

# KUASAI PBD

MODUL PENTAKSIRAN BILIK DARJAH

FORM  
KSSM

3

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)



## Contents

Contents include cross references of digital resources in the book.

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## Rekod Pentaksiran Murid

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

Rekod Pentaksiran Murid		English Form 3	
Name: _____		Form: _____	
UNIT 1: FAMILY TIES			
Content Standards	Learning Standards	Pages	Self Work Week Date PL Teacher's Signature & Date
1.1.1 Understand independently the main ideas in simple longer texts on an increased range of familiar topics			
1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics			
2.1.1 Use formal and informal registers appropriately in some familiar contexts			
2.1.2 Explain one point of view			
3.1.1 Understand the main points in longer texts on a range of familiar topics			
3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics			
3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics			
4.2.1 Participate in writing work with moderate accuracy			
Reading 3.1	3.1.1, 3.1.2	1 – 2	
Vocabulary 3.1	3.1.2, 3.1.3	3	
Grammar 3.1	3.1.2, 3.1.3	4	
Grammar 3.1	3.1.2, 3.1.3	5	
Listening 2.1	2.1.1, 2.1.2	6	
Speaking 2.2, 2.3	2.2.1, 2.2.2	7	
Writing 4.2, 4.3	4.2.1, 4.2.2	7	
Performance Level (Unit 1)			
PL 1 PL 2 PL 3 PL 4 PL 5 PL 6			
UNIT 2: FOOD, FOOD, FOOD!			
Content Standards	Learning Standards	Pages	Self Work Week Date PL Teacher's Signature & Date
1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics			
2.1.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said			
2.1.2 Understand specific details and information in simple longer texts			
3.1.6 Recognize with support typical features of a word, sentence and text levels of a range of genres			
3.2.1 Read enjoy and give a personal response to fiction, non-fiction and other suitable print and digital texts of interest			
4.2.2 Produce a plan or draft of two paragraphs or more and modify this appropriately independently			
Reading 3.1, 3.2	3.1.6, 3.2.1	8	
Vocabulary 3.1	3.1.6, 3.2.1	9	
Grammar 3.1	3.1.6, 3.2.1	10	



## 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.

English Form 3 Unit 1

Rekod Pentaksiran Murid

DSKP Practice

1

2

3

1. Listen to the text. Then, circle the correct answers.

1. The text is taken from a

A television programme

B radio chat show

C a YouTube channel

2. What is the guest speaker's occupation?

A A surgeon

B A psychologist

C A psychiatrist

3. What subject is being discussed?

A Health

B Finance

C Entertainment

4. What time of day is the programme broadcasted?

A Morning

B Noon

C Night

2. Listen again and fill the brace map with the correct information.

Emotions that are commonly felt

Stress

Despair

Depression

Parenting an autistic child

Join online forums.

Educate self.

Set up a strong support system.

Reach out to local autism support groups.

What can parents do to make life manageable?

TE-2

UNIT

Theme | People and Culture

Family Ties

READING SKILL

Main Task O&P Practice

**LEARN** Understand the main points in longer texts in an increased range of familiar topics.

**EXPLORE** Explore the main points in longer texts in an increased range of familiar topics.

**8 Read the article about Malaysian celebrities having Hari Raya Aidilfitri abroad. Then, answer the questions that follow.**

**PURTRAJAYA** – Nurulfaiza Saad has been away from Malaysia for a long time. She has been living in Tokyo, Japan, with her husband, Zulkarnain Ruzmi, a systems architect since 2015.

There were several times when they did not get to come back to Malaysia to celebrate Hari Raya Aidilfitri with their families. Nevertheless, they have planned to have the local Muslim community in their area.

Although they are unable to make it back home for the celebrations, Zulkarnain has a project he has to complete. For this year's celebration, they are planning to have an open house and invite their friends and colleagues over. On the second day, they will attend a **Raya gathering** at the Malaysian Embassy in Tokyo.

"Although we miss our families back home, it can't be helped. My wife and I will be opening our morning prayers at the mosque here. After that, it's back to work for the open house. Milla is a superb cook. Our friends often pay by just to taste her cooking. This year, she will be making rendang, lempung and I'll be preparing **sayur**," said Zulkarnain.

For dessert, we managed to order some pineapple tart and **nonya** kubi from a Malaysian living here.

She has lived in Tokyo for even a longer time than us.

Our friends here in Tokyo are made up of an eclectic bunch. Besides our Malaysian friends, we have Indonesians, Japanese, British, Australians and even Koreans. They always **marvel** at our open house concept and try to pay us to go to their local.

"My friends in Malaysia told me the weather was really hot during Ramadan. Luckily for us, the weather here was cool and fasting wasn't too difficult," added Milla. "This is the lampung atmosphere here in Tokyo. Back home, they will have children running around. The adults will be on the verandah catching up with each other. Hopefully, after that, it's back to work for the open house. Milla is a superb cook."

**Word Bank**

**embassy** – an official building or office of an ambassador  
**sayur** – stir-fried vegetables  
**rendang** – a meat-based dish, usually beef

1. What is Nurulfaiza's husband's occupation?

He is a systems architect.

2. What are the couple's plans for the coming Raya?

They will hold an open house during Ramadan for their friends and colleagues, and on the second day, they will attend a Raya gathering at the Malaysian Embassy in Tokyo.

3. The undefined word refers to:

They always marvel at our open house concept....

the couple's friends in Tokyo.

4. Look up the internet for the meanings of these words in the context given:

- a) open house – a social event held during festivals and open to those who want to pop by.
- b) eclectic – comprising of a broad range in something





LEARN, LEARN, LEARN

PROGRESSIVE TEST 1 1 2 3 4 5 6

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

E

## Extra Materials on QR code


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

[illegible]

## UASA-based Practices

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





MODUL PENTAKSIAN BILIK DARJAH

FORM  
**3**  
 KSSM

**MASTERY PRACTICE**  
**ENGLISH**

**READING**

<b><i>PART 1</i></b> / Short Text (MCQs)	70
<b><i>PART 2</i></b> / Error Correction	77
<b><i>PART 3</i></b> / Information Transfer	82
<b><i>PART 4</i></b> / Short Answers	89
<b><i>PART 5</i></b> / Matching (Gapped Text)	95

**WRITING**

<b><i>PART 1</i></b> / Short Communicative Message	101
<b><i>PART 2</i></b> / Note Expansion	106





## Grammar Notes

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

English: Book 2 Unit 7

**GRAMMAR**

**GRAMMAR PRACTICE**

**Fill in the blanks using the verbs in brackets in either the simple present or present continuous.**

1. Sheila, my sister, **is getting** (get) married today. She **puts** (put) on her make-up and **is waiting** (wait) her lovely bridegroom.

2. Sheila **is waiting** (wait) impatiently for her groom, Jonas, to arrive. He **is coming** (come) to take her to church. Soon, we **are** (be) **going** (go) out of the car and walk into the room. He **is** (be) **approaching** (approach) Jonas. He **is** (be) **looking** (look) at her. She **is** (be) **laughing** (laugh) at him. She **is** (be) **holding** (hold) a lovely bouquet of lilies. They **are** (be) **standing** (stand) in front of her favourite flowers.

**Fill in the blanks with suitable nouns and decide whether they are countable (C) or uncountable (U).**

seats	cousin	article	photo	information	laughter
time	wait staff	substance	traffic	advice	guards

1. We can look up the **information** in this travel brochure. (U)

2. Ask Kuntz May. She gives good **advice**. (U)

3. The **wait staff** in this restaurant is very efficient. (C)

4. Let's get someone to take our family **photo**. (C)

5. Don't use the LDP highway. The **traffic** is horrendous there. (U)

6. Most of the wedding **guards** are late because of the heavy rain. (C)

7. Hurry up! I want to get **seats** at the front row. (C)

8. My **cousin** is travelling to Singapore tonight. (C)

9. Read this **article** about the family who was a trip around the world. (C)

10. How much **time** do you need to put on your make-up? (U)

11. These **substances** are heavy. What did you put in them? (C)

12. I wish you a lifetime of joy and **laughter**. (U)

**GRAMMAR NOTES**

**The simple present tense is used for:**

- facts and general truths
- permanent situations
- habits and routines
- scheduled events
- the future (in time clauses)
- the future (in conditional clauses)

**The present continuous is used for:**

- actions that are happening at the moment
- temporary situations
- actions that will happen in the future (in time clauses)
- actions that are being done by someone else
- actions that are being done by the speaker

**Countable Nouns are:**

- nouns that can be counted and have singular/plural forms
- e.g. book, paper, dog, book, paper
- 's' and 'es' are used if the noun is singular

**Uncountable Nouns are:**

- nouns that are not countable and cannot be separated or counted
- e.g. advice, weather, time

**Countable Nouns:**

- I have a book.
- I have two books.
- I have three books.
- I have four books.
- I have five books.
- I have six books.
- I have seven books.
- I have eight books.
- I have nine books.
- I have ten books.

**Uncountable Nouns:**

- I have information.
- I have advice.
- I have time.
- I have laughter.
- I have traffic.
- I have seats.
- I have guards.
- I have substances.
- I have information.
- I have advice.
- I have time.
- I have laughter.
- I have traffic.
- I have seats.
- I have guards.
- I have substances.



## Audio Tracks (Listening)

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

English: Book 2 Unit 7

**LISTENING SKILL**

**GRAMMAR PRACTICE**

**Listen to the text. Then, circle the correct answers.**

1. The text is taken from a...  
A. television programme B. radio chat show C. a YouTube channel

2. What is the guest speaker's occupation?  
A. A surgeon B. A psychologist C. A psychiatrist

3. What subject is being discussed?  
A. Health B. Finance C. Entertainment

4. What time of day is the programme broadcast?  
A. Morning B. Noon C. Night

**Listen again and fill the brace map with the correct information.**

**Emotions that are commonly felt**

**Parenting an autistic child**

**What can parents do to make life manageable?**

Stress

Disgust

Depression

Join online forums

Educate self

Set up a strong support system

Reach out to local autism support groups



## UPSA >> Summative Assessment

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



## UASA >> Summative Assessment

UASA is provided at the end of the book.



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

**UJIAN PERTengahan Sesi Akademik**

**READING**

**1 HOUR 15 MINUTES**

**PART A**

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

**Learn to Cook**

Book Center

Center and learn useful skills during the holidays.

• Lessons are free

• Register by 15 July 2024

• Priority Class limited to 10 per

**Notes**

Naeda

The bookers are waiting. Please let them know the bookers who the book, it's best to let us know that we will be at our own place waiting for them.

**Writing**

**Write the Paragraph**

Last week 15th October 2023, 5 pm, at 5 pm.

If you have any information, please contact me - 0123456789.

**Fill the text with Club**

**Write the Paragraph**

1st Saturday of every month, 4 pm.

Bring food and drinks.

New members are welcome.

**2. From the message, we know that Naeda and her family are**

A. having new furniture.

B. packing for a trip.

C. moving house.

**3. The headline tells us that**

A. something is good for health.

B. a person of business will be open to.

C. we will experience mild weather soon.

**4. The first text follows Club**

A. starts up for a like once every month.

B. is a club.

C. do not accept outsiders.

**UJIAN AKHIR Sesi Akademik**

**COMPREHENSION**

**1 HOUR 30 MINUTES**

**PART B**

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

**1. The second speaker**

A. is a waiter.

B. wants to order some food.

C. is annoyed that his food has not been served.

**2. The headline tells us that**

A. something is good for health.

B. a person of business will be open to.

C. we will experience mild weather soon.

**3. From the text, we know that experts**

A. are mostly females.

B. are not in health.

C. have no known symptoms.

**ANSWERS Unit 1**

**READING**

**1. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**2. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**3. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**4. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**5. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**6. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**7. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**8. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**9. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**10. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**11. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**12. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**13. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**14. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**15. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**16. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**17. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**18. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**19. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**20. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**21. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**22. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**23. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**24. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**25. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**26. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**27. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**28. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**29. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**30. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**31. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**32. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**33. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**34. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**35. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**36. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**37. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**38. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**39. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**40. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**41. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**42. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**43. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**44. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**45. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**46. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**47. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**48. He is a sports teacher.**

A. a sports teacher

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**49. He is a sports teacher.**

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C. a sports teacher

**50. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**51. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**52. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**53. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**54. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**55. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**56. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**57. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**58. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**59. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**60. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**61. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**62. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**63. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**64. He is a sports teacher.**

A. a sports teacher

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C. a sports teacher

**65. He is a sports teacher.**

A. a sports teacher

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C. a sports teacher

**66. He is a sports teacher.**

A. a sports teacher

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**67. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**68. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**69. He is a sports teacher.**

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C. a sports teacher

**70. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**71. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**72. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**73. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**74. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**75. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**76. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**77. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**78. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**79. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**80. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**81. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**82. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**83. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**84. He is a sports teacher.**

A. a sports teacher

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C. a sports teacher

**85. He is a sports teacher.**

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**86. He is a sports teacher.**

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**87. He is a sports teacher.**

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**88. He is a sports teacher.**

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C. a sports teacher

**89. He is a sports teacher.**

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**90. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**91. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**92. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**93. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**94. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**95. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**96. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**97. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**98. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**99. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher

**100. He is a sports teacher.**

A. a sports teacher

B. a teacher

C. a sports teacher



# 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:

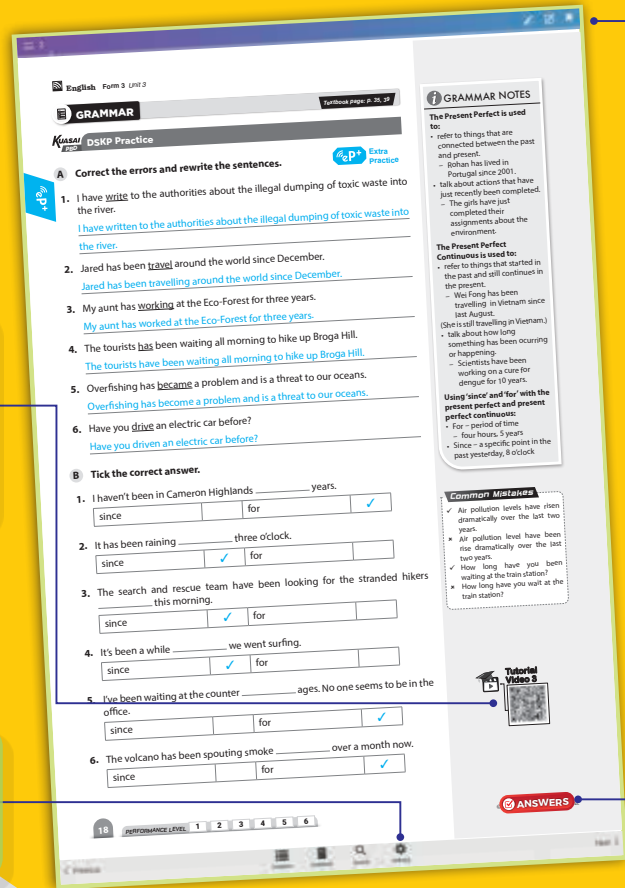
## 1 What is ?

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.



USER GUIDE


## Sample Pages




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

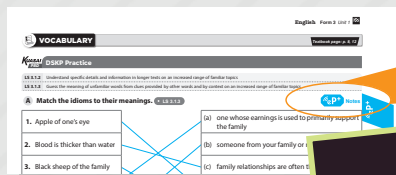
- Extra Practices
- Question Banks UASA

Can be downloaded



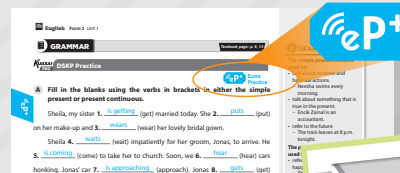
Extra PdPc supporting materials are tagged on pages in Teacher's Edition with the **eP+** icon.

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



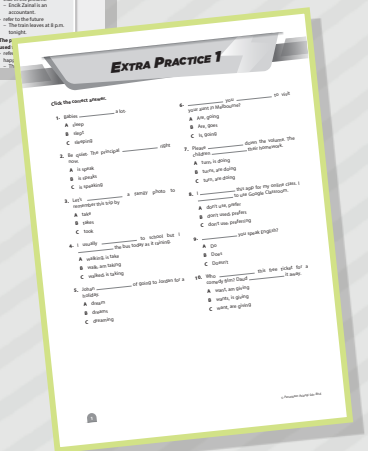
### Notes

Concise grammar and extra notes presented in colourful graphics



### Extra Practices

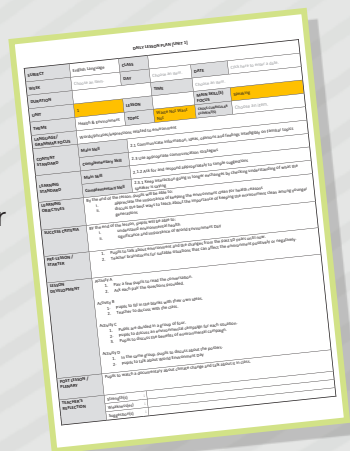
Reinforcement exercise based on units

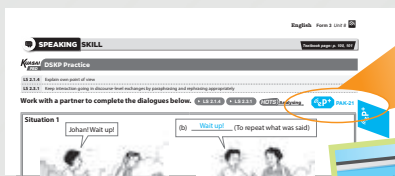


### eRPH

(downloadable & editable)

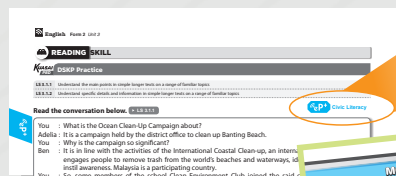
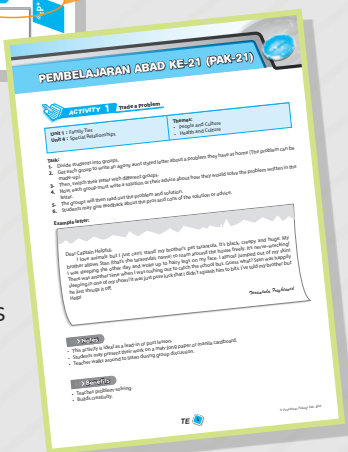
Suggested activities for teachers to plan daily PdPc sessions in line with the PBD Module activities of this book





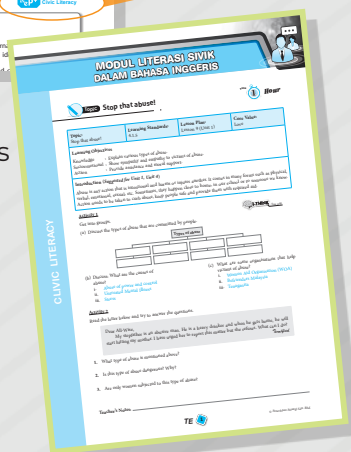
## PAK-21 Activities

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



## Civic Literacy

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



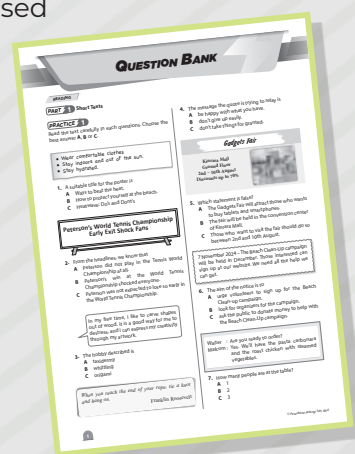
## Interactive PowerPoint

PPT slides are available to complement and reinforce related topics



## Question Bank

Extra UASA-based practices



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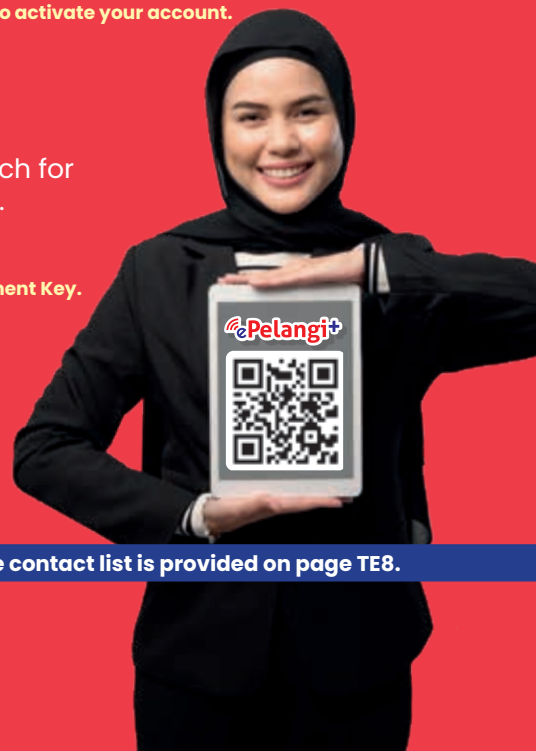
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# Rekod Pentaksiran Murid

## English

Form 3

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

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

UNIT 1: FAMILY TIES						Theme: People & Culture	
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 an increased range of familiar topics						
1.1.2	Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics						
2.2.1	Use formal and informal registers appropriately in some familiar contexts						
2.1.4	Explain own point of view.						
3.1.1	Understand the main points in longer texts on a range of familiar topics						
3.1.2	Understand specific details and information in longer texts on an increased range of familiar topics						
3.1.3	Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics						
4.2.1	Punctuate written work with moderate accuracy						
Reading 3.1	3.1.1, 3.1.3	1 – 2					
Vocabulary 3.1	3.1.2, 3.1.3 Idioms	3					
Grammar	Tenses, Countable & Uncountable Nouns	4					
Listening 1.1	1.1.1, 1.1.2	5					
Speaking 2.2, 2.1	2.2.1, 2.1.4	6					
Writing 4.2, 3.1	4.2.1, 3.1.2	7					
Performance Level Unit 1		PL 1	PL 2	PL 3	PL 4	PL 5	PL 6

UNIT 2: FOOD, FOOD, FOOD!						Theme: People & Culture	
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.2	Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics						
2.3.1	Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said.						
3.1.2	Understand specific details and information in simple longer texts						
3.1.6	Recognise with support typical features at word, sentence and text levels of a range of genres.						
3.2.1	Read enjoy and give a personal response to fiction/ non-fiction and other suitable print and digital texts of interest						
4.1.1	Explain simple content from what they have read or heard						
4.2.3	Produce a plan or draft of two paragraphs or more and modify this appropriately independently.						
Reading 3.1, 3.2	3.1.6, 3.2.1	8					
Vocabulary 3.1	Nouns, Verbs, Adjectives, 3.1.2	9					
Grammar	Tenses, Used to, Get used to	10					
Listening 1.1	1.1.2	11					
Speaking 2.3	2.3.1	12					
Writing 4.2, 4.1	4.1.1, 4.2.3	13					
Performance Level Unit 1		PL 1	PL 2	PL 3	PL 4	PL 5	PL 6

UNIT 3: THE WONDERS OF NATURE						Theme: Health and Environment	
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.2.1	Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics						
1.3.1	Recognise with support typical features at word, sentence and text levels of a small number of spoken genres.						
2.1.4	Explain own point of view						
3.1.1	Understand the main points in longer texts on a range of familiar topics						
3.1.6	Recognise with support typical features at word, sentence and text levels of a range of genres						
4.2.3	Produce a plan or draft of two paragraphs or more and modify this appropriately independently						
4.2.4	Use formal and informal registers appropriate to the target audience on most familiar and some unfamiliar situations						



<b>Reading 3.1</b>	3.1.1, 3.1.6	<b>14 – 15</b>					
<b>Listening 1.3, 1.2</b>	1.3.1, 1.2.1	<b>16</b>					
<b>Speaking 2.1</b>	2.1.4	<b>17</b>					
<b>Grammar</b>	Tenses, since, for	<b>18</b>					
<b>Writing 4.1, 4.2</b>	4.2.3, 4.2.4	<b>19</b>					
<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 4: SPECIAL RELATIONSHIPS					Theme: Health and Environment		
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.3 Recognise with little or no support attitudes or opinions in longer texts on an increased range of familiar topics. 1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics. 2.1.4 Explain own point of view 3.1.1 Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics 3.1.3 Understand specific details and information in extended texts on a wide range of familiar topics and some unfamiliar topics 4.1.3 Summarise the main points and explain key details of a story, text or plot. 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics.							
<b>Reading 3.1</b>	3.1.1, 3.1.3	<b>20</b>					
<b>Grammar</b>	Relative clauses	<b>21</b>					
<b>Vocabulary 3.1</b>	3.1.3, Adjectives, Phrasal verb	<b>22</b>					
<b>Listening 1.1, 1.2</b>	1.1.3, 1.2.1	<b>23</b>					
<b>Speaking 2.1</b>	2.1.4	<b>24</b>					
<b>Writing 4.1</b>	4.1.5, 4.1.3	<b>25</b>					
<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 5: A PLACE TO CALL HOME					Theme: Science and Technology		
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.2.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics 1.3.1 Recognise with support typical features at word, sentence and text levels of a small number of spoken genres 2.1.4 Explain own point of view 2.3.1 Keep interaction going in short exchanges by checking understanding of what a speaker is saying 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics 3.1.4 Use independently familiar print and digital resources to check meaning and extended understanding 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics 4.2.4 Begin to use formal and informal registers appropriate to the target audience in familiar situations							
<b>Reading 3.1</b>	3.1.2, 3.1.4	<b>26 – 27</b>					
<b>Grammar</b>	Future Tenses	<b>28</b>					
<b>Listening 1.3, 1.2</b>	1.3.1, 1.2.1	<b>29</b>					
<b>Speaking 2.1, 2.3</b>	2.1.4, 2.3.1	<b>30</b>					
<b>Writing 4.1, 4.2</b>	4.1.5, 4.2.4	<b>31</b>					
<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 6: READY, STEADY, GO!					Theme: Health and 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 an increased range of familiar topics 1.1.5 Understand independently more complex questions. 2.1.4 Explain own point of view 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise and 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics 4.2.2 Spell written work with moderate accuracy.							

Reading 3.1	3.1.3	32					
Vocabulary 3.1	3.1.3, Word class	33					
Grammar	Conditionals	34					
Listening 1.1	1.1.1, 1.1.5	35					
Speaking 2.3	2.1.4, 2.1.5	36					
Writing 4.2, 3.1	4.2.2, 3.1.2	37					
<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 7: EXTREME SITUATIONS** **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 the main ideas in simple longer texts on a range of familiar topics 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said. 3.1.1 Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics 3.1.4 Use independently a range of familiar print and digital resources and some unfamiliar resources to check meaning and extend understanding 4.2.2 Spell written work with moderate accuracy 4.2.3 Produce a plan or draft and modify this appropriately and independently							
Reading 3.1	3.1.1, 3.1.4	38 – 39					
Vocabulary 3.1, 4.2	3.1.1, 3.1.3, 4.2.2 Preposition, adverbs	40					
Grammar	Tenses, Question Tags	41					
Listening 1.1	1.1.2	42					
Speaking 2.3	2.3.1	43					
Writing 4.2	4.2.2, 4.2.3	44 – 45					
<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 8: TIME TO SPARE** **Theme: People and Culture**

Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics 1.1.2 Understand independently specific information and details in longer texts on an increased range of familiar topics 2.1.4 Explain own point of view 2.3.1 Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics. 3.2.1 Read enjoy and give personal response to fiction/non-fiction and other suitable print and digital texts of interest 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics 4.2.1 Punctuate written work with moderate accuracy							
Reading 3.1	3.1.2, 3.2.1	46					
Grammar	Modal Verbs	47					
Listening 1.1, 2.1	1.1.1, 1.1.2	48					
Speaking 2.1, 2.3	2.1.4, 2.3.1	49					
Writing 4.1, 4.2	4.1.5, 4.2.1	50					
<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 9: HIGH-TECH WORLD					Theme: Science and Technology		
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics 1.1.6 Understand independently longer simple narratives on a range of familiar topics 2.1.4 Explain and justify the point of view of classmates or others 2.3.1 Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately 3.1.4 Use independently familiar print and digital resources to check meaning and extend understanding 3.1.5 Recognise independently the attitude or opinion of the writer in extended texts on a wide range of familiar topics and some unfamiliar topics 4.1.1 Explain simple content from what they have read or heard 4.2.2 Spell written work on a range of text types with reasonable accuracy							
Reading 3.1	3.1.4, 3.1.5	51					
Grammar	Active Voice, Passive Voice	52					
Listening 1.1	1.1.1, 1.1.6	53					
Speaking 2.1, 2.3	2.1.4, 2.3.1	54					
Writing 4.1, 4.2	4.1.1, 4.2.2	55					
Performance Level Unit 1      PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/>							

UNIT 10: THAT'S ENTERTAINMENT					Theme: People and Culture		
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics 2.1.5 Express and respond to common feelings such as happiness, sadness, surprise and interest 2.3.1 Keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said 3.1.1 Understand the main points in longer texts on a range of familiar topics 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics 4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics 4.2.3 Produce a plan or draft and modify this appropriately and independently							
Reading 3.1	3.1.1, 3.1.3	56 – 57					
Vocabulary 3.1	3.1.3, Entertainment words	58					
Grammar	Reported Speech	59					
Listening 1.1	1.1.2	60					
Speaking 2.3, 2.1	2.3.1, 2.1.5	61					
Writing 4.1, 4.2	4.1.5, 4.2.3	62					
Performance Level Unit 1      PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/>							

UNIT 11: LESSONS TO LEARN					Theme: People and Culture		
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
1.1.6 Understand independently longer simple narratives on a range of familiar topics 2.1.4 Explain own point of view 3.1.6 Recognise with support typical features at word, sentence and text levels of a range of genres 3.2.1 Read, enjoy and give personal response to fiction/ non-fiction and other suitable print and digital texts of interest 4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics 4.2.3 Produce a plan or draft and modify this appropriately and independently							
Reading 3.1	3.1.6, 3.2.1	63 – 64					
Grammar	Causatives, Gerunds, Infinitives	65					
Listening 1.1	1.1.6	66					
Speaking 2.1	2.1.4	67					
Writing 4.1, 4.2	4.1.5, 4.2.3	68					
Performance Level Unit 1      PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/>							



## Family Ties



### READING SKILL

Textbook page: p. 6, 7



### DSKP Practice

LS 3.1.1 Understand the main points in longer texts on an increased range of familiar topics.

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

- A Read the article about Malaysians celebrating Hari Raya Aidilfitri abroad. Then, answer the questions that follow.** ▶ LS 3.1.1 ▶ LS 3.1.3

PUTRAJAYA – Nurmila Saad has been away from Malaysia for a long time. She has been living in Tokyo, Japan, with her husband, Zulkarnain Hamidi, a systems architect since 2015.

There were several times when they did not get to come back to Malaysia to celebrate Hari Raya Aidilfitri with their families. Nevertheless, they have made friends with the local Muslim community in their area.

This year, they are unable to make it back home for the celebrations as Zulkarnain has a project he has to complete. For this year's celebration, they are planning to have an open house and invite their friends and colleagues over. On the second day, they will attend a Raya gathering at the Malaysian **Embassy** in Tokyo.

"Although we miss our families back home, it can't be helped. My wife and I will perform our morning prayers at the mosque here. After that, it's back to prep for the open house. Mila is a superb cook. Our friends often pop by just to taste her cooking. This year, she will be making *rendang*, *ketupat* and I'll be preparing *satay*," said Zulkarnain.

"For desserts, we managed to order some pineapple tarts and *nyonya kuih* from a Malaysian living here. She has lived in Tokyo for even a longer time than us!

Our friends here in Tokyo are made up of an eclectic bunch. Besides our Malaysian friends, we have Indonesians, Japanese, British, Australians and even Koreans. They always **marvel** at our open house concept and are eager to try our local food.

"My friends in Malaysia told me that the weather was really hot during Ramadhan. Luckily for us, the weather here was cool and fasting wasn't too difficult," added Mila. "We miss the *kampung* atmosphere here in Tokyo. Back home, we will have children running around. The adults will be on the verandah catching up with each other. Hopefully, we will get to celebrate Raya at home next year."

#### Word Bank

**embassy** – official residence or office of an ambassador  
**marvel** – be filled with amazement

1. What is Nurmila's husband's occupation?

He is a systems architect.

2. What are the couple's plans for the coming Raya?

They will hold an open house for their friends and colleagues, and on the second day, they will attend a Raya gathering at the Malaysian Embassy in Tokyo.

3. The underlined word refers to:

They always marvel at our open house concept....

the couple's friends in Tokyo.

4. Look up the internet for the meanings of these words in the context given:

- (a) open house – a social event held during festivals and open to those who want to pop by.  
(b) eclectic – comprising of a broad range in something

LS 3.1.1, LS 3.1.3

**B** Read the letter taken from an advice column and correct the underlined errors. For each question, write the correct word in the space provided. ▶ LS 3.1.1

Dear Aunt Agony,

I recently found out (1) which I was adopted. Don't get me wrong. I love my adoptive parents. (2) Their are the best, and in all my seventeen years, I've known nothing other (3) then love. However, I can't help (4) feel curious about my biological parents. At nights, I lay awake coming up with all sorts of questions in my head. Why did they give me up? Who are they? (5) Did I look like them? What are they doing now? My adoptive are very (6) supported. They have told me that if I wanted to find out (7) what my real parents are, they will help me out. What do you think? Should I try looking (8) four my biological parents? I'd really like your opinion.

*Cynthia*

1.	that	5.	Do
2.	They	6.	supportive
3.	than	7.	who
4.	feeling	8.	for

**C** Read the advice columnist's answer. Fill in the blanks with suitable words to complete the letter. You may use the words given to help you. Remember, to write the correct form of the words given.

▶ LS 3.1.3

meet	counsel	decide	curious	support
disappoint	person	end	connect	outcome

Cynthia,

Thank you for your letter. As to your question, it is very much a (1) personal decision. There are those who are (2) curious, and there are those who have no interest at all in (3) meeting their biological parents.

If you are going to look for them, remember, there are two possible (4) outcomes. One, your search (5) ends on a happy note, and you may be able to establish a sort of (6) connection with your biological parents. On the other hand, it may end in (7) disappointment. You need to be prepared for that.

It is quite a dilemma for you. But, it sounds like you have a strong (8) support system in the form of your adoptive parents who will stand by you no matter what. Nevertheless, if it stresses you out, it might be a good idea to seek advice from a (9) counsellor.

It is really up to you. I wish you luck whatever your (10) decision may be!

Aunt Agony



## VOCABULARY

Textbook page: p. 8, 12



### DSKP Practice

LS 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics

LS 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on an increased range of familiar topics

#### A Match the idioms to their meanings. ▶ LS 3.1.3



Notes



1. Apple of one's eye	(a) one whose earnings is used to primarily support the family
2. Blood is thicker than water	(b) someone from your family or related to you
3. Black sheep of the family	(c) family relationships are often the strongest
4. Breadwinner	(d) a person who is favourite
5. Flesh and blood	(e) the one most unlike other family members (often negative in meaning)

#### B Complete the sentences with the correct idioms. ▶ LS 3.1.2 ▶ LS 3.1.3

runs in my family

skeletons in her closet

spitting image

following in my uncle's footsteps

a chip off the old block

1.	Rupert	:	Jackson's exactly like his father. Both of them love woodworking.
	Aiman	:	I know. As people say, he's <u>a chip off the old block</u> .
2.	Nancy	:	Isn't Raina the <u>spitting image</u> of her brother?
	Hanna	:	Of course, she is. Don't you know that they are identical twins?
3.	Wei Li	:	So, which career path are you thinking of taking after SPM?
	Jun Jee	:	I'm thinking of <u>following in my uncle's footsteps</u> . He's a famous surgeon.
4.	Yazif	:	Obesity <u>runs in my family</u> .
	Kumar	:	Oh dear! You have to be careful about your diet, then.
5.	Caliph	:	My aunt is such a secretive person. She hardly invites anybody to her house.
	Elsa	:	Hmm, sounds like she has some <u>skeletons in her closet</u> that she'd like to hide.

LS 3.1.2, LS 3.1.3

3

PERFORMANCE LEVEL

1

2

3

4

5

6



GRAMMAR

Textbook page: p. 9, 13

KUASAI PBD DSKP Practice

eP+ Extra Practice

A Fill in the blanks using the verbs in brackets in either the simple present or present continuous.

Sheila, my sister 1. is getting (get) married today. She 2. puts (put) on her make-up and 3. wears (wear) her lovely bridal gown.

Sheila 4. waits (wait) impatiently for her groom, Jonas, to arrive. He 5. is coming (come) to take her to church. Soon, we 6. hear (hear) cars honking. Jonas' car 7. is approaching (approach). Jonas 8. gets (get) out of the car and walks into the room. He 9. gives (give) Sheila a lovely bouquet of lilies. They 10. are (be) her favourite flowers.

B Fill in the blanks with suitable nouns and decide whether they are 'countable' (C) or 'uncountable' (U).

seats	cousin	article	photo	information	laughter
time	wait staff	suitcases	traffic	advice	guests

- We can look up the information in this travel brochure. ( U )
- Ask Aunt May. She gives good advice. ( U )
- The wait staff in this restaurant is very efficient. ( C )
- Let's get someone to take our family photo. ( C )
- Don't use the LDP highway. The traffic is horrendous there. ( U )
- Most of the wedding guests are late because of the heavy rain. ( C )
- Hurry up! I want to get seats at the front row. ( C )
- My cousin is travelling to Singapore tonight. ( C )
- Read this article about the family who won a trip around the world. ( C )
- How much time do you need to put on your make-up? ( U )
- These suitcases are heavy. What did you put in them? ( C )
- I wish you a lifetime of joy and laughter. ( U )

i GRAMMAR NOTES

The simple present tense is used to:

- talk about routines and habitual actions.
  - Neesha swims every morning.
- talk about something that is true in the present.
  - Encik Zainal is an accountant.
- refer to the future
  - The train leaves at 8 p.m. tonight.

The present continuous is used to:

- refer to actions that are happening in the present.
  - The barista is making a latte right now.
- refer to something that will happen in the future.
  - We are going to Tioman Island tomorrow.

Countable Nouns are:

- nouns that can be counted and have singular/plural forms
  - jacket, finger, dog, books, laptops
- 'a' and 'an' are used if the noun is singular.

Uncountable Nouns are:

- nouns that are seen as a whole and cannot be separated or counted.
  - water, advice, weather, flour

★ Spelling Tips

- Add 's' or 'es' to the verb for singular subjects.
- Don't add 's' or 'es' to 'Do' or 'Does' questions.

Common Mistakes

- ✓ I **jog** every morning.
- ✗ I **am jogging** every morning.
- ✓ Mother **is cooking** right now.
- ✗ Mother **is cooks** right now.

Web Link

<https://www.ef.com/wwen/english-resources/english-grammar/simple-present-tense/>





## LISTENING SKILL

Textbook page: p. 10



## DSKP Practice

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

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

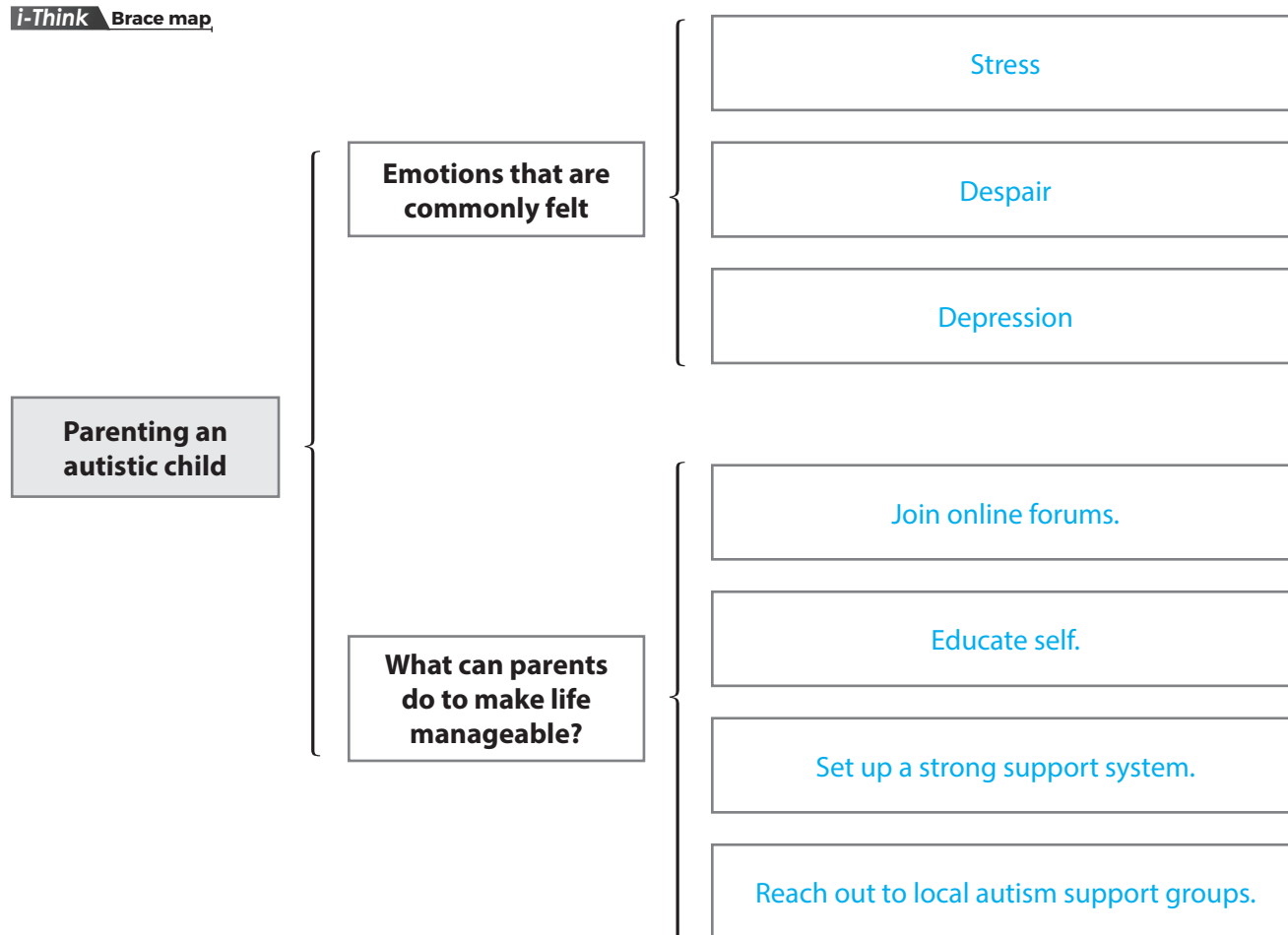
## A Listen to the text. Then, circle the correct answers. ▶ LS 1.1.1



TRACK 1

- The text is taken from a \_\_\_\_\_.  
 A television programme    **B** radio chat show    C a YouTube channel
- What is the guest speaker's occupation?  
 A A surgeon    B A psychologist    **C** A psychiatrist
- What subject is being discussed?  
**A** Health    B Finance    C Entertainment
- What time of day is the programme broadcasted?  
**A** Morning    B Noon    C Night

## B Listen again and fill the brace map with the correct information. ▶ LS 1.1.2

**i-Think** Brace map

LS 1.1.1, LS 1.1.2

**SPEAKING SKILL**

Textbook page: p. 11

**KUASAI PBD DSKP Practice**

LS 2.2.1 Use formal and informal registers appropriately in some familiar contexts

LS 2.1.4 Explain own point of view.

**A Look at each scenario. Then, discuss the questions with your partner.** ▶ LS 2.2.1 ▶ LS 2.1.4



**Sibling relationship**

- Do you have siblings?
- If not, would you like to have one? Why?
- What do you think of them?
- How would you describe your relationship with them?
- Do you ever argue with them?
- What do you argue about?



**Family History and Family Time**

- Do you know anything about your family history?
- Are you from a large or small family?
- Do you know where your ancestors came from?
- If you do, talk a little about them.
- If not, how can you find out?

**B Brainstorm ways to strengthen a family bond. Fill your best ideas in the circle map.** ▶ LS 2.1.4



**i-Think Circle**



**>>> Questions to Ponder**

- How would you describe your family bond?
- How do you spend time with your family members?
- Do the activities you do together make you stronger as a family unit?

**Tips**

- Read the instructions carefully.
- Underline the keyword(s).
- Fall back on your experience(s).

LS 2.1.1, LS 2.1.4



## DSKP Practice

LS 4.2.1 Punctuate written work on a range of text types with reasonable accuracy

LS 3.1.2 Understand specific details and information in longer texts on an increased range of familiar topics.

In your class, you have been talking about Malaysian celebrations. In about 120 words, write an email to your friend, Sara, who lives abroad about a festival you celebrate with your family. You may use the notes given to help you. ▶ LS 4.2.1 ▶ LS 3.1.2



Write your answer here.

To: saramills@mail.com

Subject: Gawai Dayak

Sara,

It's the Gawai Dayak celebrations here where I live in Sarawak. It's celebrated on 1 June annually by the Dayaks. I'm having the time of my life. I haven't stopped eating since I arrived at my grandparents' longhouse. It's located far away from the city. I need to take a boat ride to get to it.

My grandma has made enough dishes to feed an army! My favourite dish is the *manok pansoh*, a chicken dish.

It's all very colourful here. I'm dressed in my traditional costume called the *ngepan*. My cousins are going to perform the *ngajat* which is a beautiful dance. I'll take a video to show you what I'm talking about.

Rumi

## Web Link

Watch a short advert about the true meaning of family at <https://www.youtube.com/watch?v=0zxLSmFySr8>



## Info



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

## Love (Enhancement of Malaysian Identity)

- Think about what makes a person Malaysian.
- Say why you are proud to be a Malaysian.



## Lessons to Learn



## READING SKILL

Textbook page: p.136, 137



## DSKP Practice

LS 3.1.6 Recognise with little or no support typical features at word, sentence and text levels of a wide range of genres

LS 3.2.1 Read, enjoy and give a personal response to fiction/ non-fiction and other suitable print and digital texts of interest.

Read the article below. Then, answer the questions that follow. ▶ LS 3.2.1 ▶ LS 3.1.6

When it comes to learning, every child learns at a different pace. Any gaps in a child's ability to learn usually show up once he or she starts going to kindergarten. One yardstick used to measure a child's academic capability is known as 3M (*menulis, membaca, mengira*), which refers to the core skills of reading, writing and arithmetic.

Over the past 18 months, some parents of young children who had to transition from kindergarten to primary school may have had worries because of the closure of kindergartens and pre-schools due to the Covid-19 pandemic. While this disruption may have affected the learning process, these challenges can be addressed, and by working together, parents and educators can assist a child to overcome any learning lag.

Parents need to know if their child's growth and development is progressing normally. This is only possible if you keep track of your child's key developmental **milestones** starting from birth. Consultant paediatrician Datuk Dr Zulkifli Ismail explains: "Parents, especially first-time parents, should be familiar with important milestones, such as when an infant should start talking, recognising letters of the alphabet and so on. "This will help you quickly identify any significant delays or difficulties in learning how to read, talk or associate letters with sounds." If you notice any significant delays, don't ignore it or "wait and see".

Developmental delays (especially reading, language or social skills) are sometimes caused by problems with a child's hearing or vision, so it's best to spot these problems early on. Highlight any concerns with your child's paediatrician to get professional help in confirming if this is the problem, or if it is indeed a learning disability.

Dr Zulkifli, who is also chairman of the Positive Parenting programme, suggests: "If you're not sure what to ask your paediatrician, just voice your concerns. "Be as specific as possible in describing your observations of your child's development and behaviour, as these are very helpful clues." Do note that while children with Down syndrome, autism spectrum disorder and brain trauma/injury often face problems with learning, these conditions are not considered a learning disability.

There are specific types of learning disabilities, such as dyslexia, dyspraxia and dyscalculia. In 2015, a screening of Malaysian students by the Education Ministry estimated that 7% had dyslexia. He adds: "Parents must continue to remain vigilant. "Some learning disabilities such as dyslexia may only become apparent from kindergarten onwards.

"Continue spending quality time with your child – not only will it be a **boon** to establishing a closer parent-child bond, but it also makes it easier for you to quickly identify any potential problems in her future development."

[Source: <https://www.thestar.com.my/lifestyle/health/2021/09/17/spotting-your-child039s-learning-disability-early>]

## Word Bank

**milestones** – a significant age or event in the development of something  
**boon** – something that is helpful



**A Write T for true statements and F for false statements.** ▶ LS 3.2.1

1.	Every child learns at the same pace.	F
2.	The standard used to measure a child's academic competence is the 3M method.	T
3.	The Covid-19 pandemic has disrupted children's learning.	T
4.	One way to know whether a child's growth and development is progressing normally is to keep track of their key developmental milestones.	T
5.	Datuk Zulkifli is a consultant psychiatrist.	F
6.	Down syndrome is a learning disability.	F
7.	A study in 2015 revealed that approximately 17% of students had dyslexia.	F
8.	Spending quality time will help families to build a stronger relationship with each other.	T

**B Answer the questions.** ▶ LS 3.2.1

1. List **two** key developmental milestones a child experiences as they grow.

(i) When they start talking (ii) Recognising letters of the alphabet

2. What are developmental delays to look out for in children?

Reading, language and social skills.

3. What are possible causes of developmental delays?

Child's hearing or vision.

4. Which conditions are not considered learning disabilities?

Down syndrome and autism spectrum disorder

**C Use the internet to look up the meaning of these learning disabilities.** ▶ LS 3.1.3

(a) Dyslexia	<u>Difficulty in accurate and fluent word reading and spelling.</u>
(b) Dyspraxia	<u>Condition that affects physical coordination.</u>
(c) Dyscalculia	<u>Difficulty in understanding number-based information and math.</u>



## GRAMMAR

Textbook page: p. 139, 143



## DSKP Practice

**A Put the correct form of the causative word in these sentences.**

Present Tense:	The professor always <u>makes</u> us learn the tenses.
Past Tense:	The professor <u>made</u> us learn the tenses.
Future Tense:	The professor <u>will make</u> us learn the tenses.

**B Fill in the blanks with the correct causative verbs.**

- My father doesn't let me spend too long a time on the computer.
- I got my sister to teach me Maths.
- You have to dress smartly if you want to ace the interview.
- Mrs. Leong made us rewrite our essays as she wasn't pleased with our work.
- Jack helps his mother with the chores everyday.

**C Rewrite the sentences using the causative verbs given in brackets.**

- I cut my hair at the barber's. (get)  
I got my hair cut at the barber's.
- The mechanic fixed Johan's car. (have)  
Johan had the mechanic fix his car.
- I drove my sister's new sports car. (let)  
My sister let me drive her new sports car.
- Daniel's mother told him to apologize to the waiter. (made)  
Daniel's mother made him apologize to the waiter.
- The manager instructed his secretary to scan the documents. (had)  
The manager had his secretary scan the documents.

**D Fill in the blanks with either the gerund or the infinitive.**

- Maya kept talking (talk) during the lecture.
- The exchange student is learning to speak (speak) Malay.
- Do you mind helping (help) me with the books?
- I've decided to volunteer (volunteer) at the soup kitchen.
- My sister agreed to teach (teach) me algebra.
- Pauline recommended visiting (visit) the tea factory.



## GRAMMAR NOTES

**CAUSATIVES****Structure: Causative Verb + Person/Thing + Verb (Base form)**

- Causative verbs are called that because they cause something else to happen.
- 'Have', 'let', 'help', 'get' and 'make' are examples of causatives.
  - Harun helped me plan the whole party.

**GERUNDS****Structure: verb + ing**

- Is usually written in the simple, perfect, active or passive and used like a noun.
- In the negative, use not before the gerund.
  - I regretted not enrolling for the course.

**INFINITIVES****Structure: to + base form of the verb**

- It can act like a subject, direct object, subject complement, adverb or adjective in a sentence.
  - To suffer seems dreadful. (subject)
  - I like to read. (direct object)

**Spelling Tips**

- 'Get' and 'Help' sometimes can take on this structure:
- Get/Help + Person + to + Verb
  - Harun helped me to plan the whole party.

**Common Mistakes**

- ✗ Do you want to going to the library?
- ✓ Do you want to go to the library?



## LISTENING SKILL

Textbook page: p. 140



### DSKP Practice

LS 1.1.6 Understand independently longer simple narratives on a range of familiar topics

#### A Listen to the text. Then, circle the correct answers. ▶ LS 1.1.6



TRACK 11

1. Which skill is discussed in the text?

- A Reading
- B Writing
- ☒ C Listening
- D Speaking

2. How many types of listeners are mentioned in the text?

- A 1
- ☒ B 2
- C 3
- D 4

3. The first stage of listening is

- A evaluating
- B understanding
- C responding
- ☒ D receiving

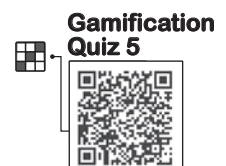
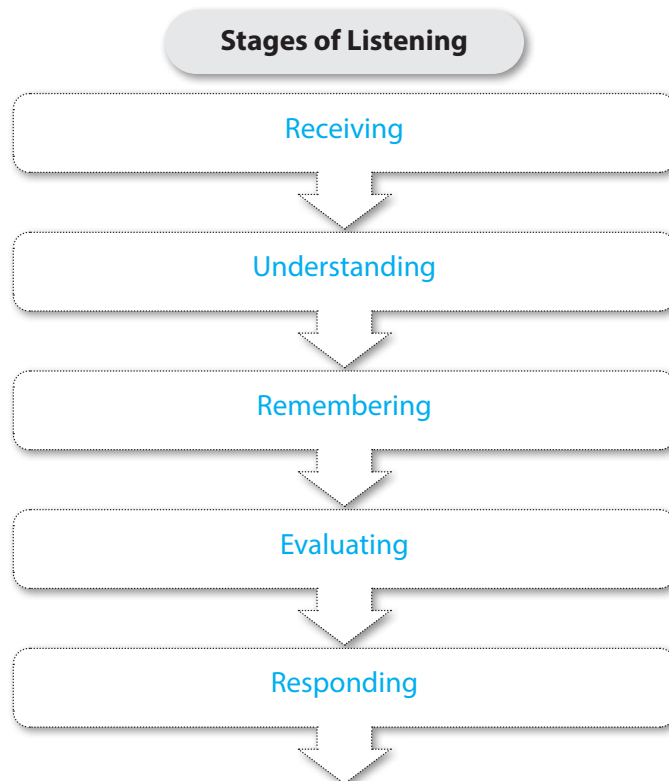
4. One can respond to what someone is saying by

- A answering a query
- B nodding
- C hand gestures
- ☒ D all of the above

#### B Listen to the text and complete the sentences. ▶ LS 1.1.6

1. An active listener concentrates, understands and responds to what is being said.
2. Selective listeners only listen to a part of what they find is interesting.

#### C Listen to the text again and write down the stages of listening in order. ▶ LS 1.1.6



Gamification Quiz 5

LS 1.1.1

**SPEAKING SKILL**

Textbook page: p. 141

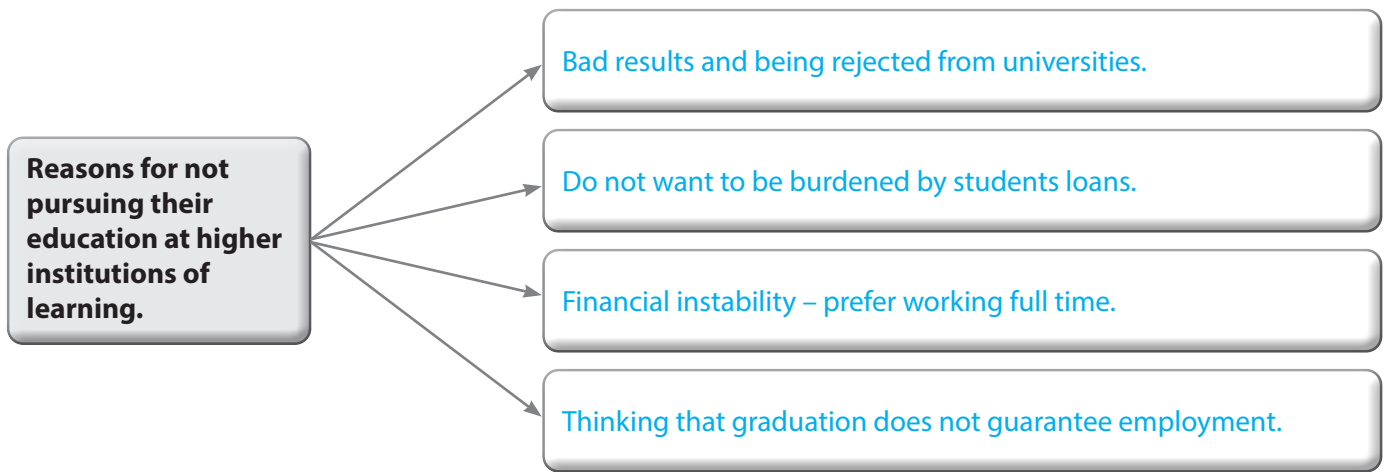
**KUASAI PBD DSKP Practice**

LS 2.1.4 Explain own point of view.

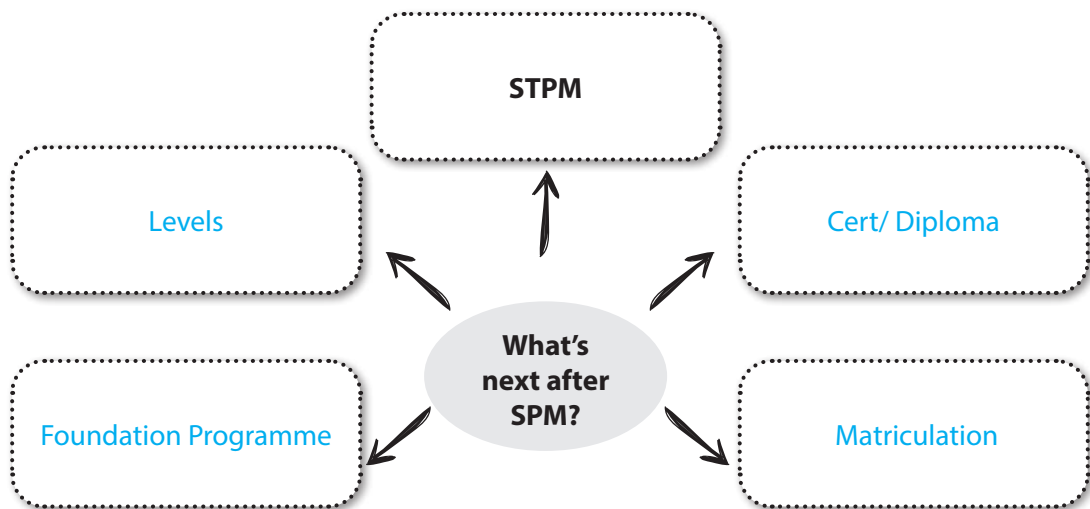
**A Read the headlines below and discuss.** ▶ LS 2.1.4

**Almost half of SPM students from 2021 session chose not to further their studies, says Fadhlina.**  
*thestar.com.my*

What do you think are the reasons why so many SPM leavers are reluctant to continue their education?



**B In pairs talk about courses in relation to higher studies that can be pursued after SPM.** ▶ LS 2.1.4



**C Your friend has decided not to further his or her studies after completing fifth form. Talk to your friend, and ask him or her to rethink their decision. In your conversation, you should highlight the reasons to further one's education.** **HOTS** Analysing



**Questions to Ponder**

What are types of financial aid that Malaysian students can look for to help pay for college or university?



WRITING SKILL

Textbook page: p. 144, 145

DSKP Practice

LS 4.1.5 Organise, sequence and develop ideas within short texts on familiar topics.

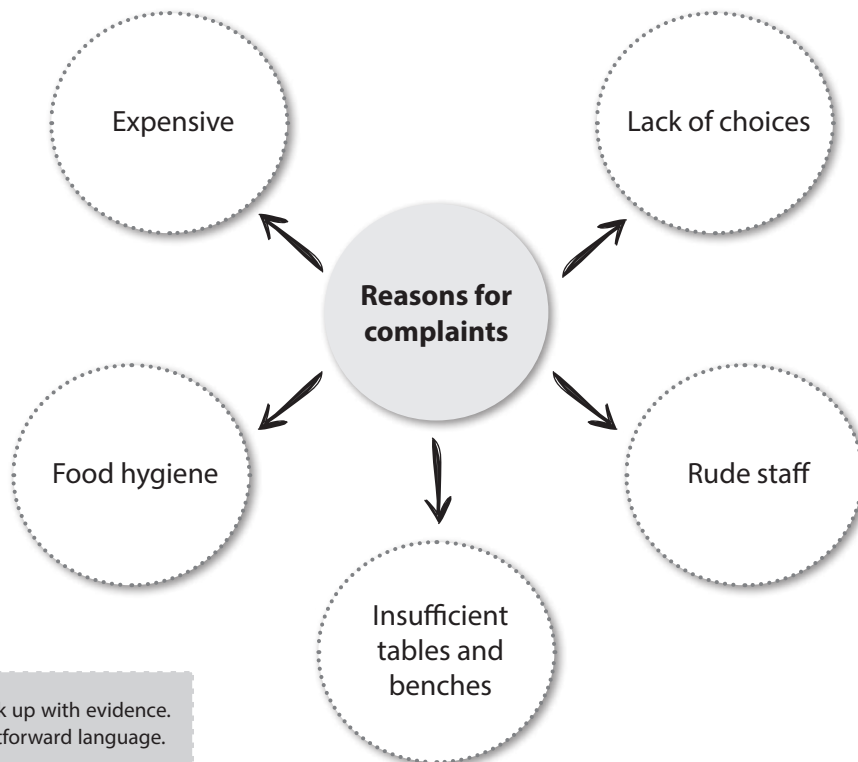
LS 4.2.3 Produce a plan or draft and modify this appropriately and independently

As the secretary of your student council, you have been tasked to write a report about recent complaints regarding your school canteen. Write your report in about 120 words. You may use the notes given to help you.

LS 4.2.3 LS 4.1.5



i-Think Bubble map



Tips

- State the facts and back up with evidence.
- Use simple and straightforward language.

Write your answer here.

Complaints about SMK Taman Kebun School Canteen

A complaint I would like to draw attention to is the exorbitant prices of food and drinks sold at the canteen. Some cannot afford to buy food from the canteen.

Students are also getting bored of the food sold. For the last two years, the menu has remained unchanged.

Food hygiene is subpar. Food and drinks are not covered properly. Flies can be seen hovering around the food.

There are also insufficient tables and benches in the canteen. A lot of students have to stand and eat.

Lastly, the staff attitude leaves a lot to be desired. They are rude and unfriendly.

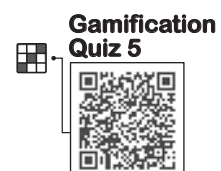
In summary, we hope our complaints will be looked into and handled accordingly.

Thank you.

Reported by:

Jamal Fikir

Student Council Secretary



LS 4.1.5, LS 4.2.3

# KUASAI

MODUL PENTAKSIRAN BILIK DARJAH

## PBD

FORM  
**3**  
KSSM

**MASTERY PRACTICE**

# ENGLISH

## READING

<b>PART 1</b> ⚡ Short Text (MCQs)	70
<b>PART 2</b> ⚡ Error Correction	77
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## WRITING

<b>PART 1</b> ⚡ Short Communicative Message	101
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## Short Texts (MCQs)



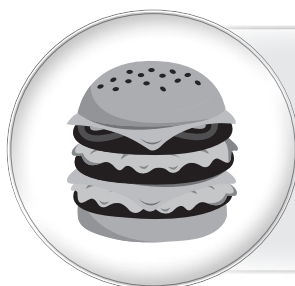
### Tips and Techniques

1. Study the text or illustrated text carefully.
2. Read the MCQ questions and options.
3. Highlight keywords or phrases that you think is important.
4. Eliminate obvious wrong answer(s).
5. Study the text and question again.
6. Decide your answer.

### MODEL QUESTION AND ANSWER

#### Questions 1 – 8

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



#### TRIPLE DECKER CHEESE BURGER

NOW ONLY RM 9.99

(NP RM 15.99)

Promotion period:

1st April – 30th May

From the advertisement, we know that \_\_\_\_\_.

- A** the triple decker burger is cheaper during the promotion period.
- B** the promotion period is for one month only.
- C** the triple decker burger contains no cheese.

### Comment and Answer

The answer is **A**. This is a 'what is true about the advertisement' question. Options B and C are clearly wrong as the promotion is for two months and the burger contains cheese.

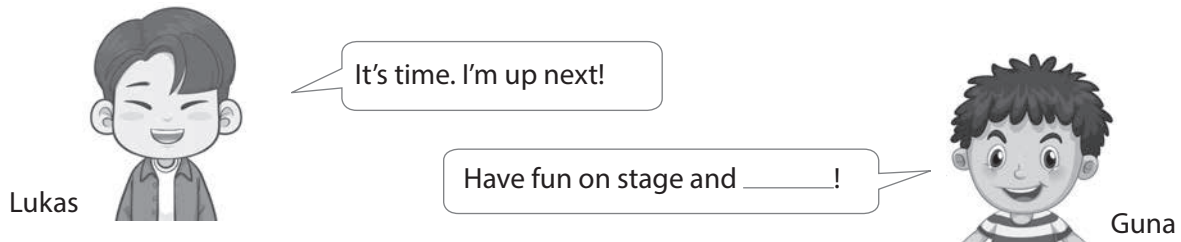


Tutorial  
Video 5



**PRACTICE 1**

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



1. Which idiom can Guna appropriately use in this context?

- A** cool your thumbs
- B** drag your feet
- C** break a leg



2. Which isn't a system of the payment type shown above?

- A** Cash
- B** Shopee pay
- C** Credit or debit card

**The Mask Shop**  
**10.10 promotion**

 <b>Disposable masks</b> 50 pcs RM 20	 <b>Reusable mask</b> RM 9.90
---	---

3. From the advert, we can surmise that

- A** both masks cost the same.
- B** the original price for the disposable mask was RM 50.
- C** the reusable mask is more eco-friendly than the disposable ones.

**Delivery Riders Wanted**

Applicants must be

- 18 and above
- have a valid motorcycle or driving license
- have own transport
- clean driving record

*\* No experience needed*

4. Those interested in applying \_\_\_\_\_.

- A** will be given a motorcycle or car
- B** should have no prior traffic violations
- C** ought to have experience in the food industry

## Matching (Gapped Text)



### Tips and Techniques

1. Read through the entire passage from beginning to end.
2. Then, look at the sentences that have been taken out. You are given eight choices but only six are from the text.
3. Now, attempt to fill in the sentences. You may skip those which you are unsure of and tackle the easier ones first.
4. Read the sentences before and after to find a connection (e.g. link words, continuation of ideas etc.)
5. Once you've filled up the gaps, read the passage to see if your sentences fit.

### MODEL QUESTION AND ANSWER

#### Part 5

#### Questions 35 – 40

Read the text below. Six sentences have been removed from the article.

Choose from the sentences (A – H) to fit each gap (35 – 40).

35. D What you need to know is that this type of sports differ from that of traditional sports.

36. A Typical traditional sports are football, martial arts, hockey, badminton and so on. Adventure sports, on the other hand, involve risky and unusual activities.

37. H Adrenaline-packed activities described as adventure sports include rock climbing, whitewater rafting, scuba diving and mountaineering.

38. E Hence, the type of adventure sports carried out is very much dependent on the topography of the area and weather conditions. Snow adventure sports like snowboarding or skiing are carried out on snow covered terrains.

39. B Rafting and canoeing are done in rivers whilst scuba diving and swimming with sharks are carried out in deep sea. Aerial adventure sports such as paragliding and skydiving can be done over high terrains like canyons and cliffs. Climbing sports include ice-climbing and rock climbing. They can be done on glaciers and mountain cliffs.

In summary, there are hundreds of adventure sports to try.

40. G What's life without adventure?



- A** Traditional sports refer to athletics type activities involving a certain skill set and physical prowess.
- B** Water sports can be carried out in the various places.
- C** People who do adventure sports have no thought about the value of their life.
- D** Adventure sports is fast gaining popularity around the world.
- E** Most adventure sports are done out in nature.
- F** Never try adventure sports as life is too short.
- G** If you've got the guts, try out at least one of them in your lifetime.
- H** Adventure sports enthusiasts usually want to experience a thrilling adrenaline rush.

### Comment and Answer

- 35. D – Introduction/ Topic Sentence.
- 36. A – This sentences defines traditional sports, and it should come before the sentence that gives examples of traditional sports.
- 37. H – This sentence describes the nature of the sports.
- 38. E – This sentence describes location and connects to the next sentence in the text.
- 39. B – Examples of water sports are given in the sentence after this.
- 40. G – This sentences leads in to the last question in the text urging you to try it.



**PRACTICE 1**

Read the dialogue below. Six sentences have been removed from the dialogue. Choose from the sentences (A – H) to fit each gap (1 – 6).

Daim : So, what's it like moving to the city?

Sheila : Well, it takes quite an amount of getting used to as I've been a country mouse since I was born. **1.** **C**.  
I love visiting museums, going to the movies and shopping during my free days.

Daim : **2.** **F** I read about crimes happening every day.

Sheila : Oh yes! We have to be vigilant all the time. In fact, **3.** **A**. Luckily, a bystander alerted me. I'll admit it was scary. Also, city people aren't so friendly. **4.** **E**.

Daim : I like the relaxed and steady pace of the country. I tried living in Kuala Lumpur a couple years back. **5.** **H**.

Sheila : It's different for me. I like the fast paced lifestyle of Kuala Lumpur. I'm working and I know how to budget, so I can live within my means. What I hate is the pollution.

Daim : Tell me about it. **6.** **B**. I feel suffocated just thinking about them.

Sheila : You really are suited for life in the country!

- A** I almost became the victim of a snatch theft.
- B** The smog and the fumes are unpleasant.
- C** I find city life alive and vibrant compared to life in the country.
- D** Danger in the city is quite minimal.
- E** They tend to keep to themselves most of the time.
- F** What about safety in the city?
- G** To me, pollution isn't a problem.
- H** Suffice to say, city life isn't for me.

## Writing – Short Communicative Message



### Tips and Techniques

1. Read the message given.
2. Identify the purpose of the message (Is it asking for advice? Is asking you to do something? etc.)
3. Write in the format required (message, email, short letter etc.)
4. When replying, greet the writer and then get straight to the point.

### UASA QUESTION AND MODEL ANSWER

#### Part 1: Short Communicative Messages

[20 marks]

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

Read the message from your friend, Natasha.

Shereen,

Maya and I are planning to drop by the bookfair in town on Saturday afternoon. We plan to have brunch at Danny's Bistro before that. So, we'll meet up at the bistro at 11 a.m.

It would be great if you could join us! Let me know!

*Natasha*

In about **80 words**, write a message to Natasha, declining the invitation and give reasons why.

#### Suggested answer

Nat,

I totally forgot about the bookfair! Thanks for the invitation, but I'm afraid I can't make it on Saturday afternoon. You see, I've promised my mother to take a trip to Kuala Selangor to spend the day with my aunty. We'll only be back late at night. I hope you and Maya will have a great time at the bookfair. Oh! Do let me know if the book by Peter Millers is on sale. I might drop by the fair on Sunday.

*Reen*



**Tutorial  
Video 7**



**PRACTICE 1**

Read the message from your mother.

I am at the post office now to post a parcel to Uncle Farid. After that, I will probably drop by Sunshine Supermarket to pick up some groceries. Could you be a dear and check what we have run-out of at home? Message me the list. By the way, I'm thinking of getting a take-away for dinner. Any ideas?

In about **80 words**, write a message back to your mother giving her the information she needs.

Mom,

I've checked the fridge and kitchen. Looks like we need some eggs, a loaf of bread, some fruits and some leafy vegetables. Could you get some guavas if any are available? Oh, we need some chicken sausages as well.

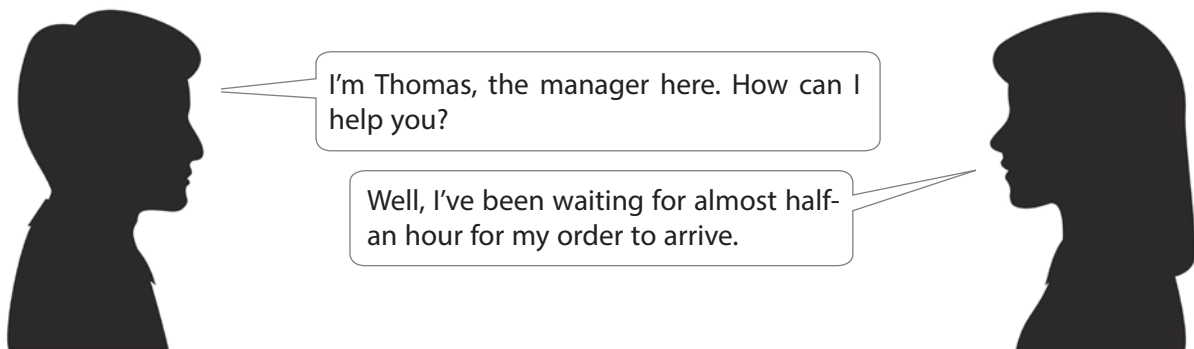
A take-away for dinner sounds great! Pizza from Don's Italian Café would be great. There's a buy 1, free 1 promotion there. Their pizzas are to die for. Get one beef pepperoni and a tuna and pineapple pizza. They're my favourite. See you when you get back!

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



- The second speaker
  - A** is a waiter.
  - B** wants to order some food.
  - C** is annoyed that her food has not been served.

**Be prepared to sweat for the next month**

- The headline tells us that
  - A** sweating is good for health.
  - B** a period of heatwave will be upon us.
  - C** we will experience mild weather soon.

Sepsis is a life-threatening condition. It happens when your body's immune system reacts improperly to an infection in your body. Some symptoms of sepsis are cold and clammy skin, high or low body temperature and disorientation.

- From the extract, we know that sepsis
  - A** is easily treatable.
  - B** can result in death.
  - C** has no known symptoms.



**PART 2**

Read the text below and correct the underlined errors.  
For each question, write the correct word in the space provided.

**Why are K-dramas so popular?**

In the last ten years or so, Korean dramas or k-dramas, which **(0)** is scripted TV shows, have taken the world by storm. Viewers **(9)** stayed glued to the screen, binge-watching dramas after dramas. In 2021, Squid Game, a Netflix original broke **(10)** over the Western market, making K-dramas internationally known. Other recent K-drama hits that have captured audiences worldwide are Sweet Home, All of Us Are Dead **(11)** but Extraordinary Attorney Woo.

K-dramas cover a wide range of genres. There is something for **(12)** someone. There are the popular rom-coms, sageuks (which are period or **(13)** historic dramas), horror, slice-of-life, action and sci-fi. There is **(14)** comfortable for viewers in predictable plotlines like rich boy meets poor girl, childhood trauma, evil chaebols and arranged marriages. K-dramas are also considered PG-**(15)** friendliest than western dramas, with little or no scenes of nudity or sex.

It helps too that the cast members are easy on the eyes. The flawless beauty and chiselled looks of the actors and actresses, **(16)** combining with the most fashionable of outfits, yes, even the poor girls have beautiful dresses, draw viewers in.

It looks like K-dramas are here to stay. If you are planning to jump onto the bandwagon, you are in for a treat because there are loads for you to catch up on.

[8 marks]

**Example:**

0	are
---	-----

9.	stay
10.	into
11.	and
12.	everyone
13.	historical
14.	comfort
15.	friendlier
16.	combined


**PART 5**

Read the text below. Six sentences have been removed from the article.

Choose from the sentences (A – H) to fit each gap (35 – 40).

You take a quick trip to the toilet at night. As you switch on the lights, you notice something scampering out of the drain hole. **35.** **G**. You reach for the bug spray and expel a huge cloud of fumes on it. It wriggles for a bit and becomes still.

This scenario happens in most homes. **36.** **C**. However, if not taken care of, this could become an infestation. If this happens, these household pests will become a risk to our property, health and daily life.

**37.** **A**. The first, obviously is to keep your home spick and span. Pests are creatures that are attracted to filthy places. Hence, make sure to clean every nook and cranny of your home thoroughly every now and then.

When cooking and after a meal, make sure to keep leftover food in containers and store them in the refrigerator. **38.** **F**. This helps to prevent unwelcome guests from rummaging through them.

Entry points at home like holes and cracks should be blocked or sealed off. These can be windows, walls, sinks and bathrooms. **39.** **H**.

If all fails, and you are certain that there is an infestation, there is nothing else to do but to call the experts in. **40.** **D**. After a call, an employee will check the property and recommend a solution. This is a good way to ensure that your unwanted guests move out as soon as possible, leaving you to enjoy your peace and quiet again.

- A** However, there are several other ways besides using a bug spray that you can utilize to make your living space pest-free.
- B** Pests like spiders often shy away from strong scents.
- C** Household pests like cockroaches, termites, mosquitoes, mice and ticks emerge after a while and co-exist with us.
- D** Pest control companies have skilled and certified exterminators.
- E** You can tell if your bed has ticks by checking for specks of bloods on your bedsheets.
- F** Food scraps should be discarded carefully, or wrapped up tightly.
- G** Yikes! It's a humongous cockroach.
- H** Putting up screens on windows can stop pesky mosquitoes or flies from venturing into the house.

[6 marks]



# ANSWERS **Unit 1**

## Reading

### A.

1. He is a systems architect.
2. They will hold an open house for their friends and colleagues, and on the second day, they will attend a Raya gathering at the Malaysian Embassy in Tokyo.
3. the couple's friends in Tokyo.
4. (a) a social event held during festivals and open to those who want to pop by.  
(b) comprising of a broad range in something

### B.

1. that
2. They
3. than
4. feeling
5. Do
6. supportive
7. who
8. for

### C.

1. personal
2. curious
3. meeting
4. outcomes
5. ends
6. connection
7. disappointment
8. support
9. counsellor
10. decision

## Vocabulary

### A.

1. d
2. c
3. e
4. a
5. b

### B.

1. a chip off the old block
2. spitting image
3. following in my uncle's footsteps
4. runs in my family
5. skeletons in her closet

## Grammar

### A.

1. is getting
2. puts
3. wears
4. waits
5. is coming
6. hear
7. is approaching

8. gets
9. gives
10. are

### B.

1. information (U)
2. advice (U)
3. wait staff (C)
4. photo (C)
5. traffic (U)
6. guests (C)
7. seats (C)
8. cousin (C)
9. article (C)
10. time (U)
11. suitcases (C)
12. laughter (U)

## Listening

### A.

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

### B.

#### Emotions that are commonly felt:

Stress / Despair / Depression

#### What can parents do to make life manageable? (any 4)

Set up a strong support system. / Reach out to local autism support groups. / Join online forums. / Educate self. / Make time for self and other members of the family.

## Speaking

### A.

(students' answers)

### B.

Do chores together. / Go on holidays to relax. / Listen to one another. / Have meals together. / Celebrate special days together. / Plan activities together.

## Writing (Suggested answer)

To:	saramills@mail.com
Subject:	Gawai Dayak
<p>Sara,</p> <p>It's the Gawai Dayak celebrations here where I live in Sarawak. It's celebrated on 1 June annually by the Dayaks. I'm having the time of my life. I haven't stopped eating since I arrived at my grandparents' longhouse. It's located far away from the city. I need to take a boat ride to get to it.</p> <p>My grandma has made enough dishes to feed an army! My favourite dish is the <i>manok pansoh</i>, a chicken dish.</p> <p>It's all very colourful here. I'm dressed in my traditional costume called the <i>ngepan</i>. My cousins are going to perform the <i>ngajat</i> which is a beautiful dance. I'll take a video to show you what I'm talking about. Gotta go!</p> <p><i>Rumi</i></p>	



# ANSWERS

## Unit 2

### Reading

- (a) **TRUE**  
(b) **FALSE**  
(c) **TRUE**  
(d) **TRUE**
- Unusual Food Around the World
- (Accept suitable answers)  
I wouldn't try any of the dishes as I'm not a very adventurous person when it comes to trying new and unfamiliar food.

### Vocabulary

#### A.

- toast
- bitter
- stir-fry
- To-fu
- gooey
- piping
- nutrition
- chips
- nibbled
- scrumptious

#### B.

- N
- V
- A
- N
- A
- A
- V
- V
- N
- A

### Grammar

#### A.

- was preparing
- was having
- was baking
- Did, make
- ordered
- were eating, delivered
- served
- was putting, started

#### B.

- didn't use to
- used to
- used to
- use to
- didn't use to

#### C.

- used to
- used to
- get used to
- get used to
- used to
- used to
- get used to
- used to

### Listening

1. B    2. C    3. B    4. C    5. A

### Speaking (Suggested answers)

- What would you like to order
- what is the soup of the day
- What about your main course?
- T-bone steak.
- Which sauce would you like to pair with your steak
- For drinks, I'll have an iced tea.
- Let me repeat your order, sir.

### Writing (Suggested answer)

Title: Great service, mediocre food.

My friend and I went to Tip Top Café for high-tea over the weekend. The café had an old English tearoom feel to it. The wait staff were very friendly. Our waiter, Sam, recommended the high tea special which costs RM 30 per head. We had rose chamomile tea. While it had a lovely aroma, the tea was too light for us. The high tea set came with mini pastries, sandwiches and desserts. The croissant was very oily and the cream on the pandan cake was tasteless. It was a let-down as we were so looking forward to enjoying our tea. I don't think that I would go back there again.