m.

FRIDAY – 4:30 p.m. - 6:00 p.m.

FEES:

RM150 per person
(4 sessions)

Walk-in RM50 per person
(per session)

TRAINING PROGRAMME:

- Ages 5 years above
- Learn the foundation of footwork, tactics and techniques
- Train and spar with professional coaches
- Certification will be given upon completion of 16 sessions of training



PART 2

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.
2. 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.

Read the text below and correct the underlined errors.

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

MODEL QUESTION AND ANSWER

Continuous rain (0) for early morning triggered flash floods at Ulu Sundar and Trusan. The rain which (1) begin to pour at about 3 a.m. (2) causes the Sundar River to rise rapidly affecting several (3) village. In some areas, (4) a water level was at knee level. In a statement (5) releasing by the Sundar Fire and Rescue department, all the main roads leading to Ulu Sundar (6) but Trusan were closed to the public except for several flood (7) relieve agencies. Fortunately, flash floods quickly subsided (8) where the heavy downpour stopped at around 2 p.m.

0	since
---	-------

1	began
2	caused
3	villages
4	the
5	released
6	and
7	relief
8	when

Comment and Answer

1. began – The verb in the sentence should be used in the past tense, hence 'began' is the correct form.
2. caused – The verb in the sentence should be used in the past tense, so the correct word is 'caused'.
3. villages – A plural noun should be used referring to the word 'several', so 'villages' is the correct form.
4. the – The article 'the' should be used here as a definite article to refer to the water level.
5. released – The verb in the sentence should be used in the past tense, so the correct word is 'released'.
6. and – The conjunction needed here is 'and'.
7. relief – The word here should be the noun 'relief' and not 'relieve' the verb.
8. when – The correct pronoun here should be 'when' because it is indicating the time.

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

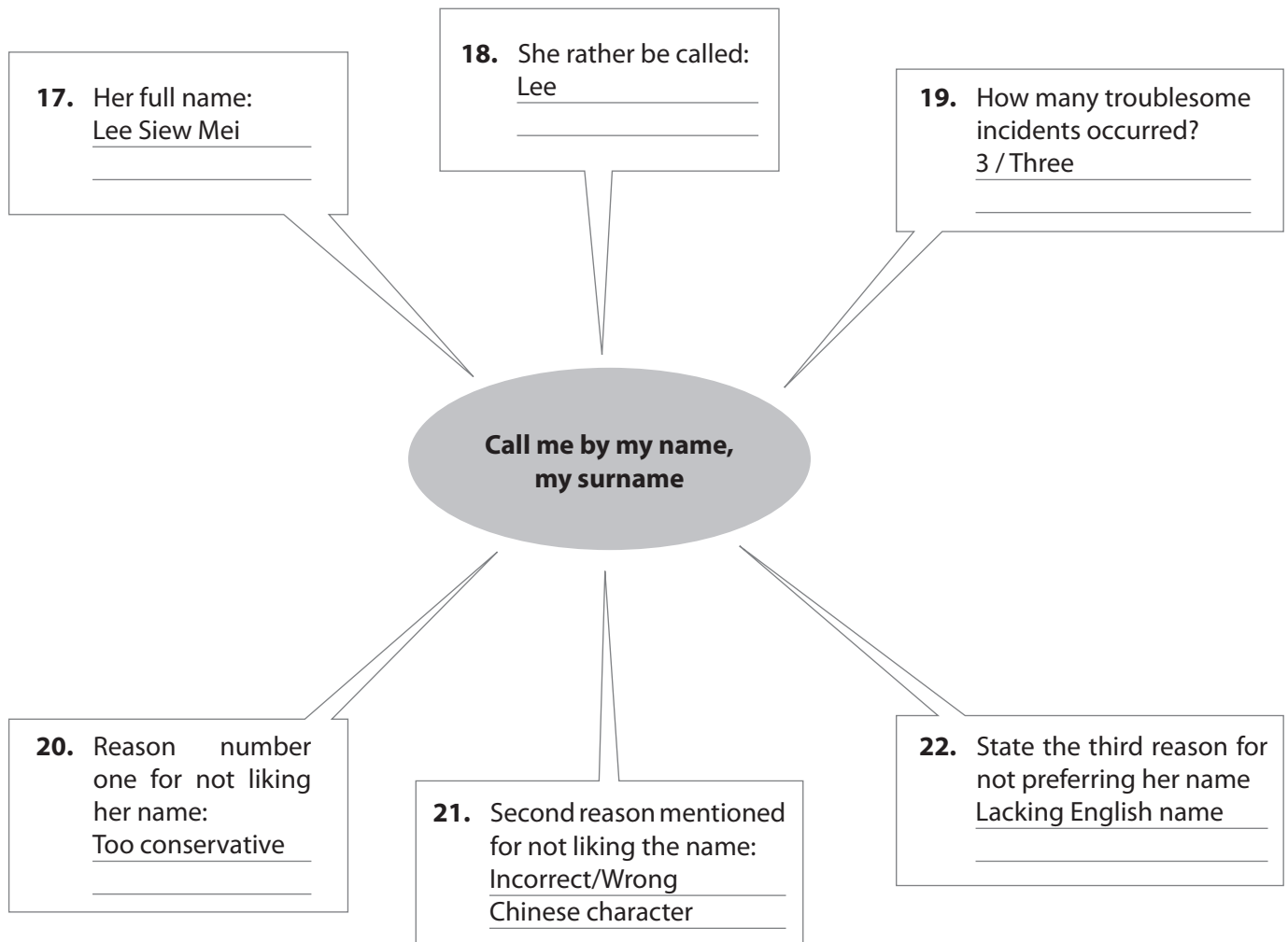
Read the text below and complete the following table with **no more than three words and/or a number** from the text for each answer.

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.



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.

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.

Writing

The writing component has two parts

Part 1

Short communicative Message

Part 2

Note Expansion

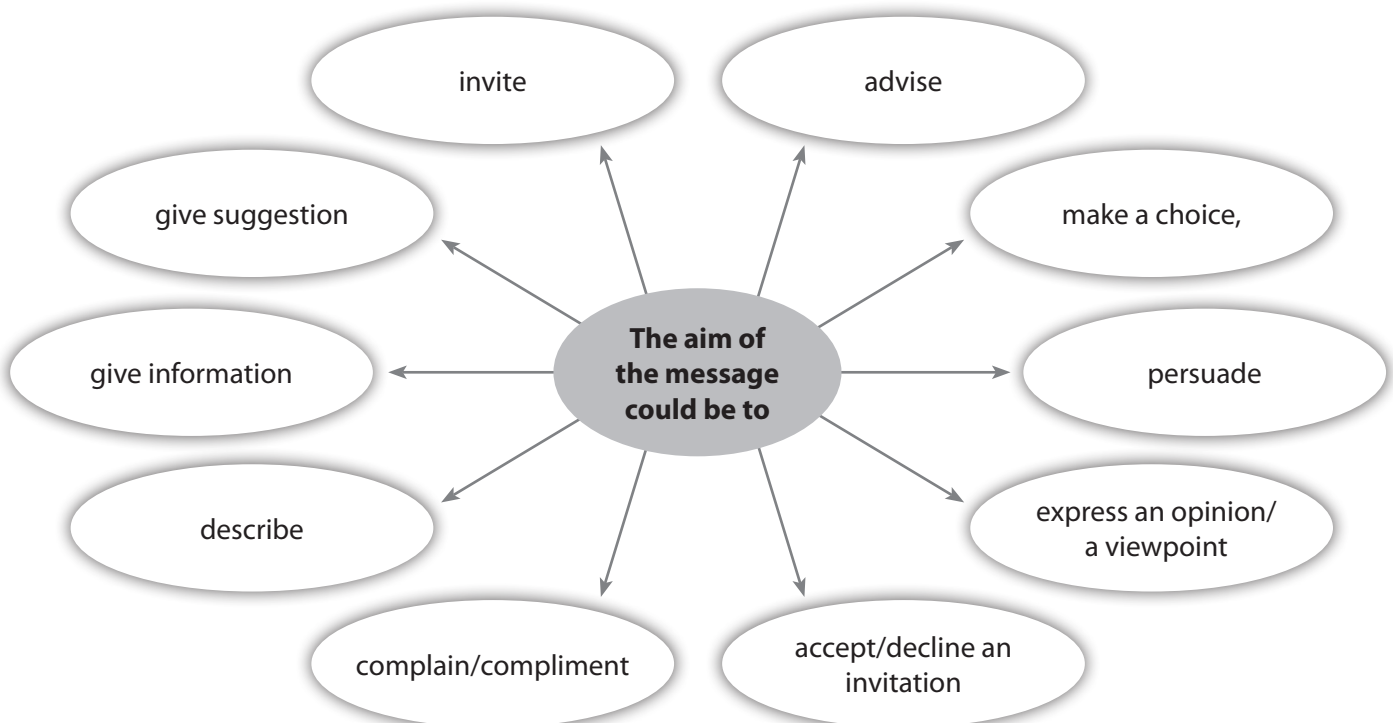


Tips and Techniques

- Read the question carefully.
- Identify the reasons for writing the message.
- Identify your target reader – family friend or person in authority.
- Check whether the tone should be formal or informal.
- Be concise and precise.
- Write in paragraphs.
- Check your spelling, tenses and punctuation.
- Part 1 – use 70 words and Part 2 – use 100 words

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 or a brief description.



MODEL QUESTION AND ANSWER

Part 1: Short Communicative Message

Read the following message from your friend, Fakhry.

Hi,

As you are well aware, the mid-year exam starts in a fortnight's time. I'm not prepared as I've been away from school for ten days for medical reasons. I need a personal favour. Please give me some tuition in Maths and Science subjects next week. It will be a great sacrifice on your part but I am desperate.

Looking forward to a favourable reply. Thank you.

Fakhry

In about **70 words**, write your message to your friend, Fakhry.

Hi Fakhry,

Thank for having so much faith in me that I will be able to help you. The mid-year exam is very near and you do have a lot to catch up. I will help you with the revision and hand you whatever notes given by the subject teachers.

Maths and Science are my favourite subjects so it will not be a sacrifice on my part. We can meet in the evening after 5 and carry on till 7.30 if your parents are all right with it.

Let me know if the arrangement is acceptable.

Lai

Comment and Answer

The message clearly asks for a favour from a friend. So, the reply starts with a thank you note and goes on to agree to do the favour. He suggests the arrangement and points out that it should be acceptable by the parents. He ends with reference to the arrangement.

Part 2: Note Expansion

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

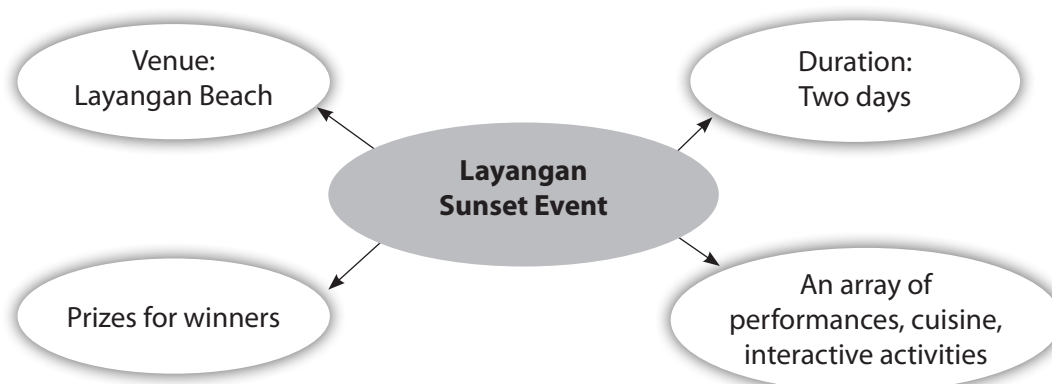
- email
- journal
- letter (formal & informal)
- postcard
- review
- process and procedure
- report
- stories (narrative or descriptive)



MODEL QUESTION AND ANSWER

Part 2: Note Expansion

You read about and attended the Layangan Sunset Event. Write about the event in about **100 words**. You may use the note given below to help you.



Layangan Sunset Event

The Layangan Beach was awash with colour and excitement. Thousands of local folks and visitors flocked to the popular weekend outing site to enjoy a range of activities under the two-day Layangan Sunset Event.

With an array of captivating performances, mouth-watering cuisines, and interactive activities, the rare event became a hub of joy and unity. Nine programmes were lined up for the event. Among them were a cultural dance competition, beach fishing competition, kite flying competition and busking performances. Prizes were given to winners of the beach fishing competition.

The event was organised by the local authorities and community groups.

Comment and Answer

The contents are direct and descriptive as befitting the topic. The body of the essay cover the activities of the event in descriptive terms. The event was organised by the local authorities and the reference to visitors showed the success of the event.

UJIAN AKHIR SESI AKADEMIK

COMPREHENSION 1 HOUR 30 MINUTES

PART 1

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.

Creative Lantern Design Competition
Organised by
Trusan District Council

Open to participants living and working in Trusan District

Guidelines:
Recycled materials as the main material
Lantern size - at least 40cm one each side

Categories:
A – Age 9-13 years old
B – Age 14-18 years old
C – Age 19 and above

Registration Fee
RM5

Participants are required to submit completed lantern by 30th September

- According to the lantern competition poster
 - participants are required to only use recycled materials.
 - the Trusan District Council is the organiser of this competition.
 - only teenagers, young adults and adults are allowed to participate.

Visha: Are you going to attend the Indian music class?
 Rishi: Is there an Indian music academy in town?
 Visha: Yes, it just started last week. Do you want to try?
 Rishi: Are you going? If you are then I'm in too. What instrument are you interested in?
 Visha: Maybe the sitar, I think.
 Rishi: Alright. I think I want to learn how to play the *tabla*. I can just use my bare hands and leave the drumsticks at home.

- Based on the conversation, the *tabla* is
 - a famous Indian stringed instrument.

- a pair of hand drums with the shape similar to bongos.
- an instrument made of bamboo which has six to seven finger holes.

Try BABY'S FIRST
NEW IMPROVED FORMULA

Free gift for the baby

Refill Package

Get RM50 Voucher

Storewide promotions with minimum spend of RM200.

- From the advertisement,
 - buyers will receive a free gift and a RM50 voucher if they can solve the formula.
 - buyers will obtain amazing free gift and voucher for every formula calculated accurately.
 - the free gift and the RM50 voucher are to encourage buyers to try the new infant formula.

Grab the latest model
COMFY SMART DESK
Add-on accessories at 30% off

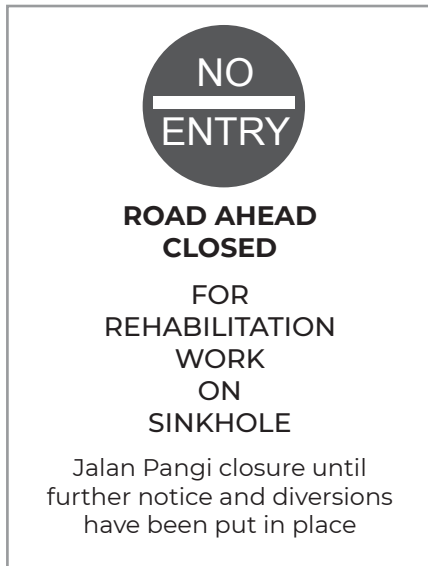
YOURS for ONLY RM899

Desk features:

- Electric height adjustment
- mug holder
- coated matte table
- top

**3 YEARS WARRANTY
AND FREE
SHIPPING NATIONWIDE**

4. The promotional advertisement
- A is offering the sale of the smart desk at RM899 including all accessories.
 - B** states that customers need not to pay for domestic shipping.
 - C describes the smart desk has four distinct features.



5. Road users are
- A advised to get themselves rehabilitate before using the Jalan Pangsi.
 - B told that the road is expected to open soon in the coming weeks.
 - C** warned to use other routes and avoid the road ahead.



6. These powerful words are
- A to inform the public that to be trendy and fashionable are important no matter the cost.
 - B** to raise the public's awareness to practice sustainable fashion that is eco-friendly.
 - C to encourage the public to dress stylishly on a daily basis.



7. Based on the information from the concert ticket,
- A** this concert is a live show.
 - B the ticket is valid for two nights.
 - C children are not allowed to enter the arena.

Nutrition Facts

Serving size $\frac{2}{3}$ cup

Amount per serving	Cereal	Cereal with $\frac{1}{2}$ cup Skim Milk
Calories	240	280
Calories from fat	70	70
Cholesterol	0	0
Sodium 50mg	2%	5%
Total Carbohydrate 37g	12%	14%
Dietary Fibre 3g	12%	12%
Sugar 13g		
Protein 4g	8%	16%
Vitamin A	0%	4%
Vitamin C	0%	0%
Calcium	2%	15%

8. According to the nutrition information above,
- A the percentage of dietary fibre and carbohydrates is the same.
 - B** the cereal provides the most nutrition when taken with milk.
 - C the cereal contains zero amount of fat.



ANSWERS *Unit 1*

Speaking

B.

1. Reduce, Reuse and Recycle
2. waste
3. lights and fans
4. litter
5. roads, parks
6. cloth bag
7. plastics
8. lunch and water
9. public
10. ride
11. air pollution
12. traffic congestion

C.

- (i) For instance, you can clean the garbage on roads nearby your school and segregate it, you can collect old copies, pens and send them for recycling, planting trees, and cleaning nearby beaches.
 - Events in schools like Canteen Day create lots of waste, especially disposable plastic waste from the food stalls. You can create awareness or convince the authority to go for eco-friendly products such as edible cutlery, bamboo cups, etc.
 - Club activities and groups can play a major role in spreading awareness on crucial topics such as Solid Waste Management, Composting, and Reducing Carbon Footprints.
- (ii) Beneficial, both for individuals and their surrounding communities. Some of the benefits include cleaner air quality, cleaner water, reduced hazardous waste, increased access to healthy foods, safer outdoor environments for adults and children, improved population health, and improved health equity.

Reading

1. extended period of hot weather
2. cutting off heat
3. Plants cool themselves as they draw up water to their leaves and evaporates it into the air for a cooling effect
4. The two conditions are heat exhaustion and heat strokes and can be avoided by exercising during the cooler hours.
5. (a) think out of the box
(b) cumbersome

Grammar

A.

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

B.

- | | |
|------|------|
| 1. A | 4. B |
| 2. B | 5. A |
| 3. A | |

C.

- | | |
|----------|---------|
| 1. buy | 4. hike |
| 2. go | 5. are |
| 3. start | |

Listening

A.

- | | |
|--------------|----------------------------|
| 1. Recycle | 5. emissions of pollutants |
| 2. Reduce | 6. death of plants |
| 3. Reuse | 7. animal life |
| 4. save fuel | |

B.

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

C.

- (a) 5th June
- (b) United Nations
- (c) Awareness, global warming
- (d) Action
- (e) mother, great provider

Writing

45, SS24/29,
Taman Kebun,
23400 Melaka
1 May 2024

Dear Elsa,

How are you? Still very busy with your green efforts in your house? My family and I are fine. My parents are busy with the urban farming project in our neighbourhood. I'm writing to boast of my involvement in green efforts too.

The school launched a green campaign, 'Love Mother Nature' two months back. I am so caught up with the project. It is the brainchild of the school PIBG with the support of many households in the neighbourhood.

One of the objectives is to create and increase awareness and love of nature and to strive for environmental sustainability. Parents feel that we should start at the grassroots level with young people. Another objective is to increase awareness of health and environment, which our health is infinitely linked to conditions in the environment.

Activities included tree planting, composting, making handicrafts from recyclable materials and starting a herbal garden. The activities will instill in students good attitude of love for nature and creativity in recycling materials.

The activity I like most is the starting of the herbal garden. All sorts of spice plants have been planted and looking after the plants is done by pupils after school. We water the plants and do weeding. We use the soil from the compost made by our own hands.

Like me, many of the students are happy with the project. They have taken up their duties and tasks seriously. The herbal plants are well taken care of and so are the compost heaps and craft products.

That's all for now. Let's fight and protect mother nature! Bye for now.

Sincerely,
Rebecca



ANSWERS *Unit 2*

Speaking

B.

1. Sedentary
2. Active
3. Active
4. Sedentary
5. Active

C.

(accept any suitable answers)

Reading

B.

- (a) meet interesting people
- (b) picking up hitchhikers
- (c) owned potato farms
- (d) every single day
- (e) ripe old age

C.

- (a) (iii)
- (b) (v)
- (c) (i)
- (d) (iv)
- (e) (ii)

D.

1. choosing
2. stress
3. hopping
4. and
5. short
6. might

Grammar

A.

1. gone
2. gone
3. been
4. been
5. gone
6. been

B.

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

C.

(accept any suitable answers)

Listening

A.

1. manual
2. realistic

3. active
4. impulsive
5. urban
6. obligatory
7. miserly
8. pessimistic

B.

1. physical activities
2. up and moving
3. sitting, lying down
4. physical movement
5. prevents
6. manage
7. increase risk
8. immune system
9. Student's own answer
10. Student's own answer

C.

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

Writing

I Love Travelling by Rizal Asman

Travelling - leaving home for another place for a period of time for diverse reasons - work or pleasure. I love travelling for happiness, surprise and interest.

Happiness - I love the excitement - an explorer on a journey of discovery, happiness and expectations. I love the rush of excitement whether for a short travel or a long vacation.

Surprise - local and world travel broadens your mind - new people, experiences. Let your hair down, touch nature and feast on diverse scenery.

Interest - I love meeting new people. Travelling allows me to meet people with different ways of life and culture. Landing in a new place and trying to figure it all out myself is good.

Overall, the freedom and feeling of independence works wonders. Go wherever and whenever I want.

It's all up to me. I am my own master.