

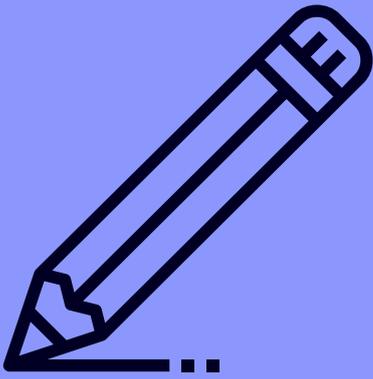


KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Johor



ACE-B1 ENGLISH MODULE

Student's Module



HUNDREDS OF
QUICK AND
INNOVATIVE
ENGLISH
LANGUAGE
LEARNING
STRATEGIES



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Foreword

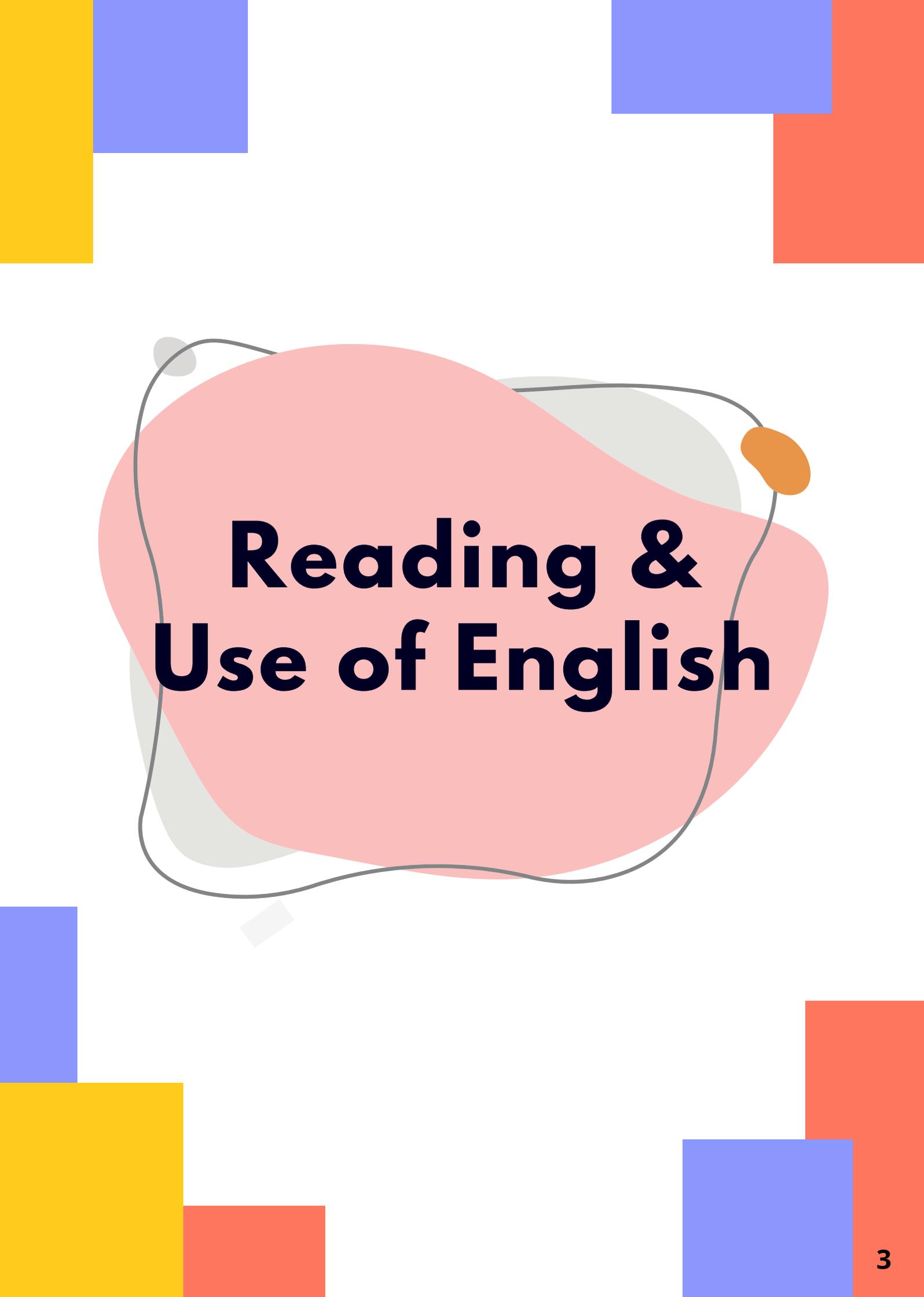
This year SPM sees a change in the format of the English paper. Hence, the **ACE-B1 English Module** aims to improve Form five students' English language proficiency through various engaging activities focusing on the development of all language skills; listening, speaking, reading and writing. The module is also designed to assist English teachers in their teaching and learning approaches in order to guide the students towards achieving B1 level.

I would like to express my sincere gratitude to Puan Rokiah Bt. Ahmad, the Senior Principal Assistant Director of Languages and Encik Mohd Ermy B. Mohd Kasah, the Assistant Director of Languages, of the Language Unit, Johor State Education Department, for assembling a dynamic and diligent team in building this constructive module.

I would also like to extend my heartfelt gratitude to Yayasan Pelajaran Johor (YPJ) for this smart partnership in an effort to enhance the quality of the English Language among the pupils in Johor.

Last but not least, it is my honour to express my profound appreciation to all the module builders for their priceless and momentous contributions to make this module a big success.

Tn. Haji Shahilon bin Abd. Halim
Deputy Director (Learning Sector),
Johor State Education Department



Reading & Use of English

READING & USE OF ENGLISH 1119/1
PART 1: 3-OPTION MULTIPLE CHOICE (SHORT TEXTS)

This section will test the students' understanding of short texts and graphic materials. There are **eight** questions in this section. The examples of graphic materials and short texts are:

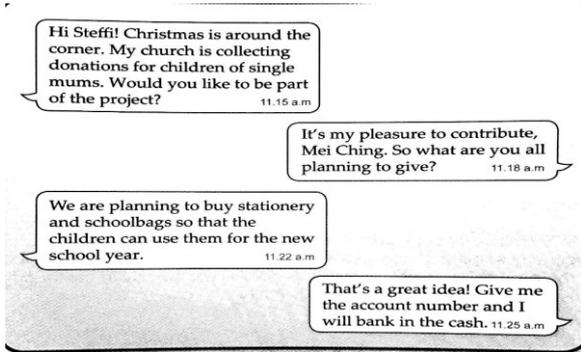
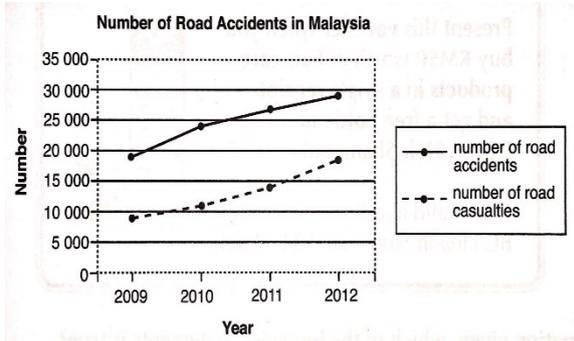
SIGNS	The main purpose of signs is to communicate, to convey information designed to assist the receiver with decision-making based on the information provided.
NOTICES	A notice generally means a written or printed announcement.
ADVERTISEMENTS	An advertisement is almost similar to a notice. It is an announcement in a public medium promoting a product, service, event or publicising a job vacancy.
SHORT TEXTS	Short texts in this section may consist of letters, extracts from stories or articles, text messages, news reports, book reviews, Facebook extracts or factual texts.

There are some commonly used words or phrases that are used when describing the graphic materials. Let's look at them.

Graphic Materials	Common Words/Phrases
Announcements / Special events	<ul style="list-style-type: none"> • enrol now • limited seats available • inclusive of/ exclusive of • call now for reservation • visit our website
Graphs/Charts/Tables	<ul style="list-style-type: none"> • increased steadily • decreased sharply • the majority of the liked/disliked • less than/more than • lowest/highest
Promotions/Sales	<ul style="list-style-type: none"> • while stocks last • free gifts • discount up to • one-year warranty • negotiable

Now you know there are different types of graphic materials that can be asked in the examination. Let's see whether you can label the graphic materials below correctly.

graph news report dialogue sign



Gunmen ambush money changers

Sepang, Negeri Sembilan- There was a lot of commotion at the KLIA (Kuala Lumpur International Airport) yesterday morning, when four gunmen opened fire on two money changers before escaping with almost RM5 million.

What should the students do when they want to answer the **eight** questions in Part 1?

Here are some tips that you can take into consideration to hopefully help or ease further understanding of the requirements of the questions.

1. Study and read the text or graphic material carefully.
2. Read the question carefully.
3. Highlight/underline the key words or phrases in the question.
4. Study the three options given for each question.
5. Eliminate incorrect options.
6. Select the best option.

PAY CLOSE ATTENTION TO WORDS SUCH AS 'EXCEPT', 'NOT', 'FALSE' ETC.
IN SUCH CASES, YOU NEED TO SELECT THE **INCORRECT / WRONG** OPTION AS YOUR ANSWER

There are many techniques and strategies that you can apply in order to help you arrive at or identify the answer. Some of the techniques are:

1. Eliminating incorrect statements
2. Using keywords
3. Using contextual clues

Let's try answering some questions using the three techniques.

USING KEYWORDS

Dear Mrs. Lim,
I am sorry I can't hand in my homework today. I will call you to clear the matter.

Dean

1. How will Dean contact his teacher?
 - A. E-mail her.
 - B. Write to him.
 - C. Telephone her.

It is clear from the word 'call' that Dean is going to telephone her.

- The answer is **C**.



2. The sign is normally seen in the following places **except**

A. houses

B. public toilets

C. shop fronts

The key word in the question is **EXCEPT** (rule out/omit/leave out).

You will surely see this sign outside public toilets and shop fronts when there is cleaning in progress.

But you **will definitely NOT put** a sign when you are cleaning your own house.

- The answer is **A**

ELIMINATING INCORRECT STATEMENTS

Dear Jasmine,

I am out to get some provisions. Please heat up the food for lunch.

Set the microwave for 10 minutes. Don't forget to use the gloves. I'll be back really soon.

Mum

3. Based on the message, we know that Jasmine

A. is out shopping for provisions

B. is given a chore to do by her mother

C. should use a rag to remove the food

From the message we know that Mum was the one out to get some provisions. Mum also reminded Jasmine to use the gloves and not a rag.

- A and C are WRONG
- The answer is **B** as it was Jasmine who was given a chore or a task to heat up the food for lunch.

BEST STORE
Free handphones for 7 lucky customers
How: Spend more than RM300 in a single receipt and get a chance to take part in the lucky draw.

Special discount for
Best Store Cardmembers

- *Purchases at the supermarket and pharmacy are not included.*

4. Based on the notice above, customers may win free handphones if they
- A. spend RM300 in one receipt
 - B. make purchases in the pharmacy
 - C. take part in the lucky draw

Maybe you are a bit confused between A and C.

B is definitely wrong as suggested in the extra information that any purchase made at the pharmacy is not included.

The first criteria to be able to take part in the lucky draw is to spend more than RM300 in one receipt.

But if you just leave the store without taking part in the lucky draw, then you don't even have the chance.

- The answer is **C**.

USING CONTEXTUAL CLUES

Dear sir,
The shower in my bathroom does not function. The tap in my kitchen is leaking.

Noor

5. Who should Noor contact to repair the taps?
A. A painter
B. A plumber
C. A carpenter

The clues are the shower is not working and the tap is leaking.

If a tap and a shower need to be repaired, you will definitely call the plumber.

- The answer is **B**.

A plumber is a person who fits and repairs the pipes, fittings and other apparatus of water supply, sanitation, or heating systems.

A carpenter is a person who repairs and installs building frameworks and structures made from wood and other materials.

A painter is a person whose job is painting buildings.

MAN'S CAFÉ

CLOSED FOR RENOVATION
SORRY FOR ANY INCONVENIENCE CAUSED
WILL REOPEN IN A FORTNIGHT

6. The notice above informs us that the café will be closed
A. due to lack of supplies
B. for repairs
C. for a week

The key word of the notice is renovation.

If there is a renovation in progress, it means there's going to be repair work involved.

- The answer for this question is **B**.
- For A, there is no mentioning of the word supply anywhere.
- The café is to be opened again in two weeks (fortnight) and not in a week.

KUALA LUMPUR Tues- A bus and a lorry **collided** at the 7th kilometre Jalan Kelang Lama. Traffic came to a standstill. Policemen were called to control the traffic. Fortunately, both drivers cheated death even though both vehicles were total wreck.

7. From the report, we know that both drivers were
- A. alert.
 - B. alive.
 - C. asleep.

The key words are fortunately (luckily) and cheated death (avoid death).

So, if you are not dead, it means you are still living and breathing. The antonym of dead is alive.

- The answer is B.

8. The word **collided** means

- A. crashed
- B. wrecked
- C. damaged

Wreck (wrecked – past tense) means something, especially a vehicle or building that has been badly damaged or destroyed.

While damage is the synonym of wreck.

- The answers cannot be B and C as they describe the condition of the car and lorry in the accident.
- The answer for this question is A. (collide is the synonym of crash)

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.

NOTICES/SIGNS

Immediate vacancies for

- Receptionist
- Room attendant
- Porter

Please call Danny at 03-55746281 (Mon-Fri) to arrange for an interview.

1. The place that has job vacancies is most probably a
- A. restaurant
 - B. hospital
 - C. hotel

STORE CLOSING

After many years, Manypages Bookstore is sadly going to have to close our retail location and continue selling online. Check our Facebook page for an easy link to our online store.

THANK YOU TO OUR LOYAL CUSTOMERS.

2. Manypages Bookstore will
- A. close its business forever.
 - B. start selling books online.
 - C. open a new retail location

The page you are looking for is currently unavailable. The web site might be experiencing technical difficulties, or you may need to adjust your browser settings.

3. From the notice above, we know that the service
- A. has been terminated.
 - B. is unavailable at the moment.
 - C. will be permanently unavailable.



4. Based on the notice, the sight-impaired man's dog might be allowed in because he is
- A. a guide dog.
 - B. man's best friend.
 - C. the man's pet dog.



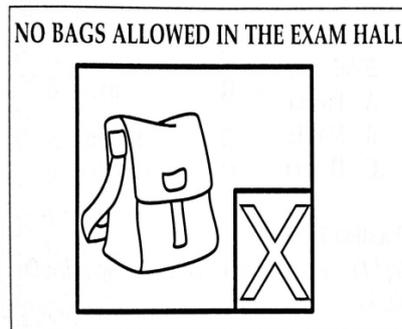
5. Based on the sign above, we know that the owner of the shop
- A. is being robbed and in need of help.
 - B. is wanted by the police.
 - C. is looking for a new employee.



6. Based on the information, people walking their dogs at a park should
- A. bathe their dogs after walks.
 - B. teach the dogs to respect the environment.
 - C. pick up their dogs' waste.



7. The sign can be found
- in laboratories
 - at construction sites
 - at emergency exit area



8. What does the above sign mean?
- Bags will be provided at the exam hall.
 - All bags are not allowed in the exam hall.
 - You are allowed to bring one bag into the exam hall.

malaymail

**TWO
TYPES
OF CLOSE
CONTACTS**

When someone is deemed as a close contact, the District Health Office (PKD) will locate and contact them to be tested for Covid-19

- Close contacts who are symptomatic will be managed as a Patient Under Investigation (PUI)
- Close contacts without symptoms will be managed as a Person Under Surveillance (PUS)

Source: Health Ministry

9. Which of the following is the correct statement about the poster?
- Close contacts who are symptomatic will be considered as PUS.
 - Close contacts who are asymptomatic will be managed as PUI.
 - A person considered as one of the close contacts will be contacted by the PKD.

REVIEWS

'Godzilla' opens at No 1, beating 'Aladdin', 'Rocket Man'
Godzilla: King of the Monsters, opened as the top film in the US theatres toppling Walt Disney Aladdin and Elton John Rocket man.

10. Godzilla movie
- A. fails miserably in US theatres.
 - B. is a huge success.
 - C. only opens in US theatres.

Brown Hotel
Review by Lily Dean, Johor
The hotel is located out of the city which is perfect for those who seek quietness after a long day of travel. It is only a 4-minute walk from the nearest shops and 3 minutes to the beach. The staff is friendly. The only shortcoming is that it is not easy to get a cab and it often costs a bomb when we manage to get one.

11. From the hotel review above, we can conclude that the hotel is suitable for those who
- A. like to spend a lot of money.
 - B. like unfriendly staff.
 - C. prefer a tranquil stay.

THE POSSESSION OF MARIA ROSA

A young girl finds a music box engraved with a name and a date. She becomes very fond of the item, slowly getting attached to the soft music it plays. Her brother notices her strange behaviour as mysterious events start taking place in their home and town. Who was Maria Rosa? What was her story? Why has she returned?

Author : John Grey
Published by Gregor Herring-Hills

Based on true events as documented by Alex Graham and Mark Luther during their paranormal investigation on Rosa Marie Alfonsi on May 20 – September 16, 1997.

12. From the descriptions above, we know that this story
- A. was written by Alex Graham and Mark Luther.
 - B. is based on true events that happened in 1997.
 - C. is about a boy who found a music box.

A book review: If I Never Forever Endeavour

This book is about a baby bird which did not know how to fly. My favourite part is that the bird tried to learn how to fly. I learned that mistakes are good and part of learning. Boys and girls who are 3 to 8 years old will enjoy this book because it teaches us to be brave to try new things. I give the book 5 stars because children can learn about courage from the story.
Review by Hayden, age 4, southeast Michigan Mensa.

13. Based on the book review, we can conclude the following **except**
- A. it has a moral lesson.
 - B. it is a fairy tale classic.
 - C. the book is suitable for young children.

SHORT TEXTS

Rechargeable emergency light bulb (RELB)

No need for backup batteries, this light bulb keeps on working hours after power shortages.

14. A RELB user
- A. needs to buy spare batteries.
 - B. can use it during blackouts.
 - C. needs to recharge the bulb during power shortage.

David,
Thank you for *standing up for me* just now. I was tongue-tied with fear especially when the principal walked in. I should have explained that Add and I were merely fooling around but I could not say anything when I saw the burly man.

A grateful friend

15. The expression *standing up for me* means to
- A. give one's support to another person.
 - B. talk badly about someone.
 - C. point an accusing finger.

- Are you over 20 years old?
- Do you have a family history of early heart disease?
- Are you obese?

Then, you should go for blood screening to know your cholesterol levels in the blood.

16. Which of the following statement is true?
- You need to check your cholesterol level every year after the age of 20.
 - You should go for blood screening if you have one or more symptoms.
 - You must go and check your blood to know if you have any diseases.

MALAYSIAN Hearthstone player, WKYew won the country's first e-sports Gold medal on Dec 9 at the SEA Games 2019, defeating Werit "Disdai" Popan from Thailand who was a favourite to win this event with a score of 3-1. This Gold medal not only gives a boost for Malaysia in the medal tally but also in the local and regional e-sports industry.

17. Which of the following statements is false?
- WKYew managed to defeat the representatives from other countries.
 - This is an important medal to our country.
 - WKYew was the first Malaysian to win a medal in the Sea Games 2019.

Biggest Flower Bloom In The World

The Rafflesia plant has the biggest flower bloom in the world. It is found in the forests of Malaysia.

The flower looks like a huge cabbage. It weighs about 10 kilogrammes and measures about 90 centimetres across. It smells like rotten meat hence it is also called the stinking corpse lily.

18. According to the extract, the Rafflesia
- smells bad.
 - smells like a cabbage.
 - looks like a corpse.

TOKYO: National long jumper Abdul Latif Romly, who was the country's last representative at the Tokyo Olympics, again stole the show when he coolly confirmed Malaysia's third gold medal in the men's T20 (intellectual impairment) category at the Olympic Stadium on Saturday (Sept 4).

Although he had to forgo the sixth and final attempt after suffering an injury during his fifth jump, Abdul Latif can be proud of his achievement as he is now the only Paralympian to have won two gold medals after his initial success in Rio 2016.

19. Which of the following statements is true?
- Latif won two medals in 2016.
 - Latif won Malaysia's fourth gold medal at the Tokyo Paralympics.
 - He did not jump in the last round of the long jump due to injury.

Dear Editor,
 Drivers who park their vehicles illegally near road junctions or interchanges should be severely dealt with. These drivers fail to realize that they are posing a *grave* danger by blocking the view of drivers who may want to turn into another road. I urge the authorities to take action.
 Concerned Citizen

20. The word 'grave' can be replaced with
- A. fatal
 - B. serious
 - C. cemetery

DIALOGUES



21. What subject is being taught to the child?
- A. English
 - B. Mathematics
 - C. Geography



22. According to the cartoon strip above,
- A. the man likes the electric toothbrush
 - B. the man wants to throw away the electric toothbrush
 - C. the man doesn't know how to use the electronic toothbrush

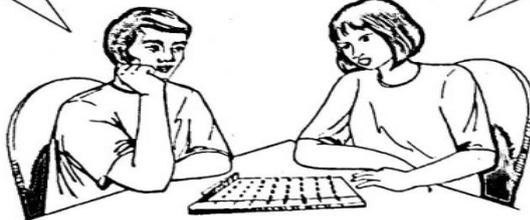
Hana, I think you should let your child do things for himself whenever possible. At his age, he wants to be in control of his own activities.



You're right, Suzy. I also feel that we should give the child opportunities to do more self-care and help out in daily chores.

23. Both ladies provide tips on encouraging children to be
- A. educated
 - B. independent
 - C. well-mannered

Sandra, have you heard about the crocodile hunt in Sungai Muara?



Yes, it all started after a terrifying attack on a young boy. The whole village was upset. There could be other ways to deal with the problem rather than killing the crocodile. It's such a pity.

24. From the conversation, what is Sandra's feeling about the hunt?
- A. fear
 - B. anger
 - C. disappointment

ADVERTISEMENTS

NU-ROCK BODY SPRAY

Stay fresh all day naturally, even with rigorous exercises. Nu-Rock is a natural deodorant body spray, infused with vanilla and pure scents from flowers.

ALL-NATURAL FORMULA
Nu-Rock deodorant is made from natural mineral salts that form an invisible layer on the skin.

CRUELTY FREE
We assure you that no animal testing is used in any phase of product development.

A GREEN PRODUCT
Free from aluminum and paraben. Good for body, good for Earth.

25. From the advertisement above, we know that Nu-Rock body spray
- A. has animal-derived ingredients.
 - B. is safe for the environment.
 - C. has artificial substances.

LOVELY MORNING LIVE RADIO SHOW	
- 94.2 FM / 102.6 FM	
MONDAY	8AM -1PM
WEDNESDAY	8AM -1PM
SATURDAY	9AM -1PM
SUNDAY	8AM -1PM

26. The Lovely Morning Radio Show
- is aired on weekdays.
 - starts at 8 a.m. every day.
 - ends at 1 p.m. every day.

<p>EARTH DAY</p> <ul style="list-style-type: none"> • Come and join the fun! • Share your ideas on what EARTH DAY means to you • If you are not sure, come and listen to what your friends and family have to say. • Tune in to FM 11, 9.00 a.m. – 11.00 a.m. <ul style="list-style-type: none"> • Call 03-22787880
--

27. Based on the advertisement, which media of communication is being referred to?
- Radio
 - Television
 - Newspaper

<p>SEEKING ONLINE TRANSLATORS</p> <p>Are you bilingual? Trilingual? Do you own a computer?</p> <ul style="list-style-type: none"> • Work from home • Choose to work part time or full time • Set your own hours

28. Based on the advertisement, which statement is incorrect?
- The applicants must be able to speak more than one language.
 - Applicants may work during hours convenient for them
 - Working hours are non-flexible.

PURCHASE - WITH - PURCHASE

One reusable cloth diaper and a small diaper bag are yours at ONLY RM29.90 (worth RM49.90) with purchases of RM100.00 from the Children's Department.

29. Which of the following statements is correct about the advertisement below?
- A. To get these items at RM29.90, you have to buy something else first.
 - B. To get these free gifts, you have to buy items costing RM 29.90
 - C. The reusable cloth diaper costs RM29.90 whereas the diaper bag costs RM49.90

LOCAL AND IMPORTED AIR PURIFIER FOR SALE

- Ideal for those suffering respiratory related problems.
- Famous and reliable brands from the United Kingdom, France, Germany and Belgium.
- 50% off on your second purchase*

HURRY, call us at 03-28889900

*till 31st December. Free mystery gift for every purchase

30. From the advertisement above, we know that the air purifier
- A. is meant for export.
 - B. is good for asthma sufferers.
 - C. is on sale until the end of the year.

PART 2: 4-OPTION MULTIPLE-CHOICE CLOZE

ALL YOU NEED TO KNOW ABOUT PART 2:

- THIS PART COMPRISES **10 QUESTIONS**
- EACH QUESTION HAS **4 OPTIONS (A, B, C, D)**
- **1 MARK** FOR EACH QUESTION (TOTAL MARKS FOR THIS PART - **10 MARKS**)
- THE QUESTIONS FOCUS ON **GRAMMAR AND VOCABULARY** KNOWLEDGE

TIPS TO FOLLOW:

1. Read the text quickly to get the **main idea** of the text. Find out the **genre** of the text (factual, narrative, descriptive etc.)
2. Questions on **grammar**: Look at the items carefully at **word, phrase** and **sentence** levels. Determine the **grammar focus** involved.

GRAMMAR FOCUS	
Tenses	Conjunctions / Connectors
Subject-Verb Agreement	Pronouns
Prepositions	Adjectives
Phrasal Verbs	Adverbs
and more ...	

Read the words / phrases **before** and **after** each blank carefully (*you may need to do it for a few times!*) to search for clues / hints for the correct answer.

3. Questions on **vocabulary**: Look at the items carefully. Choose the best word to be filled in each blank. The answers should **suit the context most appropriately** based on the **topic** or **theme** of the text.
4. For each question, **read every option (A, B, C, D) very carefully** before you choose the final answer. **Eliminate distractors** (options which are not the correct answer) by placing a cross (X) next to them with a pencil. This will help you find the correct answer easily!

GRAMMAR

GRAMMAR FOCUS: SINGULAR VS PLURAL, POSSESSIVE ADJECTIVES VS POSSESSIVE PRONOUNS

EXTRACT 1

BIG LOVE

In many cultures, elephants are seen as a symbol of wisdom and are known for having an excellent memory. They have the largest brains of all land animals and (1) _____ intelligence is evident in their ability to learn, use tools and even in their sense of humour. They are very social animals and although they live in herds, they spend their lives in pairs devoted to a best friend.

Adapted from: "Full Blast! Plus 4" Form 4 English Language Textbook

- 1 A their B theirs C it D its

LET'S TAKE A CLOSER LOOK AT THE SENTENCE:

The diagram shows the sentence: **They** have the largest brains of all land animals and (1) _____ intelligence is evident in **their** ability to learn, use tools and even in **their** sense of humour.

Annotations include:

- A box: 'They' refers to elephants (plural form) with an arrow pointing to the word 'They'.
- A box: The elephants' ability with an arrow pointing to the word 'their'.
- A box: NOW LOOK AT THE BLANK. PAY CLOSE ATTENTION TO THE **SUBJECT OF THE SENTENCE** AND **THE WORD AFTER**. **ASK YOURSELF - Whose intelligence?** **Answer: The elephants' intelligence (follow the subject – 'elephants' must be in the plural form)**. An arrow points from this box to the blank space.
- Labels 'SUBJECT' and 'THE WORD AFTER' with arrows pointing to the subject 'They' and the blank space respectively.

Now look at the options:

- 1 A their B theirs C it ✗ D its ✗

Since **'the elephants'** must be in the **plural** form (based on the **subject** of the sentence), you can eliminate options C and D, as **'it'** and **'its'** are used for **singular nouns**.

Now we are left with options A and B

1 A their B theirs

‘Their’ is a **possessive adjective** and **MUST be followed by a noun** (e.g. *their* friends)

‘Theirs’ is a **possessive pronoun** and can usually **stand on its own as a unit**, functioning as a **complement** (e.g., The choice is *theirs*), an **object** (e.g., They have given *theirs*) or a **subject** (e.g., *Theirs* will be paid)

LOOK AT THE BLANK AGAIN. The **noun ‘intelligence’** appears **after** the blank, which means the **possessive adjective** ‘their’ is more suitable to be placed in the blank.

We **DO NOT** say ‘theirs intelligence’!

So,

1 A their B theirs ✗

The answer is A their ✓

TEST YOURSELF

PRACTICE 1: Fill in the blanks

	NUMBER	POSSESSIVE ADJECTIVES (followed by a NOUN)	POSSESSIVE PRONOUNS
I	Singular	I like my toys.	The toys are _____.
He	Singular	I love his phone.	The phone is _____.
She	Singular	She washes _____ plate.	The plate is hers .
You	Singular	I like your dress.	The dress is _____.
You	Plural	I will consider _____ suggestions.	The suggestions are yours .
We	Plural	We wear our clothes.	The clothes are _____.
They	Plural	These are _____ books.	The books are theirs .

GRAMMAR FOCUS: SUBJECT-VERB AGREEMENT, TENSES

TIP:

When you answer cloze questions which are related to **tenses**, it is important for you to **identify the genre of the text** first (e.g., narrative, factual etc.) as it will help you **determine the tense used** (e.g., present / past) in the text.

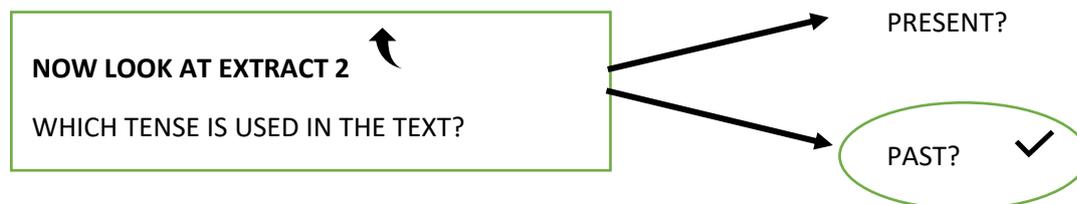
EXTRACT 2

THE PRINCESS OF MOUNT LEDANG

The beauty of the princess of Mount Ledang was legendary. Everyone who lived in the villages near the mountain told stories about her charm, and these stories (1) _____ far and wide until, eventually, they reached the land of Melaka. When the sultan there, whose wife had died, heard about the gorgeous princess who lived at the top of the mountain, he knew he wanted to make her his wife.

Adapted from: "Full Blast! Plus 4" Form 4 English Language Textbook

- 1 **A** travels **B** travel **C** travelled **D** travelling



LET'S HAVE A CLOSER LOOK AT THE SENTENCE

LOOK AT THE OTHER VERBS IN THE SENTENCE

Everyone who lived in the villages near the mountain told stories about her charm, and these stories (1) _____ far and wide until, eventually, they reached the land of Melaka.

Now look at the options

- 1 **A** travels **B** travel **C** travelled **D** travelling

In the extract, the verbs “**lived**”, “**told**” and “**reached**” are all in the **past tense** form, as this extract is about the tale of the princess of Mount Ledang (**narrative**).

Since the blank above requires a verb, the **past tense** should be **consistent** throughout the text.

So,

1 A travels ✗ B travel ✗ C travelled D travelling

Options A and B can be eliminated as they are in the **present tense** form.

Option A is **not** the correct answer as it is **wrong** in terms of **subject-verb agreement**.

‘Stories’ is a plural noun; thus, it requires a plural verb; ‘travels’ is a singular verb.

Now we are left with Options C and D:

1 C travelled D travelling

When we use the **continuous / progressive** tense, we should follow this rule:

is / am / are / was / were + _____ ing (present participle verb)

The auxiliary verb (is / am / are / was / were) **MUST** be present.

TAKE A LOOK AT THE WORD BEFORE THE BLANK ↶ → ‘stories’

Is there an auxiliary verb? **NO**.

So, the continuous / progressive tense is **not** suitable here.

Hence,

1 C travelled D travelling ✗

The answer is C travelled ✓

PRACTICE 2

Choose the **best** word for each space.

EXTRACT 3

IS PRINT MEDIA DOOMED?

The newspaper industry, like the music industry, has been hit hard by the Internet. Just like pirated music, news **(1)** _____ readily available for free online, so people are choosing not to pay for it. The Internet can also provide news the second it **(2)** _____. It is clear that the traditional print newspaper, which is still published once a day, is no longer a practical way to receive information.

Adapted from: "English Download" Form 5 English Language Textbook

- 1 A is B are C was D were
2 A happen B happens C happened D happening

TIPS: 1. Identify the genre of the text. Is it *factual* or *narrative*?

2. Look at the other verbs in the text. *Present* or *past* tense?

3. If **present** tense: For each sentence, look at the subject / noun phrase before the verb (blank). Decide whether it is *singular* or *plural*.

- Remember, a singular noun requires a singular verb (e.g., **It is** great) and a plural noun requires a plural verb (e.g., **People are** complaining).

GRAMMAR FOCUS: CONJUNCTIONS AND CONNECTORS

EXTRACT 4

TALKING FACE TO FACE

Would you tell your friend a secret on Facebook or wait until you meet them? Personally, I prefer seeing my friend's face and hearing their voice when we talk. The most important thing about being together is that the conversation is spontaneous. **(1)** _____ you send someone a text, you are forced to sit on your own waiting for them to think of, and write, their reply. This is not a proper, lively conversation for me.

Adapted from: "English Download" Form 5 English Language Textbook

- 1 A If B Although C Despite D But

LET'S HAVE A CLOSER LOOK AT THE SENTENCE WITH THE BLANK AND THE SENTENCE BEFORE

The most important thing about being together is that the conversation is spontaneous. (1) _____ you send someone a text, you are forced to sit on your own waiting for them to think of, and write, their reply.

Now look at the options:

1 **A** If **B** Although **C** Despite **D** But

Read the sentences carefully. Try to understand the relations between

- the **independent clause** (*you are forced to sit on your own waiting for them to think of, and write, their reply*)
- the **dependent clause** (_____ you send someone a text), and
- the **sentence before** (... *the conversation is spontaneous*).

'**But**' is used to show **contrast** with what was mentioned before. Try to place the word 'but' in the blank and see how the sentences read. Does it make sense?

NO. This is because the clause "... you send someone a text" does **not** really contrast with the previous sentence "... the conversation is spontaneous"

So, we can eliminate Option D

1 **A** If **B** Although **C** Despite **D** But ✗

'**Despite**' is used to show that something happened or is true although something else might have happened to prevent it.

E.g., **Despite** all his efforts to control it, his voice is still shaking.

In the extract above, the word '*despite*' does **not** really fit the blank, as '*sending someone a text*' does not really aim to prevent the second part of the sentence from happening.

Thus, Option C can be eliminated

1 **A** If **B** Although **C** Despite ✗

'**Although**' is used to show **contrast** between two clauses.

E.g., **Although** he tried his best, he lost the competition.

Similarly, the word '*although*' does **not** really fit the blank.

1 **A** If **B** Although ✗

The answer is **A** If ✓

PRACTICE 3

Fill in the blanks using suitable conjunctions or connectors.

but despite so while as Although

1. You cannot use a Nokia charger with a Samsung phone _____ they are not compatible.
2. Teachers and social workers earn far less than the average professional athlete, _____ their important contributions.
3. The main cause of death for monkeys and chimpanzees is electrocution from electrical cables, or being hit by cars _____ crossing roads.
4. _____ Susan had danced non-stop for two hours, she did not feel exhausted.
5. Akmal missed the bus, _____ he had to wait for half an hour for the next one to arrive.
6. Tan was not one of the fastest runners, _____ he was just glad to finish the race.

FOCUS: VOCABULARY KNOWLEDGE

TIP:

When you answer questions which test your **vocabulary knowledge**, it is important to:

- * **read the sentences before** and **after the blank** for several times
- * look for **contextual clues** which will help you find the correct answers

EXTRACT 5

DO NOT BELIEVE EVERYTHING YOU SEE

It is well-known that most **photographs** of celebrities and models are an **unrealistic portrayal of beauty**. This is because many of the images have been **(1)** _____ using **digital manipulation**. Using computer software like **Photoshop** is so common that the word 'photoshop' has even entered dictionaries as a verb.

Adapted from: "Full Blast! Plus 4" Form 4 English Language Textbook

- 1 A deleted ~~X~~ B edited C seized ~~X~~ D grasped ~~X~~

When you read the few sentences in the extract above, some of the important key words or phrases which you would like to highlight will be '*unrealistic portrayal of beauty*', '*images/ photographs*', '*digital manipulation*' and '*Photoshop*'. '*Photoshop*' will give you the idea of **editing** photos and images. It is **not as appropriate** to say that it is related to deleting, seizing or grasping the images.

Thus, the answer is **B edited** ✓

To take something suddenly using force

To take a firm hold of something

EXTRACT 6

MAUSOLEUM OF THE FIRST QIN EMPEROR

The army of famous terracotta warriors has stood to attention through the centuries, guarding the tomb of the emperor who united China. Thousands of statues still remain to be discovered at this archaeological site. Qin (259BC-210BC), the first unifier of China, is buried here surrounded by his terracotta warriors. The figures all have different faces. They also have clay representations of their horses, chariots and war weapons. They are artistic masterpieces and have great **(1)** _____ interest since the mausoleum is also associated with an event of worldwide importance: the unification of the different Chinese territories into one country by the first emperor of China in 221 BC.

Adapted from: "English Download" Form 5 English Language Textbook

- 1 **A** periodical **B** historical **C** nutritional **D** numerical

LET'S TAKE A CLOSER LOOK AT THE DEFINITIONS OF THE OPTIONS

A. periodical – happening often / regularly

B. historical – connected with the past

C. nutritional – related to diet (e.g., nutritional value of milk)

D. numerical – relating to numbers

Out of the 4 options, **C**. nutritional is definitely the odd one, as the extract above is about the mausoleum and DOES NOT talk about diet and nutrition. So, **C** can be eliminated.

- 1 **A** periodical **B** historical **C** nutritional ✗ **D** numerical

When we read the sentences before the blank, we know that 'they' refers to 'statues, figures, clay representations of horses, chariots and war weapons' and they have great _____ interest. In this situation, it is safe to say that this case has no relation to numbers. Further, 'numerical interest' does not really make sense. So, **D** can be eliminated.

- 1 **A** periodical **B** historical **D** numerical ✗

Now, let's compare Options **A** and **B**. Try to place both options in the blank and see which one is more suitable. Comparatively, **B**. historical will be a better answer as the 'statues, figures, clay representations of horses, chariots and war weapons' are connected to the past (history about the first emperor of China) rather than happening often/regularly (**A**. periodical).

So, the answer is **B** historical ✓

PRACTICE 4

Choose the *best* word for each space.

1. I think the most useful _____ in the home is the fridge.
A machine B tool C appliance D device

2. The computer is one of the most important _____ of the 20th century.
A highlights B inventions C facilities D programmes

3. Governments should stop factories from pumping their _____ into rivers.
A junk B waste C litter D rubbish

4. We are now installing powerful lighting in the garden area to _____ thieves from trying to break in again.
A deter B protect C enable D detest

5. It wasn't until he nearly walked into a desk that I noticed he had a(n) _____. The badge on his shirt said, 'Tommy- visually challenged, please be patient!'
A representation B unemployment C dedication D disability

PRACTICE MAKES PERFECT

SAMPLE SPM QUESTIONS

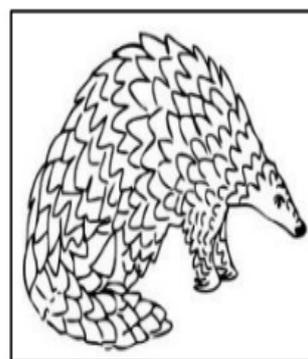
PART 2

Questions 9 to 18

Read the text below and choose the **best** word for each space. For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.

The Pangolin

The pangolin, often referred to as an anteater, is an animal usually found (0) _____ in _____ Asia. (9) _____ it is sometimes mistaken to be a reptile, it is in fact a mammal. Perhaps the most surprising and disappointing (10) _____ about the pangolin is that it is the world's most traded animal. Some estimates (11) _____ that sales of pangolins now account for up to 20 per cent of the entire wildlife black market. The demand for pangolins comes mostly from China where pangolin scales are thought to be a (12) _____ for many health problems yet there is no evidence to support this.



There are eight types of pangolins in the world. Generally, the scales on their skin (13) _____ 20% of the pangolin's body weight. Pangolins can (14) _____ about 20,000 ants a day or more than 70 million ants a year. An adult Pangolin's tongue is over 40 centimetres longer than the length of its (15) _____ body. Being solitary creatures, they meet only to find a partner and produce (16) _____ one and three young ones. Baby pangolins, which have a soft skin at first, are raised over a two-year period. When the pangolin senses (17) _____, it curls itself up into a ball. It will protect its face by hiding it under its tail.

The third Saturday of February each year is now 'World Pangolin Day' and there is a growing effort to (18) _____ awareness about saving these endangered creatures. It is hoped that the future generations can benefit from this effort.

Source:

Format Pentaksiran SPM Mulai Tahun 2021: Bahasa Inggeris yang Dijajarkan kepada CEFR (Kod 1119/1), Lembaga Peperiksaan Malaysia

- 0 **A.** in **B.** of **C.** at **D.** from
- 9 **A.** If **B.** Despite **C.** Since **D.** Although
- 10 **A.** fact **B.** news **C.** reason **D.** information
- 11 **A.** tell **B.** suggest **C.** advise **D.** propose
- 12 **A.** cure **B.** factor **C.** symptom **D.** prevention
- 13 **A.** consist of **B.** result in **C.** contribute to **D.** make up
- 14 **A.** find **B.** collect **C.** consume **D.** hunt
- 15 **A.** total **B.** entire **C.** actual **D.** overall
- 16 **A.** over **B.** among **C.** with **D.** between
- 17 **A.** risk **B.** threat **C.** danger **D.** problem
- 18 **A.** give **B.** make **C.** create **D.** introduce

PART 3: 4-OPTION MULTIPLE-CHOICE (LONGER TEXT)

SOME USEFUL TIPS TO ANSWER PART 3

TIPS IN ANSWERING:

- **Read the questions first**
 - This will help you to look for relevant answers while reading the passage.
 - If the passage is read first, you will be losing time more as you will be reading everything again to look for answers.
- **Answer easier questions**
 - Don't spend too much time trying to answer a difficult question. It will eat up your time.
 - Get back to the questions you are not too sure about after you have answered the easier ones.



Make use of keywords

- After you read the questions, make sure you highlight any headings, phrases, and keywords that can help in answering the questions.
- Find the key (important) words of each question and get back to the passage to find the answer.
- Most of the answers are in the sentence with that keyword or the sentences before or after it.

○ **Avoid using any knowledge from outside the passage**

- Answers have to be from what is given in the passage itself
- Avoid any answer that is not supported by relevant information from the passage

○ **Identify the **main idea** of the passage by reading the *first* and the *last* sentence.**

- The idea of the paragraph is stated in the topic sentence.
- The topic sentence is almost always located in the first or last part.

A 4 STEP PROCESS FOR ANSWERING multiple choice reading test questions

Reword—

Put parts of the question in your own words and/or simplify the question

Consider why the test-maker is even asking you this question



Obviously Wrong—

Read answer choices and decide if any are obviously wrong; mark out choices that you can PROVE are wrong (cite evidence)

A
B X
C
D

Collect Clues—

Collect clues related to the question

Did the passage give me additional clues that would help my inference or ability to make a decision?



Educated Decision—

Consider how your clues match with the answer choices and choose an answer



Let's try this activity!

Activity 1

TITLE : Make the Most of your Free Time

Pre-reading - KWL

write everything you know about the topic (**K** column) and everything you want to know (**W** column) and what you learned after the reading (**L** Column)

WHAT DO YOU DO IF YOU HAVE FREE TIME?		
Know (Pre-reading)	Want to Know (Pre-reading)	Learned (Post-reading)
<i>-read story books</i>	<i>- how much time should I spend on reading story books</i>	<i>- I must plan</i>

While-reading

R A P (Read - Ask Question - Paraphrase)

How

1. Label the paragraphs
2. Read the paragraphs
3. Ask yourself : Who or what is this paragraph about?
(TIP : Read the first and the last sentences to get the main ideas)
4. Paraphrase : Put the main ideas into your own words.

Make the Most of your Free Time	
NO.	PARAGRAPH
1	Studies say that people nowadays have more free time than ever before. Then why doesn't it feel that way? These days, our free time is usually spent watching television, using computers or communicating on our phones. Images and information are constantly flashing into our brains, so it's no wonder we don't feel as if we have really switched off. To really wind down and help us regain our energy levels, it is important to use our free time wisely.
2	Think about what you want to achieve in your free time. Do you want to get fit, get creative or simply relax? Don't worry about what you <i>ought</i> to be doing, just think about what will make you feel more content.
	Plan when you are going to enjoy your free time, and treat it in the same way as anything else on your calendar. If something else more important comes along, you can choose whether or not to postpone it, but never cancel it!
	Make sure you have everything you need to enjoy your free time in advance. If you're looking forward to a nice long bath, buy in bath oil and candles. If you want to get out in the countryside, get your boots and map ready, and don't forget to check the weather forecast.
	Don't let anything else encroach on your free time. Ignore the washing up and the vacuuming. Don't check your inbox for messages and turn off your mobile phone. Otherwise, the lines between free time and everyday life will begin to blur, and you won't feel refreshed.
	In many free time activities, we take the role of consumer. When we watch television, play video games or read, we are only passively involved. Take on the role of producer for a change. Build a model, write a blog or make an animation film. You will use a different part of your brains and will feel more energised as a result.
	However, don't go overboard. Many people worry too much about their free time activities. They want to do things that will impress their friends, look good on their résumés or help them get a better job. But free time isn't about that. It is about doing an activity for enjoyment's sake, so don't let outside pressures influence your choice.
	Take the opportunity to expand your social circle. Everyone has different interests, so don't expect your mates to be into the same things you are. Give them a break for a while, join a club and get to know people with the same interests as you. You can never have too many friends!
	You'll really know you're using your time wisely if what you're doing helps other people. So find out what's going on in the community and lend a hand. Visit the elderly or help out in a children's club. If socialising's not your thing, why not volunteer for a wildlife organisation?
	Once you're relaxed and energised, you can think about what you'd like to improve in your life. Want to get fit? Learn a skill? Improve your job prospects? There are plenty of groups, clubs and classes you can join that will set you on a completely new life path. So what are you waiting for? Get out there and enjoy yourself!

After reading the passage, complete the table below. **R A P (Read - Ask Question - Paraphrase)**

Paragraph Number	Ask yourself: Who or what is this paragraph about? (Tip: You may choose a phrase or sentence from the paragraph)	Put the main ideas into your own words. What does it tell me about? It tells me ...
1		
2	what you want to achieve in your free time	Establish your goal
3		
4		
5		
6		
7		
8		
9		

Tips: If you have difficulties in putting the main ideas into their own words, you may use the following points.

Why is it so hard?
Do what you want
Set a date
Meet like-minded people
Guard your time
Establish your goal
Make a difference
Plan ahead
Get creative

Let's do it another way!

Activity 2 - C.H.A.T.T.

How?

Read the text and apply the C.H.A.T.T. marks to select keywords, highlight main ideas and identify details. Next students transfer the key terms, written definitions (with an image) and record the main points with supporting details to a separate "C.H.A.T.T. Sheet". Finally, the teacher provides a summary statement which the students record on their "C.H.A.T.T. Sheet".

1. Circle key words
2. Highlight or underline main ideas
3. Asterisk (*) supporting details
4. Transfer concepts to C.H.A.T.T. sheet
5. Teach summary statement

This is an extract from paragraph 2.

The diagram shows a text extract within a rectangular box. The text is: "**Think about what you want to achieve in your free time.** Do you want to get fit, get creative or simply relax? Don't worry about what you *ought* to be doing, * (just think about what will make you feel more content)." Three annotations with arrows point to specific parts of the text: "Highlight or underline main ideas" points to the bolded sentence; "Circle key words" points to the words "free time" which are circled; and "Asterisk (*) supporting details" points to the asterisk and the text in parentheses.

Highlight or underline main ideas

Circle key words

Think about what you want to achieve in your free time. Do you want to get fit, get creative or simply relax? Don't worry about what you *ought* to be doing, * (just think about what will make you feel more content).

Asterisk (*) supporting details

Read the passage below to complete the “C.H.A.T.T. Sheet”.

Make the Most of your Free Time

Studies say that people nowadays have more free time than ever before. Then why doesn't it feel that way? These days, our free time is usually spent watching television, using computers or communicating on our phones. Images and information are constantly flashing into our brains, so it's no wonder we don't feel as if we have really switched off. To really wind down and help us regain our energy levels, it is important to use our free time wisely.

Think about what you want to achieve in your free time. Do you want to get fit, get creative or simply relax? Don't worry about what you *ought* to be doing, just think about what will make you feel more content.

Plan when you are going to enjoy your free time, and treat it in the same way as anything else on your calendar. If something else more important comes along, you can choose whether or not to postpone it, but never cancel it!

Make sure you have everything you need to enjoy your free time in advance. If you're looking forward to a nice long bath, buy in bath oil and candles. If you want to get out in the countryside, get your boots and map ready, and don't forget to check the weather forecast.

Don't let anything else encroach on your free time. Ignore the washing up and the vacuuming. Don't check your inbox for messages and turn off your mobile phone. Otherwise, the lines between free time and everyday life will begin to blur, and you won't feel refreshed.

In many free time activities, we take the role of consumer. When we watch television, play video games or read, we are only passively involved. Take on the role of producer for a change. Build a model, write a blog or make an animation film. You will use a different part of your brains and will feel more energised as a result.

However, don't go overboard. Many people worry too much about their free time activities. They want to do things that will impress their friends, look good on their résumés or help them get a better job. But free time isn't about that. It is about doing an activity for enjoyment's sake, so don't let outside pressures influence your choice.

Take the opportunity to expand your social circle. Everyone has different interests, so don't expect your mates to be into the same things you are. Give them a break for a while, join a club and get to know people with the same interests as you. You can never have too many friends!

You'll really know you're using your time wisely if what you're doing helps other people. So, find out what's going on in the community and lend a hand. Visit the elderly or help out in a children's club. If socialising's not your thing, why not volunteer for a wildlife organisation?

Once you're relaxed and energised, you can think about what you'd like to improve in your life. Want to get fit? Learn a skill? Improve your job prospects? There are plenty of groups, clubs and classes you can join that will set you on a completely new life path. So, what are you waiting for? Get out there and enjoy yourself!

Adapted from: www.examenglish.com

Now, you may transfer the key terms, written definitions (with an image) and record the main points with supporting details (in paragraph 2) to a “C.H.A.T.T. Sheet” below.

Name :		Date :	
Topic :			
Key word	Image	Definition	
Free time		Time available for hobbies	
Main ideas		Supporting Details	
Teacher's Summary			

PRACTICE 1

You are going to read an extract from a novel. For **questions 19 – 26**, choose the correct answer (**A, B, C or D**).

Sixteen - What now?

You're 16 and finally you can leave school! By now, you're probably sick of teachers, desks, tests and exams. But don't just run for the exit. You need to think carefully about what to do next. If you want a professional career, you will need to go to university and get a degree. To do that, you need to stay at high school for another two years. But you needn't stay at the same place. There are several options in the district of Northacre.

St. Leopold's School has the best pass rate of all the high schools in the district. It offers a wide range of subjects in the humanities and sciences. St Leopold's is, of course, a private school, so may be too expensive for you.

But don't worry, there are several other options if you want to follow the academic route. Knowle Grammar School is a state school, so there are no fees, and it has excellent tuition and facilities. It is a boys' school from the ages of 11-16, but from 16-18 it is co-educational. But it is selective, so you'll have to pass an exam to get in.

If you're interested in going into Business, check out Wyle River Academy. This school specialises in subjects like Business Studies, Management and Economics.

If you prefer the arts, look at the courses on offer at Northacre College. Here you can study woodwork, art, textiles and much more. Northacre College also offers a wide range of vocational qualifications. You can do a 1-year certificate or a 2-year diploma in subjects like electrics, plumbing, roofing and hairdressing.

If you'd prefer to work outdoors, look at Milldown College, where there are courses in Farm Mechanics, Land Management, Animal Management and much more.

A final option is to get an apprenticeship with a local or national company. You will get on-the-job training, gain certificates or diplomas and start earning straight away. But be warned - places are limited!

Adapted from: B1 Reading: Education - free practice test (examenglish.com)

19. What is the aim of the article?

- A. To advise young people to stay in education.
- B. To inform young people how to further studies.
- C. To advise young people how to get to university.
- D. To tell young people about the options available.

20. The article advises readers who want a professional career to ...

- A. work immediately
- B. go to university immediately
- C. stay at the same school for two more years
- D. go to high school for two more years, then get a degree

21. What is St Leopold's best school for?
- A. Its facilities
 - B. Its tuition fees
 - C. Good exam results
 - D. Its humanities and science subjects
22. Which of the following is a requirement for one to study in Knowle Grammar School?
- A. A boy
 - B. Pass an exam
 - C. Studies grammar
 - D. Can afford the expensive tuition fee
23. Anne wants to work with horses. Where is the best place for her to study?
- A. Milldown College
 - B. Northacre College
 - C. Wyle River Academy
 - D. Knowle Grammar School
24. Which of the following institutions offers one who wants to be a builder?
- A. Wyle River Academy
 - B. St Leopold's School
 - C. Northacre College
 - D. Milldown College
25. Which of the following courses is **not** available in Wyle River academy?
- A. Business Studies
 - B. Hairdressing
 - C. Woodwork
 - D. Textile
26. What is the problem with apprenticeships?
- A. They are expensive
 - B. There are few available
 - C. They will get job training
 - D. They don't give you any qualifications

PRACTICE 2

You are going to read an extract on a proposal to build a solar farm near a British village called Barnley. For **questions 19 – 26**, choose the correct answer (**A, B, C or D**).

The Barnley Village Committee is opposed to plans to build a 6,890-panel solar farm on a 15-acre site adjacent to the village recreation ground, currently used for agriculture. Under the proposed scheme, the area will be surrounded by an 8ft-high fence. The panels themselves will be about 7 feet high.

The committee has already lodged an appeal to the local authority against construction of the solar farm. The councillors are due to meet on 13th March to vote whether or not plans will go ahead. Local residents are invited to attend. Our objections will be presented before the board, and a representative from the solar firm *SunGen* will put forward the case for the development.

Residents are encouraged to voice their objections to the development. These must address the aspects of the scheme that violate the current planning policy. However, you are welcome to make your objections personal, by stating how the plans will affect you as a user of the recreation ground. Some of the most common objections are listed below:

1. The extensive views from the village and recreation ground across the open country will be blocked by the panels and high fencing. Furthermore, once the site has been built upon, it may be considered brownfield, thus an acceptable site for housing or industrial development. It does not, therefore, comply with the local policy which states that developments must not *adversely affect the appearance or character of the landscape*.
2. The recreation ground has recently undergone major improvements including a perimeter running track, new playground equipment and seating. It is heavily used by families, sports teams and dog walkers, and is regularly used for village events. Cricket and football teams regularly use the recreation ground and it is not uncommon for balls to enter the field. Cricketers are worried that they may become liable for damage to solar panels. If teams are forced to relocate, this would adversely affect the character of the village, and may jeopardise participation in the children's teams. This goes against the National Planning Policy Framework which requires developments to *promote high quality public space and encourage the active and continual use of public areas*.
3. There has been no assessment of the extent to which noise from inverters and cooling fans will affect local residents.
4. As the ground beneath the solar panels will be surfaced, there will be more additional run-off of rainwater. The recreation ground already has problems with drainage, and these may be exacerbated by this development. A formal flood risk assessment must be submitted.
5. The lighting and security systems have not been outlined, it is not clear how the area will be made safe for children.

Email your objections to planning@barnleycouncil.gov.uk, and quote the reference BLY7458/00578 in the subject line.

Adapted from: www.examenglish.com

19. What is the committee's opinion of the development?
- A. It supports the development.
 - B. It is opposed to the development.
 - C. Local residents are not allowed to attend the meeting.
 - D. It is waiting for comments from residents before taking viewpoints.
20. Where would the solar farm be built?
- A. On the recreation ground
 - B. In an agricultural field
 - C. On a brownfield site
 - D. On a housing estate
21. The meeting with councillors ...
- A. has been cancelled
 - B. has already taken place
 - C. will take place shortly
 - D. has been proposed, but not planned
22. Which of the following is not true of the proposed solar farm?
- A. It will be surrounded by high fence.
 - B. The site is currently used for agriculture.
 - C. It will comprise of 6,890 7-foot-high panels.
 - D. The solar panel will be placed directly on the grass.
23. People who want to object the development are advised ...
- A. not to write about their personal feelings.
 - B. to refer to the village planning policy.
 - C. to send a letter in the mail.
 - D. to call the authority.
24. What is inferred about the brownfield?
- A. A brownfield site is not a suitable location for a solar farm.
 - B. It is easier to get permission to develop brownfield site.
 - C. There are too many brownfield sites in the village.
 - D. It has undergone many improvements.
25. Teams may no longer play on the recreation ground because ...
- A. spectators will not want to watch matches at the recreation ground.
 - B. parents will be worried about their children's safety.
 - C. players will be worried about damaging the panels.
 - D. players are worried of their safety.

26. Which of the following is **NOT** true of the recreation ground?

- A. It is well-lit.
- B. It occasionally floods.
- C. It has recently received considerable investment.
- D. Noise from inverters and cooling fans may affect the residents

PRACTICE 3

You are going to read an extract from a novel. For **questions 19 – 26**, choose the correct answer (**A, B, C or D**).

She knew the street backwards, of course. How many times had she been dragged up it as a child by the wrist, whining and snivelling, always wishing she were somewhere else? Now she had no desire to be anywhere but here. This bustling traffic, these fuming buses, these chipped paving stones and boarded-up shop fronts, they were *hers*. Here, she would grow from defiant teenager to independent woman. When she was an old woman, she would gaze out over the lawns and say ‘Ah, Knox Road, that’s where I really came into my own’.

Number 126 was only a short walk from the bus stop, and she heaved her multiple bags onto her shoulders and trudged off, trying to maintain the elation as the straps dug into the flesh of her neck and fingers. Number 126 was set back slightly from the main road, with a concrete path and weed-patch at the front. The window frames were rotten and the paint chipped. Holly tried not to mind. It was what was *inside* that counted, after all. The coming-together of six individuals from diverse backgrounds. discussing politics, culture and art late into the night, sharing ideas, recipes, milk, shower gel – that would be what she’d look back on of course, not the paintwork. In the absence of either a bell or knocker, she rapped firmly on the door.

There was no reply. Holly peered through gap in curtains in the downstairs window, but there was nothing but gloom within. She could hear a faint thudding of a bass beat, but was not sure which house it belonged to. She rapped more firmly, and was searching for a pebble to throw to the upstairs window when the door open. A shirtless, overweight twenty-something, with bleary eyes and greasy hair stood in the doorway wearing boxer shorts and mismatched socks.

“I’ve come for the upstairs room, I’m the new tenant,” said Holly brightly. The man grunted slightly and moved aside. He gestured up the dim, uncarpeted stairway and began to shuffle along the dark hallway to the rear of the house.

“Top floor, is that right? I guess I just follow my nose!” Holly gave a high laugh, and received another grunt in reply. Then the man was gone.

Not to worry, he must be the quiet moody type, thought Holly, too caught up in his own profound thoughts for inane chit-chat. One day she would penetrate his hard outer shell and release the free spirit inside. Anyway, now for the stairs.

The four flights of stairs would be worth it, she’d decided when she picked out the flat, even if it did mean her going downstairs to get to the bathroom, because the room faced the front, and she could watch the world scurry by as she sipped her morning coffee. Kicking one bag in front and dragging the others behind, she finally made it up the four flights and flung open the door to her new room, her new haven, her new adult life.

Peeling beige wallpaper, a lumpy mattress on a chipboard bedframe, a bare light bulb, a flat-pack wardrobe inexpertly put together. All this, Holly could just about put up with, but when she saw the view from her window – a dull patch of grey sky, invariable whatever the angle, she finally had to admit to herself that her adult life was not getting off to a great start.

Adapted from: www.examenglish.com

19. What can be inferred from the text?
- A. Holly is new to this part of the town.
 - B. This is Holly's first time living away from home.
 - C. Holly visited the house before deciding to move in.
 - D. Holly already knows someone who lives in this house.
20. Where is Knox Road?
- A. In a housing estate
 - B. In a town centre
 - C. In the suburb
 - D. In a village
21. Which word best describe Knox Road?
- A. run-down
 - B. austere
 - C. pristine
 - D. quaint
22. What can be inferred about the character of Holly?
- A. She is a day dreamer
 - B. She is prejudiced
 - C. She is ambitious
 - D. She is reckless
23. Which word does NOT describe the man who answered the door?
- A. distinguished
 - B. ill-mannered
 - C. unreceptive
 - D. unkempt
24. Which one is NOT true of Holly's room?
- A. It is furnished
 - B. It is on the fourth floor
 - C. It has en suite bathroom
 - D. It is at the front of the house

25. What aspect of the house most disappoints Holly?
- A. her housemate
 - B. the furniture
 - C. the décor
 - D. the view
26. Which best describes the change in Holly's emotions?
- A. eager → nervous
 - B. nervous → optimistic
 - C. optimistic → disillusioned
 - D. disappointed → resigned

PRACTICE 4

You are going to read an extract from a magazine. For **questions 19 – 26**, choose the correct answer (**A, B, C or D**).

The World of Parkour

In 1902, a volcano in the Caribbean Island of Martinique blew up. A French naval officer on the scene, Lt. George Hébert managed to coordinate the rescue of over 700 people, both indigenous and European. He noticed, as he did so, how people moved, some well, some badly, around the obstacles in their path, and how this affected their chances of survival. Hébert had travelled widely and was well aware of skills many indigenous people exhibited in being able to traverse the natural environment.

From these experiences, Hébert developed a training discipline which he called 'the natural method' in which climbing, jumping and running techniques were used to negotiate obstacles. His method was adopted by the French military and became the basis for all their training. In time, it became known as *parcours du combattant* – the path of the warrior.

Raymond Belle was a practitioner of parkour in Vietnam in the 1950s. He had great athletic ability, and the skills and agility he had learnt through parkour earned him a reputation as an agile and elite soldier. In later life, he returned to France and passed on his skills to his son, David, who combined what he had learnt from his father with his own knowledge of martial arts and gymnastics, and in time, the sport of *parkour* was born.

Parkour involves a range of 'moves', although none are official. They involve vaulting, jumping and landing accurately on small and narrow features, catching ledges, traversing high wall and landing with a rolling impact to absorb impacts.

Belle formed a group of *traceurs* called the Yamikasi, meaning 'strong man, strong spirit', that included his friend, Sebastian Foucan. In time, the two of them started to follow different paths. Belle concentrated on the art of getting from place to place in the most efficient way possible, while Foucan developed his own style which involved more self-expression. This he termed *freerunning*.

From the late 1990s, the art and sport of parkour spread worldwide. Both Belle and Foucan gave interviews and appeared on television. In 2003, filmmaker Mike Christie made the film *Jump London*, and urban freerunning, or freeflow, began to dominate the London scene. But it was the arrival of YouTube in 2005 that really brought freerunning to a global audience. People around the world began to post their videos online, making freerunning a mainstream sport, and in 2007, the first major freerunning and parkour competition was held in Vienna.

Since parkour values freedom, there are few facilities dedicated to the practice. Traceurs use both rural and urban areas, typically parks, offices and abandoned buildings. Traceurs generally respect the environment they practice in, and since part of their philosophy is 'leave no trace', there have been few concerns over damage to property. However, law enforcement and fire and rescue teams argue that freerunners are risking their lives needlessly, especially when they practise at height. However, practitioners argue that injuries are rare, because they rely on their own hands and feet rather than things out of their immediate control, such as ice and wheels, as is the case with skiing and race-driving.

Adapted from: www.examenglish.com

19. Why did George Herbert develop *parcours du combattant*?
- A. He had athletic ability
 - B. He saw how it could save lives.
 - C. He saw native people doing it in Martinique
 - D. He saw how the French were poor at negotiating obstacles
20. The natural method was ...
- A. passed to his brother
 - B. replaced by Hébert's new discipline
 - C. widely practiced by the French military
 - D. taught to Hébert by indigenous people
21. Which of the following statements true about Raymond Belle?
- A. He was trained by George Hebert.
 - B. He gave the discipline its new name.
 - C. He combined martial arts with parkour.
 - D. He was a notable practitioner of the natural method.
22. How does freerunning different from parkour?
- A. It is faster
 - B. It is more creative
 - C. It is more challenging
 - D. It is more efficient

23. What brought parkour and freerunning to an international audience?
- A. A talk show
 - B. A British documentary
 - C. A video sharing website
 - D. TV appearance and interviews
24. According to practitioners, where is the best place to do parkour or free-running?
- A. In cities
 - B. In villages
 - C. In safe facilities
 - D. Wherever you like
25. Which of the following is NOT true about freerunning?
- A. They use only urban areas
 - B. There are now international competitions
 - C. There are a large number of reported injuries.
 - D. Practitioners often cause damage to public property.
26. Parkour and freerunning practitioners ...
- A. avoid taking risks
 - B. do not value freedom
 - C. rely on their own bodies
 - D. require a lot of equipment

PART 4: GAPPED TEXT

SAMPLE QUESTION:

A Camp for Future Leaders

Being a school prefect, I often have to help other students. To provide them with an example to follow, I have to be their role model. Last month, for the first time, my school selected me to attend a leadership camp. Unsure of what to expect initially, I left with a real feeling of achievement at the end of the camp. I now know what it takes to be a good leader.

The camp activities were creatively designed to motivate and boost our confidence. For example, during the “Speak Easy” activity, we were encouraged to reveal our secrets and innermost feelings. To our horror, the facilitators made it compulsory for everyone to participate. 27 We had no choice but to build up our courage and speak up. This set the tone for future activities.

The next activity was something I had been looking forward to. It was a workshop on how to deal with disciplinary cases in the safest way possible. The hands-on activity taught me how to deal with these sorts of difficult situations. 28 This knowledge is something to be shared with the new prefects in my school.

The activity that had the most impact on me dealt with learning not to judge others based on looks or position. 29 This approach is not only useful for me as a prefect, but also in everyday life.

There were also other enjoyable experiences during my short stint at the camp. 30 But the truth was I occasionally got homesick. Fortunately, the warm and friendly attitudes of the staff put me at ease. I learned how to cope at a camp that felt like “home away from home”.

I was especially impressed with the camp facilitators who led the sessions. They were always approachable and helpful in ensuring that all the activities were fun, apart from giving us practical tips that would be useful in many aspects. 31 This would be an advantage to us not only now, but when we step into the working world.

The leadership camp is a great way to gain skills necessary for dealing with real-life situations. 32 Credit must be given to the great way the leadership camp was organised. It should be recommended to anyone else who aspires to be a leader.

- | | | | |
|----------|---|----------|--|
| A | We should listen to the views and ideas of all people. | E | We learned about time management and how to handle stress effectively. |
| B | Now, I am more confident about addressing problems of behaviour with the junior students. | F | I really tried to focus on all the positives. |
| C | Everyone who attended noticed a huge change in how they behave and treat people. | G | I also shared my experience with other leaders. |
| D | I was pushed out of my comfort zone. | H | Surprisingly, everybody volunteered to go first. |

Source:

Format Pentaksiran SPM Mulai Tahun 2021: Bahasa Inggeris yang Dijajarkan kepada CEFR (Kod 1119/1), Lembaga Peperiksaan Malaysia

Tips

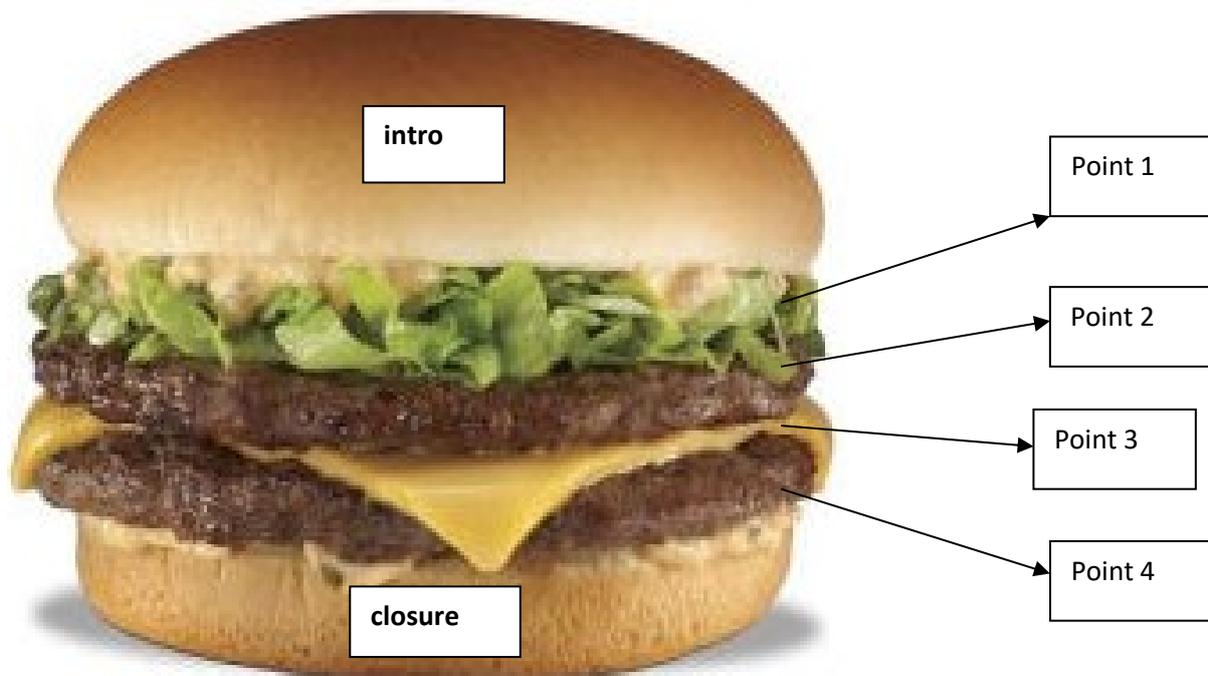
1. **Skim** the entire **passage**.
2. **Read** the 8 answer **options** (2 are distractors)
3. **Reread** the sentences that come **before** and **after** the **gap**.
4. **Consider** the pronouns, tenses, adverbs and subject-verb agreement when selecting your option.
5. **Identify** the use of **cohesive devices** in context.
6. After completing the gaps, **reread** the passage to see if it **sounds right**.

UNDERSTAND THE CONNECTION BETWEEN SENTENCES IN A TEXT

The text is presented as:

- A topic - an idea of what the text is about
- A few paragraphs - provide the details and organization of ideas

Look at sentences BEFORE and AFTER the blanks in order to find the correct answers.
Imagine a complete text as a piece of burger with each part representing the paragraphs.



Read the text below and see how sentences are inter-connected with each other. There are some words written in bold and clauses being underlined or put inside a box. Transfer the words and clauses into their category.

E-books are becoming more and more popular, and there are many reasons for this.

Firstly, e-books are more eco-friendly than paper books. By having electronic versions of books, we save paper, trees and, indirectly, our planet.

Besides, e-books are in many ways more convenient than paper books. **For instance**, you can store thousands of e-books in the same space you would need for one paper book. Just think of how convenient that can be for school or when travelling.

Furthermore, in addition to online bookshops, many lending libraries also have e-book collections now. **In other words**, if you want to buy or borrow a book, you don't have to wait for opening hours or delivery.

The way I see it, e-books are the future and will eventually take the place of paper books.

Introduction	
Body Paragraph	<p>Point 1-</p> <p>Point 2-</p> <p>Point 3-</p> <p>Point 4-</p>
Closure	
Linking words	

HOW TO TRACE THE MISSING SENTENCE?

1. USE CONTEXTUAL CLUES

Look for **keywords of a common idea** in the paragraph to provide some **contextual clues** for the missing sentence.

2. USE REFERENCE WORDS / PHRASES

Look at the sentences **before** and **after** the blank. The sentences within the paragraph are also connected to each other by a few elements like:

1. Linking words – So, next, however
2. Pronouns – It, He, She, They, His, Everyone, Everything
3. Demonstratives – That, This, Here, There, The
4. Cause / Effect – As a result, Due to this, Hence, Therefore
5. Examples – For instance, For example

Therefore, we should be able to find the correct sentence by making the links and connections between sentences in the paragraph.

Example :

a. Michael went to the bank. He was annoyed because it was closed.

- **He** refers to Michael.
- **it** refers to the bank.

b. He sat down at the table and took a small box from his pocket. The object felt heavy in his hands. Inside it was the key to his future.

- Both **the object** and **it** refer back to a small box in the first sentence.

c. Many **people** claim that **global warming** is the **most significant threat** facing **the world population today**. **They** argue that **it** poses a **danger** not only to **the present generation**, but also to **the generations to come**. Indeed, **it** is **an issue** to **our future** that is of **utmost concern**. One effect of global warming is there will not be enough food to feed the world in **the near future**.

- **They** in the second sentence refers to **people** in the first sentence.
- **It** in the second and third sentences refers to **global warming** as stated in the first sentence.
- **Danger** refers to the **threat** in the first sentence and further elaborated in the third sentence with **an issue**
- **The present generation** in the second sentence refers to **the world population today** in the first sentence.
- **Utmost concern** in the third sentence refers to **most significant** in the first sentence.
- **The near future** refers to our future in the same third sentence and also **the generations to come** in the second sentence.

3. IDENTIFY THE LINKING IDEA

Read the sentences **before** and **after** the blank. The table below may help you understand the connection of ideas:

Emphasis	Addition	Contrast
Indeed In fact Without a doubt As a matter of fact	In addition Furthermore Also Besides , Moreover	On the other hand However, Nevertheless Despite, In spite of Although, But

Result	Order	Illustration
As a result Consequently Due to Thus, Therefore	Firstly Next Last but not least Prior to	For instance For example As an example

Comparison	Summary	Reason	Condition
Likewise	As a conclusion	Because of	If
Also	In short	Due to	Provided that
Similarly	In a nutshell	Caused by	Unless

Applying the 3 steps above (using contextual clues, using reference words/phrases and identifying the linking idea) should help you get to the answer in a systematic and logical way.

Try to explain the connection using the steps with the sample below to your friend.

Just beneath the surface is a tangle of weed and driftwood ~~where tiny creatures cling.~~
This is the nursery of a sea turtle.

Left behind under the sand, her eggs stay deep and safe. Baby turtles grow inside. And before the summer's over they wriggle from their shells. Above them on the beach a hundred eyes watch, on the lookout for a meal. So the hatchlings wait until night. .

PRACTICE 1

Can you find the keywords that show a common idea for each paragraph below? Highlight the keywords in the text and write the main idea in the column. The first two paragraphs have been done for you.

<p style="text-align: center;">My School Canteen by Sabrina</p> <p>The school canteen is a place where every student gathers to buy their food during recess time to fill their empty stomachs after hours of learning in their classrooms. Therefore, it is important to provide a quality canteen at the school premise. The question is how to provide a high quality canteen?</p> <p>Firstly, I would like to start with the food. The school canteen should serve a well-balanced meal for the students. This is because students need to maintain a healthy diet. If the canteen serves junk food such as fries, hotdogs and burgers, students will make it a habit to eat junk food every day at school. Junk food should be banned.</p> <p>Secondly, the school canteen should have separated sections for each form. For example, the form 5 students can eat at their own section. This way, the canteen will be less chaotic and more organized. No food or drinks will be spilled and the canteen will remain clean. In short, everyone can enjoy their break peacefully and comfortably</p> <p>Lastly, the canteen can be improved by providing meals in trays and students should bring their own containers to put their food instead of using plastic. By doing this, we can reduce the use of plastic and we can teach students the importance of it. If they are unable to finish their food, they can bring their food home using the container. So, no food will be wasted.</p> <p>All of the above are my suggestions on how the school canteen should be in our school. I hope the canteen operator will upgrade it to meet our needs. Every student deserves the best services the canteen can offer.</p> <p style="text-align: right;"><i>Adapted from Sample Scripts for SPM Writing, LPM</i></p>	<p>-Topic -Writer</p> <p>Intro Main idea: The importance of a high quality canteen</p> <p>Point 1 Main idea: Well-balanced meal</p> <p>Point 2 Main idea: _____</p> <p>Point 3 Main idea: _____</p> <p>Closure</p>
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STEP BY STEP GUIDE

Now let's try the sample question again. This time step by step.

Questions 27 to 32

A Camp for Future Leaders

Being a school prefect, I often have to help other students. To provide them with an example to follow, I have to be their role model. Last month, for the first time, my school selected me to attend a leadership camp. Unsure of what to expect initially, I left with a real feeling of achievement at the end of the camp. I now know what it takes to be a good leader.

Comment:

The title gives us an idea of what the text is about.

The introduction gives a general idea of the writer's progress - from being **unsure at the beginning** to getting a **positive result at the end** of the camp.

The camp activities were creatively designed to motivate and boost our confidence. For example, during the "Speak Easy" activity, we were encouraged to reveal our secrets and innermost feelings. To our horror, the facilitators made it compulsory for everyone to participate. **27** We had no choice but to build up our courage and speak up. This set the tone for future activities.

Comment:

Main idea: activity that motivates and boost confidence.

Example: Speak Easy activity

Contextual clues: horror feeling, facilitators made it compulsory (not done willingly), we had no choice

Answer Options:

- A We should listen to the views and ideas of all people.
- B Now, I am more confident about addressing problems of behaviour with the junior students.
- C Everyone who attended noticed a huge change in how they behave and treat people.
- D I was pushed out of my comfort zone.
- E We learned about time management and how to handle stress effectively.
- F I really tried to focus on all the positives.
- G I also shared my experience with other leaders.
- H Surprisingly, everybody volunteered to go first.

The next activity was something I had been looking forward to. It was a workshop on how to deal with disciplinary cases in the safest way possible. The hands-on activity taught me how to deal with these sorts of difficult situations. **28** This knowledge is something to be shared with the new prefects in my school.

Comment:

Main idea: a workshop on how to deal with disciplinary cases

Contextual clues: disciplinary cases, safest way possible, taught how to deal with the difficult situations (disciplinary), to be shared with new prefects

Answer Options:

- A We should listen to the views and ideas of all people.
- B Now, I am more confident about addressing problems of behaviour with the junior students.

- C Everyone who attended noticed a huge change on how they behave and treat people.
- D I was pushed out of my comfort zone.
- E We learned about time management and how to handle stress effectively.
- F I really tried to focus on all the positives.
- G I also shared my experience with other leaders.
- H Surprisingly, everybody volunteered to go first.

The activity that had the most impact on me dealt with learning not to judge others based on looks or position. 29 This approach is not only useful for me as a prefect, but also in everyday life.

Comment:

Main idea: activity which had most impact.

Contextual clues: learn not to judge others based on looks or position, useful approach for everyday life

Answer Options:

- A We should listen to the views and ideas of all people.
- B Now, I am more confident about addressing problems of behaviour with the junior students.
- C Everyone who attended noticed a huge change on how they behave and treat people.
- D I was pushed out of my comfort zone.
- E We learned about time management and how to handle stress effectively.
- F I really tried to focus on all the positives.
- G I also shared my experience with other leaders.
- H Surprisingly, everybody volunteered to go first.

Note: In A, the alternative or opposite idea (approach) is given to what is generally practised in society to show the lesson (learning) the writer has learned (not to judge others vs we should listen to all)

There were also other enjoyable experiences during my short stint at the camp. 30 But the truth was I occasionally got homesick. Fortunately, the warm and friendly attitudes of the staff put me at ease. I learned how to cope at a camp that felt like “home away from home”.

Comment:

Main idea: enjoyable experiences.

Contextual clues: the truth I was homesick,

Answer Options:

- A We should listen to the views and ideas of all people.
- B Now, I am more confident about addressing problems of behaviour with the junior students.
- C Everyone who attended noticed a huge change on how they behave and treat people.
- D I was pushed out of my comfort zone.
- E We learned about time management and how to handle stress effectively.
- F **I really tried to focus on all the positives. BUT...**
- G I also shared my experience with other leaders.
- H Surprisingly, everybody volunteered to go first.

Note: the word **BUT** in the following sentence hints at the idea of expressing **CONTRAST** (tried to focus on all the positives **BUT**.. occasionally got homesick)

Now it is your turn to do number 31 and 32. Try to apply what you have learned above.

PRACTICE 2

Find the correct answers for number 31 and 32. Apply the techniques you have learned above. Make use of CONTEXTUAL CLUES, REFERENCE WORDS and LINKING IDEAS to arrive at a decisive answer.

I was especially impressed with the camp facilitators who led the sessions. They were always approachable and helpful in ensuring that all the activities were fun, apart from giving us practical tips that would be useful in many aspects. **31** This would be an advantage to us not only now, but when we step into the working world.

Comment:

Main idea:

Contextual clues:

Answer Options:

- A We should listen to the views and ideas of all people.
- B Now, I am more confident about addressing problems of behaviour with the junior students.
- C Everyone who attended noticed a huge change on how they behave and treat people.
- D I was pushed out of my comfort zone.
- E We learned about time management and how to handle stress effectively.
- F I really tried to focus on all the positives.
- G I also shared my experience with other leaders.
- H Surprisingly, everybody volunteered to go first.

The leadership camp is a great way to gain skills necessary for dealing with real-life situations. **32** . Credit must be given to the great way the leadership camp was organised. It should be recommended to anyone else who aspires to be a leader.

Comment:

Main idea:

Contextual clues:

Answer Options:

- A We should listen to the views and ideas of all people.
- B Now, I am more confident about addressing problems of behaviour with the junior students.
- C Everyone who attended noticed a huge change on how they behave and treat people.
- D I was pushed out of my comfort zone.
- E We learned about time management and how to handle stress effectively.
- F I really tried to focus on all the positives.
- G I also shared my experience with other leaders.
- H Surprisingly, everybody volunteered to go first.

EXERCISE 1

BEWARE!....Retailers are tricking you into spending more money!

Have you ever wandered into a shop with a list of a few things, only to come out with twice as much stuff? There is a reason for this. **27** . And they work!

Smell is the common trick used to get the shoppers spending. Most supermarkets now welcome customers with the smell of fresh bread or roast chicken to make you hungry, in which case you are more likely to buy food. Imagine if you are starving! Many restaurants and fast food outlets use the same trick and send kitchen smells onto the street to attract more customers. **28**

29 . More popular items are usually in the middle aisles so that you have to walk further, past more products to reach them. Products that shops want to promote are placed at eye-level or at the end of aisle to get to maximum attention.

Have you ever noticed that certain shelves in shops look untidy, as if customers have been moving everything around? **30** . You may think that people would be put off by this but retailers often make areas look untidy, so that customers believe they are looking at 'reduced-priced products or a very popular promotion.

Even the way floors are designed can make you spend more. In many supermarkets, the tiles in aisles with expensive items are smaller so that it sounds as if your trolley is moving faster, which make you slow down and spend more time in that area. **31** . Other shops remove windows, so that you have less connection with the outside world and are more likely to spend more time shopping. If you can't see that it is getting dark outside, you are more likely to take your time inside the shop.

Retailers would quickly go out of business if we walked straight in, bought what we needed, then walked straight out again. **32** . Similarly, in clothes shops, fitting room and cash desks are usually far from the entrance. Shopping malls usually have complicated floor plans so that it's easy to get in but harder to find your way out. Also, separating escalators between floors means you have to walk around the mall to go up to another level. The more time you spend inside, the more money you are likely to spend.

Adapted from: "Full Blast! Plus 4" Form 4 English Language Textbook

- A** Many shops use carpets to slow your speed.
- B** The way that products are displayed also plays a very important role.
- C** Retailers are playing with your mind.
- D** Retailers have been using different techniques to increase their sales for years.
- E** This is why in food shops major items such as bread and milk are placed at the back.
- F** However, customers tend to buy more than what they need.
- G** This is not by accident.
- H** Customers can go out easily.

[6 marks]

EXERCISE 2

WHODUNNIT?

Adam Smith sat on the edge of the narrow bed and looked through the bars of his cell. 27
Why did no one believe him?

Adam had grown up in a rough neighbourhood with gangs, where crime was a way of life. Despite this, he had never broken the law, and had seen education as his way out of the inner-city slums.

So how had he ended up in so much trouble? It had all started when he began his new job at Mangold-Zaks, the investment bank. He was just out of university with a degree in economics when the bank offered him a job. 28 . Adam's life was all work and no play.

One Friday afternoon his boss, Barry Badoff, called him into his office. 'You don't need to work this weekend. I'm having a party for some important clients and I would like you to be there,' he said.

The party was at Barry's mansion. Rolls Royce cars and Ferraris were parked in the street. Adam was led inside by a butler. There he saw men in expensive Italian suits and women covered in diamonds chatting together as they sipped champagne. Adam felt very uncomfortable surrounded by so much wealth. 29 . Or breaking into a house like this one.

As he had nothing to say to the other guests, he went looking for Barry. He saw a wide-open door and stepped inside. 30 . And seated behind it ... no, it couldn't be ... a man ... a man with a bloodstained shirt ... his boss, Barry Badoff! Adam ran to the desk and checked for signs of life, but there was no pulse. He was dead. A bloody knife was on the floor. 31 . At that very moment a woman entered the room, saw one dead man, another holding a knife, and began screaming, 'Murderer! Killer! Help!' Adam looked around wildly. He wanted to explain that she'd got it all wrong, but the words wouldn't come. Shock and terror had frozen him.

Later that evening at the police station, Adam considered his situation. Of course, the police had arrested him. What else could they have done? 32 This young man from the wrong side of town, who had grown up around gangs ... yes, things looked bad for Adam, very bad. How was he going to prove his innocence? And who was the real killer?

Adapted from: "English Download" Form 5 English Language Textbook

Answer Options :

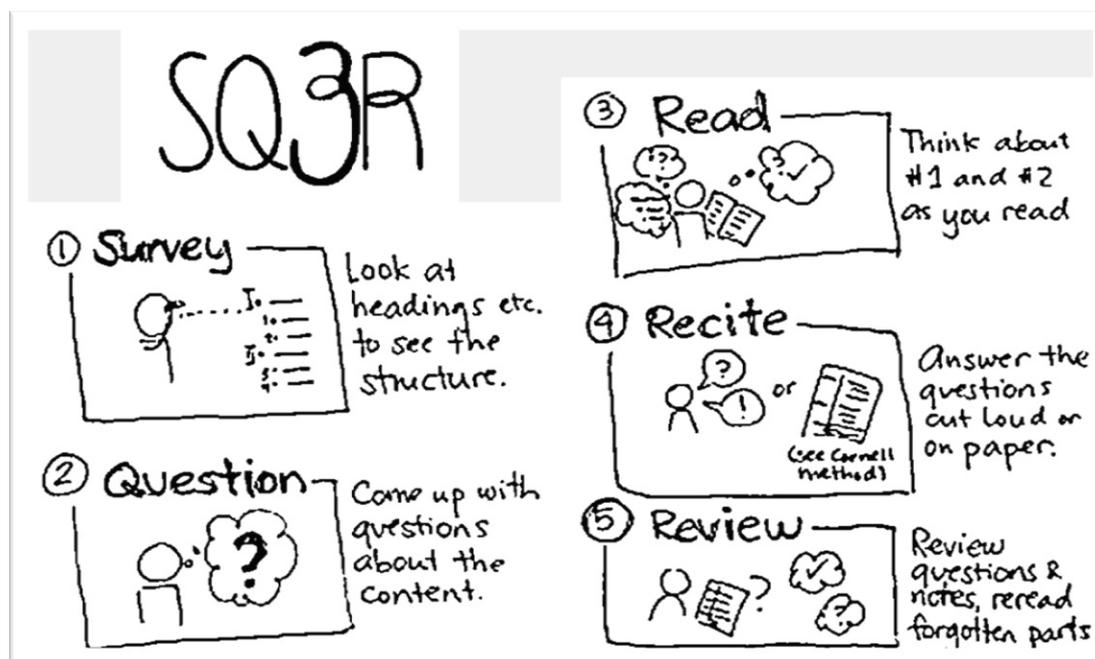
- A. Where he came from, people spent Saturday night sitting in front of the TV with a pizza
- B. And that's when Adam made his big mistake – without thinking, he picked it up
- C. He had been caught with the bloody murder weapon in his hand, so he must be guilty!
- D. Adam wanted to make a good impression, so he arrived early and left late, ate at his desk and worked every weekend
- E. That was the wrong thing to do because he should have knocked first and waited for permission to enter.
- F. He was in a police station, accused of committing a serious offence, but he was innocent!
- G. It was a fine room with floor-to-ceiling bookcases, a fireplace, leather armchairs and a huge desk
- H. It was indeed not his lucky day

PART 5 : MATCHING AND INFORMATION TRANSFER

THEME : PEOPLE & CULTURE

TOPIC : IMAGE

ACTIVITY 1 : Reading with SQ3R.



There are several interesting murals to be visited in Malaysia. Read the information about some murals worth a visit using the SQ3R reading method.

Murals on the Street

Artists have been painting mesmerizing murals at target locations across Malaysia. A visit to these art works will give you an insight into Malaysian culture. Here are some of the wonderful murals that you should search out when you visit the country.

(A) Children on the Swing (Louis Gan)

Children on the Swing, painted by Penang-born artist Louis Gan, is located at Lebuhraya Gat Chulia in Georgetown, Penang. The children are having fun on the swing at the imaginative street named Step by Step Lane. Wood and chains are attached to the wall so you can actually use the swings.

(B) Hipster Boy Kampung Boy (Cloakwork and Kenji Chai)

Supported by Petronas in promoting 2014 Street Art Project, Kenji who is a popular graffiti artist, worked together with his buddy Cloakwork in painting *Hipster Boy & Kampung Boy* at Jalan Raja Chulan, Kuala Lumpur. The artwork is a portrait of a city boy and a country boy playing the Wau Bulan (moon kite) painted with Jalur Gemilang (Malaysian flag) colours.

(C) BRAVE (Anokayer and Yumz)

Anokayer and Yumz, also involved in 2014 Street Art Project. *BRAVE* is along Jalan Pudu where you can see the KL Tower from afar. There is a little boy wearing a tiger hat while he is playing with his tablet. It explores the relationship of modern technology and protecting heritage. An enthusiastic boy is curious to know about the world but concerned about keeping true to his own cultural values.

(D) Little Children on a Bicycle (Ernest Zacharevic)

One of the most well-known pieces to check out while you are in Penang is *Little Children on a Bicycle*, by Ernest Zacharevic. It is located at the shophouse on Armenian Street, Georgetown as part of the Penang Street Art project. The little girl and her younger brother ride a bicycle with smiles on their faces which bring a happy aura to the Armenian Street.

(E) Melaka River Arts Project

To boost the art scene in Melaka, nine artists came together to paint their works on the walls of historical shophouses along the river in Jalan Kampung Hulu. Known as Project ARM, these artworks are designed to highlight the beauty of Melaka. A walk along the other side of the river gives visitors a chance to see the full view of murals painted on shophouses.

(F) Suara Anak Malaysia (Happy Human)

Suara Anak Malaysia by Happy Human is a compilation of Malaysian voices, in different languages (English, Malay, and Chinese), that say what they think about Malaysia. Part of the SS2 Community Project – Art Mural, the mural inspires Malaysians to voice their thoughts about their home country. The mural is located at Zen Spa, Petaling Jaya.

Adapted from

<https://theculturetrip.com/asia/malaysia/articles/the-best-mural-artworks-in-malaysia/>

Write your questions here!



ACTIVITY 2 : Enrich your vocabulary. The words are taken from the text.

							2 I				
						8					
	1 M					R			10 I		
											9 H
			5 A								
		4 P									
6	O										
	7 T										
									D		
											T
		3 G									

Across

- Her beauty is definitely _____.
- He began his career as a _____ artist.
- There was a family _____ of the Simpsons.
- Reggie climbed the water _____ to spray graffiti.

Down

- It's a painting of a beautiful _____.
- Petronas has always been _____ Street Art projects over the years.
- Kenji's _____ has received international recognition.
- He has a positive _____.
- The news became the _____ of the week.
- Their works of art are _____ by their Master's.

ACTIVITY 3 : Matching up the keywords.

Tips

1. Underline **keywords** in the statements.
2. Use **contextual clues** and **synonyms**.
3. **Identify** and **locate** where the given statements come from.

Exercise 1: Question 33 to 36

Refer to the text on 'Murals on the Street'. Which paragraph (A - F) describes the following statement?

No	Statements	Paragraph
33	The artwork shows <u>two friends</u> who come from <u>different backgrounds</u> , play a <u>traditional game</u> .	<u> B </u>

1. **Keywords:** two friends, different backgrounds, traditional game.

(B) Hipster Boy Kampung Boy (Cloakwork and Kenji Chai)

Supported by Petronas in promoting 2014 Street Art Project, Kenji who is a popular graffiti artist, worked together with his buddy Cloakwork in painting *Hipster Boy & Kampung Boy* at Jalan Raja Chulan, Kuala Lumpur. The artwork is a portrait of a city boy and a country boy playing the Wau Bulan (moon kite) painted with Jalur Gemilang (Malaysian flag) colours.

The artwork shows two friends who come from different backgrounds, play a traditional game.

2. Contextual clues:

two friends → refers to *a city boy and a country boy*

different backgrounds → refers to the boy who comes from a *city* and another one from a *country*

traditional game → refers to *Wau Bulan* which is an example of a traditional game

Now, can you practise the same technique for **Questions 34-36**?

- 34 The importance of preserving one’s custom in the new wave is explored in this mural. _____
- 35 The mural encourages people to express their opinion of their motherland. _____
- 36 The murals are painted in order to enhance the image and reputation of the place. _____

ACTIVITY 4 : Classifying keywords and contextual clues/synonyms.

List down all the keywords and the synonyms/contextual clues you have found in the previous activity. In the remarks section, write your interpretation or the actual meaning you get from the dictionary.

No	Word/ Phrase (from statements)	Synonyms/ Meaning in context (from paragraph)	Remarks
1	Two friends/ different backgrounds	A city boy and a country boy	- two characters involved - city and country suggest two different ways of living
2	Traditional game	Wau Bulan	- an example of a traditional game
3	Preserving	Keeping true	- synonyms of maintaining one’s belief

ACTIVITY 5 : Understanding context and transferring information.

Tips

1. Recognise the **attitude**.
2. Look for the **keywords/cues**.
3. Select the correct **word/phrase**.

Question 37 to 40

You are excited to follow your sister on a trip for her assignment, so you decided to ask your friend who lives in the city to join you. Complete the email below using the information from the text.

Choose no more than one word from the text for each answer.

Subject:	Penang, here I come!
From:	sarah@hotmail.com
To:	annie@hotmail.com
<p>Dear Annie,</p> <p>Hi, how's life? I'm wondering if you are available next weekend as my sister and I will be on a trip to Penang! We're looking forward to visit the Street Art as she needs to finish her art (37) <u>project</u> . This semester, she is required to compile some photos of fascinating (38) _____ in a popular city that show an (39) _____ into Malaysian culture. We've done some research online and found out that we have it all at your place, (40) _____. So, I was thinking that perhaps you can become our tour guide as we could also catch up. It's been so long since we last seen each other. I really miss you, my friend! Can't wait for you reply.</p> <p style="text-align: right;">Love, <i>Sarah</i></p>	

Let's look at this example. Using the tips above, can you guess why certain words are put in a bracket, box and oval shape? Answer **Question 37- 40**.

Dear Annie,

Hi, how's life? I'm wondering if you are available next weekend as my sister and I will be on a trip to Penang! We're looking forward to visit the Street Art as she needs to finish her art (37) project. This semester, she is required to compile some photos of fascinating (38) _____ in a popular city that show an (39) _____ into Malaysian culture. We've done some research online and found out that we have it all at your place, (40) _____. So, I was thinking that perhaps you can become our tour guide as we could also catch up. It's been so long since we last seen each other. I really miss you, my friend! Can't wait for you reply.

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(Louis Gan)**

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ACTIVITY 6 : Reflecting.

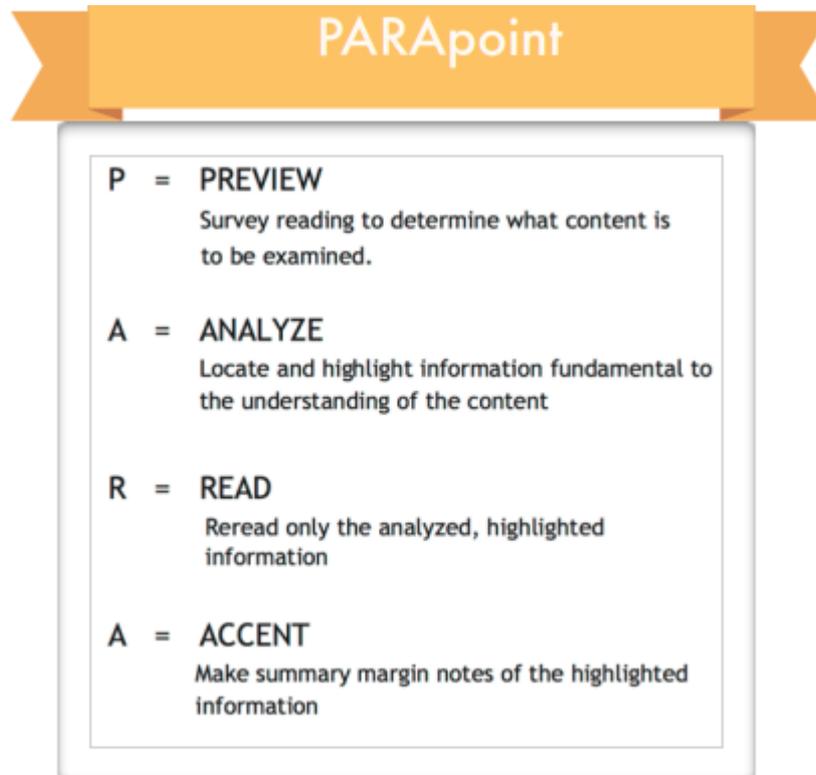
Take a moment to reflect on the text you have read.
Write your response to the following questions.



- a) Why is it important to preserve Malaysian culture on the walls in a form of murals especially in big cities in Malaysia?
- b) Is graffiti considered as an art or an eyesore? Why?

THEME : PEOPLE & CULTURE
TOPIC : HAPPY TO HELP

ACTIVITY 1 : Reading with PARApoint.



*There are some interesting phrases you can use to indicate the expression 'happy to help'.
Read the information about the alternatives using the PARApoint reading method.*

AT CUSTOMER SERVICE

Share these with your team to improve their communication skills and provide a better service experience for your customers.

A. "I'd love to help."

It's a small change, but switching the word, "happy" with the word, "love" makes a big difference in this case. You're not just excited to interact with the customer, rather, you're eager to help and are motivated by their success.

B. "Certainly."

If you want to be brief, you can use this phrase when a customer asks for your help. It's a quick response that shows the customer you've listened to their problem and you're ready to provide support. This is a great phrase to use if the customer is in a hurry and wants to get a solution as fast as possible.

C. "It would be my pleasure."

This is a good phrase to use when a customer seems frustrated or stressed about a problem. It shows them that you're confident in your ability to troubleshoot and it neutralizes the overwhelming feelings that the customer may have.

D. "You got it."

If you're looking for a more casual approach, this phrase is great because it empowers the customer to ask for help. It tells them that you're able to provide whatever they need and that they can rely on you for continued support. I'd recommend using this phrase if you've already developed a rapport with your customer and they don't expect you to be as formal as you first were on the call.

E. "Please don't hesitate to reach out."

I like to use this phrase when I'm signing off an email or wrapping up a phone call. It lets the customer know that I'm always available to help and they shouldn't worry about contacting me outside my working hours. It also shows the customer that I'm aligned with their needs and that their solutions won't come at the expense of my personal convenience.

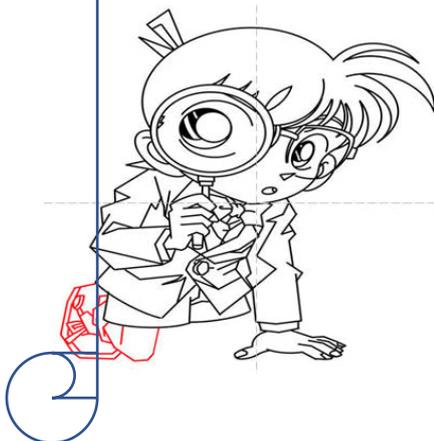
F. "At your service."

While it's not for every support team, it may make sense to use this phrase if your customers are expecting a formal service interaction — like at a high-end hotel or a fancy restaurant. As a service rep, this keeps your communication on brand which makes the customer feel like they're interacting with a luxurious company.

Adapted from

<https://blog.hubspot.com/service/happy-to-help>

Write your summary here!



ACTIVITY 2 : Enriching your vocabulary.

		2													
		8 L					9 I								
					10	O	V							5	
			4 P												
							6								
							C								
7	1 R														R
		3 R													

Across

3. You can't _____ on good weather for the whole trip.
6. If you need any help, please don't hesitate to _____.
7. Are you feeling _____ in your present job?
8. They have a very _____ house.
10. I like the _____ of living close to work.

Down

1. We'd worked together for years and developed a good _____.
2. We aim to create a service where our goals and yours are totally _____.
5. We want to _____ individuals to get the skills they need.
4. I think the _____ "bundle of energy" describes Mara very well.
9. There's not enough _____ between the management and the workers.

ACTIVITY 3 : Matching up the keywords.
Do you remember the tips? Use them to answer these questions.

Exercise 2: Questions 33 to 36

Refer to the text on 'At Customer Service'. Which paragraph (A - F) describes the following statement?

- 33 A guest at a hotel complains that there is a problem with the air conditioning at her room. _____
- 34 An insurance policy holder calls his agent to claim his medical bill. _____
- 35 A guest at a fine-dining restaurant requests a full course meal to be served. _____
- 36 A telehealth psychology consumer calls the customer service to book a session. _____

ACTIVITY 4 : Recognising the writer's attitude
Use your dictionary to identify the meaning of the **adjectives** listed below:

Adjectives	Meaning
1. Agreeable	
2. Classy	
3. Dependable	
4. Efficient	
5. Helpful	
6. Hopeful	

ACTIVITY 5 : Recognising the writer's attitude
All these **expressions** are taken from the text. Reread the text before you sum up the attitude of the writer. Use the appropriate adjective from the list above.

Expression	Attitude (adjective)
A. "I'd love to help."	
B. "Certainly."	
C. "It would be my pleasure."	
D. "You got it."	
E. "Please don't hesitate to reach out."	
F. "At your service."	

ACTIVITY 6 : Recognising the writer's attitude

The writer's attitude can also be recognised via certain **terms**. Match the terms below to their meaning. They are taken from the text. Reread the text to help you understand the context.

<u>Terms</u>	<u>Meaning</u>
1. Skills	a. the state of being able to proceed with something without difficulty.
2. Interaction	b. able to be used or obtained/ free to do something
3. Response	c. communication or direct involvement with someone or something.
4. Support	d. the ability to do something well.
5. Available	e. to agree with and give encouragement to someone or something; assistance
6. Convenience	f. a verbal or written answer or a reaction to something.

ACTIVITY 7 : Recognising the writer's attitude

Now that you have understood the writer's attitude by understanding the use of adjectives, expressions and terms, try doing this exercise. Remember to **understand the context** before you select the keywords.

Questions 37 to 40

Complete the gapped text below using the information from the text.

Choose **no more than one word** from the text for each answer.

Customer service is the **(37)** _____ and guidance a company provides to people before, during, and after they buy a product or service. It is common for products, services, environments and processes to be designed to offer customer **(38)** _____. Consumers expect a lot from the brands; thus, it is important to have a proper **(39)** _____ since the beginning of the purchase, post-purchase and beyond. Today, service is a crucial element of any product or business, and needs to be made **(40)** _____ into all platforms and channels, including via phone calls, emails, social media, websites, SMS or text messages. In short, brands need to step up with a great service in order to remain relevant and competitive.

ACTIVITY 8 : Reflecting.

Take a moment to reflect on the text you have read.

Write your response to the following questions.



a) How would you define good customer service?

b) Why is good customer service important for a business?

To sum up, here are the **key points** in answering **Part 5**:

1. **Skim** the text.
2. Read the question and **identify** the keywords.
3. Reread the text and scan for the information that **matched** the keywords.
4. **Choose** the **appropriate** paragraph that best describes the statement.
5. Understand the **context** to **recognise the attitude** in the statement/gapped text /email.
6. Find the **keywords** and **locate** the information required in the text.
7. **Write** the **information** in the blanks.

Now, let's do some exam practice!



EXAM PRACTICE 1

Questions 33 to 40

Read the information about some teenagers' experience on community service and answer the questions that follow.

Teens on Community Service

A- SHAH, 16 years old

Opportunities to volunteer are everywhere, even right in your backyard. I started with something that I really believe and have an interest in – joining a project giving free tuition to the little kids from a few poor families in my neighbourhood. That experience taught me to be more compassionate.

B- JULIE, 14 years old

When I was younger, I helped out at a nearby animal shelter. At first, I didn't know many people there and wasn't very enthusiastic. Later, as I got to know the animals and staff members, I learned how to enjoy my time there. Every now and then, I go over to feed the animals and play with them. It is very beneficial and I get new experiences doing things that I've never done before.

C- HOCK LIM, 17 years old

I go to an old folks' home as a volunteer and spend time with the residents there. Sometimes, my friends and I go there after school. Listening to the stories about their past experiences has taught us some useful life lessons. Once in a while, we bring along a guitar to entertain them.

D- AMELIA, 13 years old

Last year, we had a class project where we had to complete 10 hours of community service. So, my class decided to help clean up the zoo compound. Although very tiring, I feel that doing this type of community service is rewarding.

E- JEREMY, 15 years old

For as long as I can remember, I have always been involved in community service – going to children's homes with my parents to organise parties especially on special occasions. The joy on the children's faces never cease to warm our hearts and that's what keeps us going back.

F- AIDA, 17 years old

I wanted to support my local library so I set up a Story Corner and read to children on Saturdays. Setting up community projects is very meaningful, no matter how small it may be. Every little step counts. I hope that one day my classmates will join me.

Questions 33 to 36

Which paragraph (A - F) describes the following statement?

	Statements	Paragraph
33	I did not enjoy the work initially.	_____
34	I organised my work by myself.	_____
35	I sympathise with the unfortunate in my area.	_____
36	I get input to have a better understanding of the world.	_____

What We Know About Community Service

- Those who are interested working with animals could help out at a **(37)** _____ at zoo.
- For senior citizens, it is useful to think of ways to **(38)** _____ them.
- Helping children is also about making them happy, celebrating birthdays by having **(39)** _____ is one way to do this.
- Try not to think too big. Do something that would make the lives of the needy more **(40)** _____ and happy.

Source:

Format Pentaksiran SPM Mulai Tahun 2021: Bahasa Inggeris yang Dijajarkan kepada CEFR (Kod 1119/1), Lembaga Peperiksaan Malaysia

EXAM PRACTICE 2

Questions 33 to 40

There are several ways how to spot fake news. Read the texts below and answer the questions that follow.

How to spot fake news

How to spot fake news? Every time you're online, you are bombarded by pictures, articles, links and videos trying to tell their story. Unfortunately, not all of these stories are true. Experts in media studies and online psychology have been examining the fake news phenomenon. Read these tips, and don't get fooled!

A - Check the source

Look at the website where the story comes from. Does it look real? Is the text well written? Are there a variety of other stories or is it just one story? Fake news websites often use addresses that sound like real newspapers, but don't have many real stories about other topics. If you aren't sure, click on the 'About' page and look for a clear description of the organisation.

B - Watch out for fake photos

Many fake news stories use images that are Photoshopped or taken from an unrelated site. Sometimes, if you just look closely at an image, you can see if it has been changed. Or use a tool like Google Reverse Image search. It will show you if the same image has been used in other contexts.

C - Check the availability of the story

Look to see if the story you are reading is on other news sites that you know and trust. If you do find it on many other sites, then it probably isn't fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story.

D – Check whether it “sounds right”

Use your common sense! Bear in mind that fake news is designed to “feed” your biases, hopes or fears. For example, it's unlikely that your favourite designer brand is giving away a million free dresses to people who turn up to its stores. Equally, just because your colleague believes that two married co-workers are having an affair, doesn't mean it's true.

E – Examine the evidence

A credible news story will include plenty of facts – quotes from experts, survey data and official statistics, for example. Or, detailed, consistent and corroborated eye-witness accounts from people on the scene. If these are missing, question it!

F – Develop a critical mindset

One of the main reasons fake news is such a big issue is that it is often believable, so it's easy to get caught out. Much fake news is also written to create “shock value” to cause reactions such as fear or anger. Ask yourself, “Why has this story been written? Is it to persuade me of a certain viewpoint? Is it selling me a particular product? Or is it trying to get me to click through to another website? Am I being triggered?”

Questions 33 to 36

Which paragraph (A - F) describes the following statement?

Statements	Paragraph
33 Some images on fake news are real images, but come from a different website.	_____
34 Many fake news stories are written to trigger reactions.	_____
35 The news is real if it is also covered on other websites.	_____
36 Without evidence, the reliability of the news is questioned.	_____

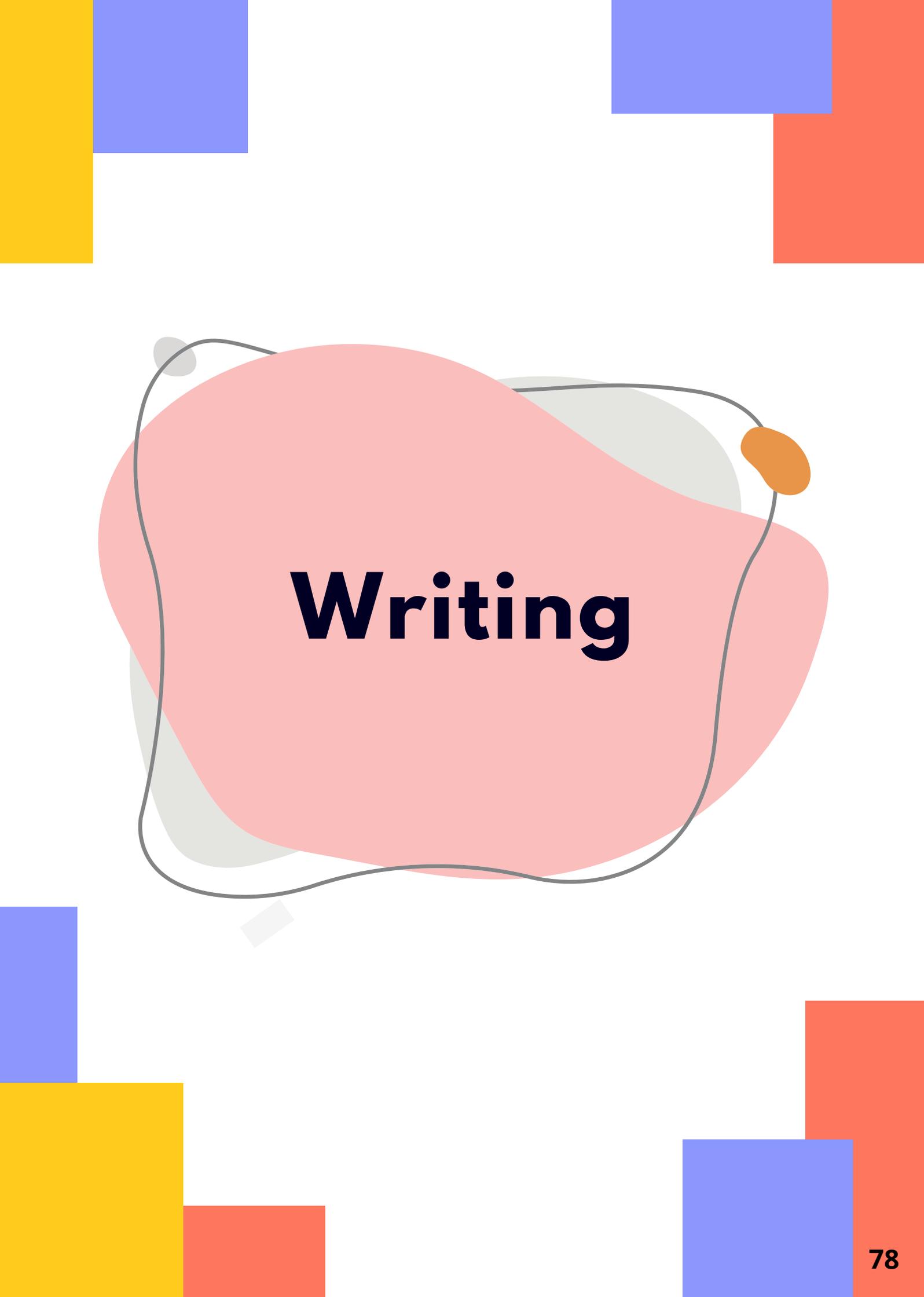
Question 37 to 40

You are concerned about your sister's post on social media lately, so you decided to give her advice and share some information on fake news.

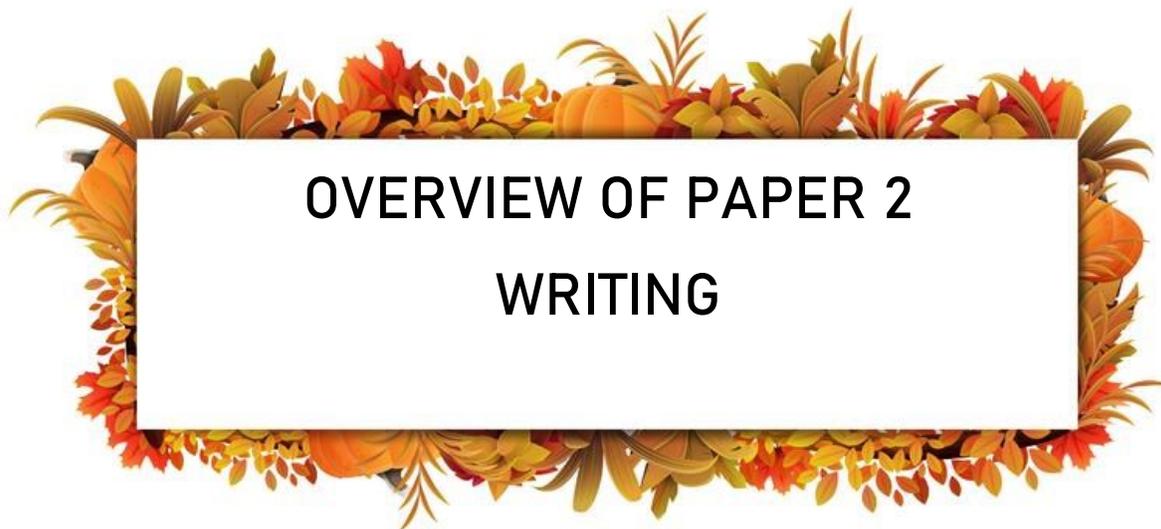
Complete the email below using the information from the text.

Choose **no more than one word** from the text for each answer.

Subject:	Protect yourself from fake news
From:	suzanne@hotmail.com
To:	mimi@hotmail.com
<p>Dear sis,</p> <p>Hi, how's life? Lately your post sounds quite emotional. I know it's hard to cope in this pandemic situation, but be careful of what you read. I don't want you to become the victim of fake news. Well, if you're not sure of the (37) _____, click on the 'About' page for the details. Some fake news could reach you as the engine keep track of your history and learn about your preference. So, they will try to (38) _____ you the content accordingly. Therefore, you must be (39) _____ as you read the news and ask some questions to yourself before deciding to believe it. The key point here is to use your (40) _____ sense! I hope that'd be helpful.</p> <p>Can't wait to see you. Stay safe!</p> <p style="text-align: right;">Love, <i>Suzanne</i></p>	



Writing



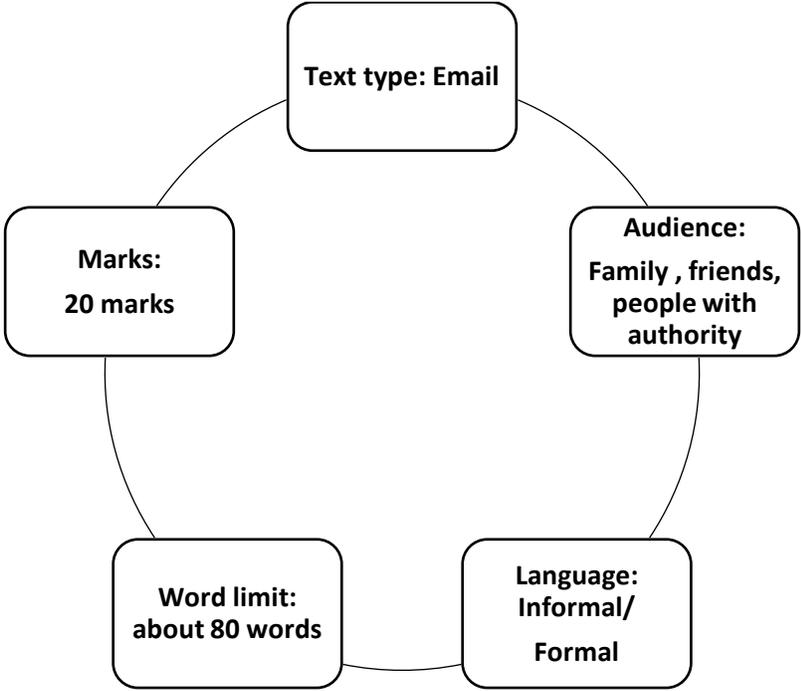
OVERVIEW OF PAPER 2 WRITING

PAPER 2 WRITING (1 hour 30 minutes)			
Type	Part 1 Short Communicative Message	Part 2 Guided Writing	Part 3 Extended Writing
Question	Question 1	Question 2	Question 3,4,5 (choose ONE question)
Marks	20 marks	20 marks	20 marks
Stimulus type	Email with prompts	Text stimulus with content points	Text stimulus with content point
Genre	Email (informal/formal)	Guided Essay	Article Review Story Report
Word count	About 80 words	125 – 150 words	200 – 250 words

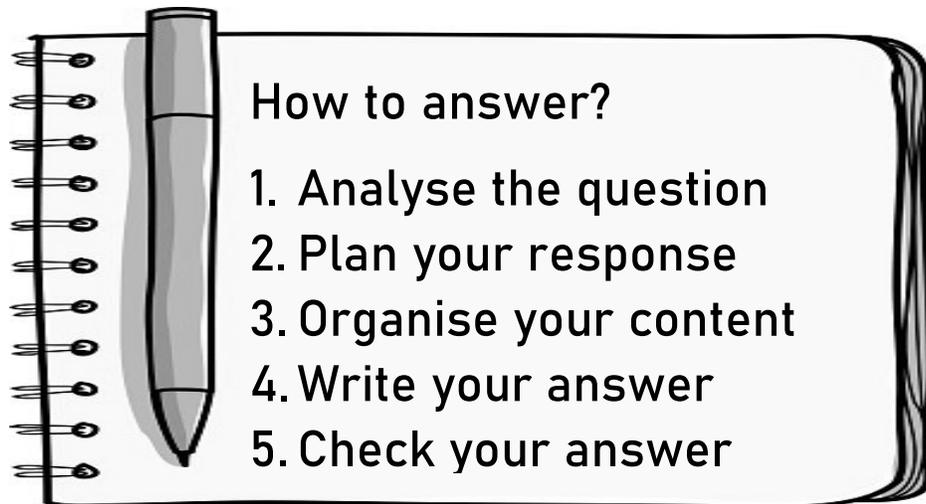
MARKING BREAKDOWN	
CONTENT	5 marks
COMMUNICATIVE ACHIEVEMENT	5 marks
ORGANISATION	5 marks
LANGUAGE	5 marks



PART 1
SHORT COMMUNICATIVE
MESSAGE



WHAT MUST YOU DO TO ANSWER THE QUESTION?



1. ANALYSE THE QUESTION

1. Read and understand what is required by the task.
2. Identify the sender – to WHO?
3. Identify the writing task – write an email to give advice / suggestion / opinion
4. Identify the topic – about WHAT?
5. Identify the questions – WHAT to reply? (2 or 3 content points)

2. PLAN YOUR RESPONSE

1. Respond to the question in the correct format.
2. Decide if you need to write in informal or formal style.
3. Give answers for the content points. Brainstorm for point and elaboration.
4. Set the tone of writing (express feeling & emotion – happy, sad excited etc.)

3. ORGANISE YOUR CONTENT

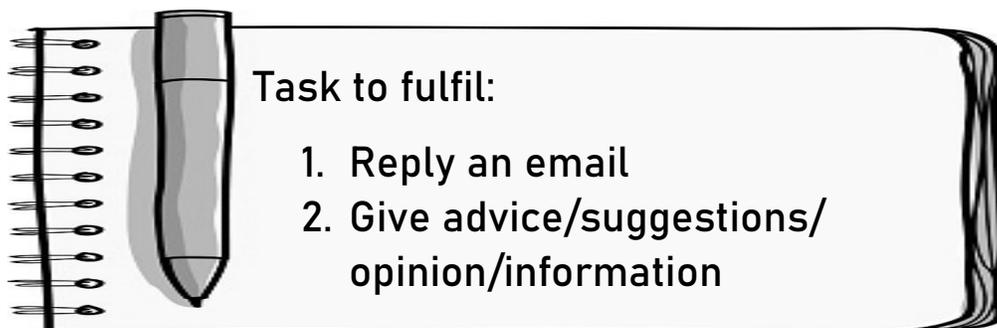
1. Decide what information should go in the opening paragraph, the body paragraphs and the closing paragraph.

4. WRITE YOUR ANSWER

1. Insert the sender's email address. (to WHO?)
2. Include a brief and relevant subject. (about WHAT?)
3. Begin with a salutation.
4. Organise your points into paragraphs.
5. Use cohesive devices to connect ideas / sentences.
6. End with a suitable closing.
7. Sign off with a name.

5. CHECK YOUR ANSWER

1. Check the spelling
2. Check the punctuation
3. Check the grammar
4. Use post-writing check list



POST-WRITING CHECKLIST

CONTENT	(/)	COMMUNICATIVE ACHIEVEMENT	(/)	ORGANISATION	(/)	LANGUAGE	(/)
The content of my writing is relevant to the topic,		I have used an email format.		I have used at least ONE simple connector to connect my ideas. eg. and, or, but, for		I have used words relevant to the topic	
I have answered all the questions		I have included additional information / example to explain my ideas.		I have used at least ONE cohesive device to connect my sentences / paragraph. eg. although, because, moreover		I have checked my grammar.	
I have given a reply to the correct sender		I have used correct tone (friendly or formal).		I have written in paragraphs.		I have checked my spelling and punctuation	
				I have checked my spelling and punctuation			

OUTLINE

To	<u>name@email.com</u> to WHO?
Subject	about WHAT?
<p>GREETING</p> <p>OPENING PARAGRAPH</p> <p>BODY (WHAT to reply)</p> <p>Point 1 + elaboration</p> <p>Point 2 + elaboration</p> <p>Point 3 + elaboration</p> <p>CLOSING PARAGRAPH</p>	

SIGNING OFF

NAME

USEFUL EXPRESSION		
PARTS	INFORMAL	FORMAL
Greeting	Dear Upin, Dearest Anna, Hi Ipin, Hello Elsa	Dear Sir/Madam, Dear Mr Lee
Opening paragraph	It's great to hear from you. I'm so pleased to hear that... How nice to get your email.	I'm writing this email to ... The reason I am writing this email is to ...
Body	Point + elaboration	Point + elaboration
Closing paragraph	I look forward to see you again. That's all for now. Get back to me soon.	I look forward to your reply. I would like to thank you in advance for...
Signing off	Bye for now, Best wishes,	Yours sincerely, Sincerely,



SET A
THEME: PEOPLE & CULTURE

PRACTICE 1

Match the phrase with correct language function.

to give opinion	to agree	to disagree	to reject	to invite
to give advice	to suggest	to clarify	to apologise	to accept

1. I'm sorry. I didn't mean to hurt your feelings. _____
2. How about if you could buy the tickets online for us? _____
3. I believe that your mum is right about being punctual. _____
4. You're absolutely right! _____
5. I don't think so. _____
6. We should avoid coffee before going to sleep _____
7. We're going to the mall. Would you like to come along? _____
8. What I mean is our parents are happy to see you. _____
9. I'd be glad to come to your party. _____
10. Sorry, I don't think I could join your vacation. _____



Read the email below and the task instructions carefully.

You received an email from your friend, Lisa.

Hi Rose,

It's Tasha's 17th birthday next month. Let's plan a special gathering with Yaya and Isya to celebrate this special occasion. What should we do for the gathering? When can we hold the event? What special birthday present should we get for her?

Waiting for your reply,

Bye,

Lisa

Now write an email to your friend in about 80 words.

PRACTICE 2

Complete the table with suitable information from the email above.

No	Task Requirements	Key words
1	What to write?	
2	What is the purpose of writing?	
3	What kind of language to be used?	
4	Who to send?	
5	What about?	
6	What to reply? Question 1?	
7	What to reply? Question 2?	
8	What to reply? Question 3?	

PRACTICE 3

Fill in the blanks with suitable information from the email above.

1. Your friend wants to celebrate _____.
2. She suggests planning a _____.
3. She is asking for your ideas on _____ for this occasion and _____ to have for this event.
4. She also wants you to suggest what _____ to get for _____.

PRACTICE 4

Choose and tick the information you should include in your email to your friend, Lisa.

No	Information	Answer
1	have the celebration on Saturday	
2	make it a surprise	
3	laze at home and watch movies	
4	invite all friends	
5	a picnic at the beach	
6	a new set of make-up kits	

PRACTICE 5

Complete the outline of your email with the suitable answer given below.

No	Parts	Answer
1	Greeting	
2	Opening paragraph	
3	Body paragraph Content point 1 Content point 2	

	Content point 3	
4	Closing paragraph	
5	Signing off	

LIST OF ANSWERS

Bye for now,
suggest how to celebrate
thank writer for the email and agree with the idea
ask for response to suggestions given
Hi Lisa,
suggest a suitable present for Tasha
suggest when to celebrate

SPM MODEL QUESTION

QUESTION 1

You received an email from your friend, Lisa.

<p>Hi Rose,</p> <p>It's Tasha's 17th birthday next month. Let's plan a special gathering with Yaya and Isya to celebrate this special occasion. What should we do for the gathering? When can we hold the event? What special birthday present should we get for her?</p> <p>Waiting for your reply,</p> <p>Bye,</p> <p>Lisa</p>

Now write an email to your friend in about 80 words using the references below.

To	
Subject	
<p>Hi _____,</p> <p>Thanks for (1) _____ . Yes, what a great idea to (2) _____</p> <p>_____ .</p> <p>Why don't we have (3) _____</p> <p>_____ .</p> <p>We could celebrate (4) _____</p> <p>_____ .</p> <p>As for Tasha's birthday present, we can buy (5) _____</p> <p>_____ .</p> <p>(6) _____ .</p> <p>Bye for now,</p> <p>Rose</p>	

REFERENCES

1	thank the writer for the email
2	agree with the idea – special celebration
3	What to do? picnic at a beach
4	When to do? on Saturday
5	What to buy? new make-up kit
6	ask for response to the suggestions given

POST WRITING CHECKLIST

CONTENT	(/)	COMMUNICATIVE ACHIEVEMENT	(/)	ORGANISATION	(/)	LANGUAGE	(/)
The content of my writing is relevant to the topic,		I have used an email format.		I have used at least ONE simple connector to connect my ideas. eg. and, or, but, for		I have used words relevant to the topic	
I have answered all the questions		I have included additional information / example to explain my ideas.		I have used at least ONE cohesive device to connect my sentences / paragraph. eg. although, because, moreover		I have checked my grammar.	
I have given a reply to the correct sender		I have used correct tone (friendly or formal).		I have written in paragraphs.		I have checked my spelling and punctuation	
				I have checked my spelling and punctuation			



PRACTICE 1

Here are some expressions that can be used to give information. Match the two parts correctly.

1	Here's what _____.	your questions, useful information for you. what you need to know. information you asked for. you want to know.
2	Here's the _____.	
3	Now, to answer _____.	
4	Let me tell you _____.	
5	Here's some _____.	



Read the email below and the task instructions carefully.

You received an email from your friend, Gopal.

Hi Ying,

Lately, I've been finding it difficult to fall asleep at night. Even if I'm sleeping, I would easily wake up in the middle of night. I would even get up at the slightest of noise. The worse is I find it difficult to go back to sleep.

As your mum is a doctor, perhaps you can ask her about my problem. Should I be worried about this? What happens if this problem continues? What should I do to solve my sleeping problem?

Looking forward to your reply.

Regards,

Gopal

Now write an email to your friend, Gopal, in about 80 words.

PRACTICE 2

Complete the table with suitable information from the email above.

No	Task Requirements	Key words
1	What to write?	
2	What is the purpose of writing?	
3	What kind of language to be used?	
4	Who to send?	

5	What about?	
6	What to reply? Question 1?	
7	What to reply? Question 2?	
8	What to reply? Question 3?	

PRACTICE 3

Fill in the blanks with suitable information from the email above.

1. Gopal has faced problems of falling _____.
2. He writes the email to Ying because Ying's _____.
3. He is asking Ying to _____.
4. Gopal is concerned whether he should _____.
5. He wants to know what happens _____ and how to overcome his _____.

PRACTICE 4

Gopal is having difficulty to fall asleep. Put a tick (/) for activities that can help Gopal sleep well and put a cross (X) for activities that Gopal should avoid doing before bedtime.

No	Activities	Answer
1	Set aside 15 minutes every night to write about your day.	
2	Use electronic devices late at night.	
3	Avoid taking coffee at night.	
4	Exercise regularly during the day.	
5	Take long naps during the day.	
6	Try drinking some tea.	
7	Exercise within one hour before you sleep.	
8	Turn off your mobile phone and television.	
9	Go to bed at the same time every night.	
10	Listen to soft music	

PRACTICE 5

Where would you place the following sentences in your reply? Write the letter A, B or C in the space given.

A. Opening paragraph

B. Body paragraph

C. Closing paragraph

Sentences	Answer
You need to turn off electronic devices too,	
I hope you can sleep well after this.	
Try to relax before going to bed.	
I'm sorry to hear that you've been having difficulties in getting to sleep at night.	

SPM MODEL QUESTION

QUESTION 1

You received an email from your friend, Gopal.

Hi Ying,

Lately, I've been finding it difficult to fall asleep at night. Even if I'm sleeping, I would easily wake up in the middle of night. I would even get up at the slightest of noise. The worse is I find it difficult to go back to sleep.

As your mum is a doctor, perhaps you can ask her about my problem. Should I be worried about this?

What happens if this problem continues? What should I do to solve my sleeping problem?

Looking forward to your reply.

Regards,

Gopal

Now write an email to your friend, Gopal, in about 80 words.

To	
Subject	
<p>Dear _____,</p> <p>I'm sorry _____ _____. I've asked _____ _____.</p> <p>Mum asked you not to _____, It will get worse if _____ _____. If you don't get enough sleep, _____ and _____.</p> <p>So, why don't you _____.</p> <p>You should also _____.</p> <p>I hope you can sleep well after this.</p> <p>Regards, Ying</p>	

POST WRITING CHECKLIST

CONTENT	(/)	COMMUNICATIVE ACHIEVEMENT	(/)	ORGANISATION	(/)	LANGUAGE	(/)
The content of my writing is relevant to the topic,		I have used an email format.		I have used at least ONE simple connector to connect my ideas. eg. and, or, but, for		I have used words relevant to the topic	
I have answered all the questions		I have included additional information / example to explain my ideas.		I have used at least ONE cohesive device to connect my sentences / paragraph. eg. although, because, moreover		I have checked my grammar.	
I have given a reply to the correct sender		I have used correct tone (friendly or formal).		I have written in paragraphs.		I have checked my spelling and punctuation	
				I have checked my spelling and punctuation			



SET C

THEME: SCIENCE & TECHNOLOGY

PRACTICE 1

Match the question or sentence with the correct response given in the table below.

1. Would you like to join me?

2. So, have you decided what to do while waiting for your results?

3. How are you doing? You must feel great now after the exam.

4. Your brother invited me to his wedding but I couldn't come.

5. The event took place last Sunday, didn't it? How did it go?

6. I have settled down well in Muar although I miss the old neighbourhood.

7. I'd like to give you two tickets for the Johor Symphony Orchestra. Just tell me if you want the tickets.

8. I know you love the thrills so I thought of taking you skydiving – indoors! Are you game for it?

9. Would you like to visit me during the school holiday?

10. Let's plan an event to bid our dear teachers a proper farewell. What shall we do?

RESPONSES

Thanks for inviting me to visit you in Kota Kinabalu. Yes, I would love to come.
Yes, the charity walkathon was last Sunday. It was well-organised and the weather was perfect.
Yes, I've decided to work part time at a boba tea shop near my house.
I was so disappointed that you couldn't come to my brother's wedding.
Indoor skydiving sounds thrilling! Of course, I'm game for it.
I'm glad you're doing well. Everyone here misses you.
I think it's a wonderful idea to organise an event for our teachers before we leave school. Let's have a barbecue dinner.

Thanks a lot for offering the tickets. I've always wanted to watch the live orchestra so this will be a wonderful treat for me.

Thanks for inviting me. I would love to join you for this workshop and contest.

Now that the exam is over, I'm doing fine. I can breathe again!



Read the email below and the task instructions carefully.

You received an email from your classmate, Kamal, who has just been asked to be your partner for a science project.

Hi Rayqal,

I'm glad that our science teacher selected us as partners for our science project. Let's do something about solar system since you love all kinds of planets and stars. I heard that even you have galaxy wall mural in your bedroom. What should we do and what will we need for the project? Who will do the presentation?

I'll be waiting for your reply.

Bye!

Kamal

Write an email to your friend in about 80 words.

PRACTICE 2

Complete the table with suitable information from the email above.

No	Task Requirements	Key words
1	What to write?	
2	What is the purpose of writing?	
3	What kind of language to be used?	
4	Who to send?	
5	What about?	
6	What to reply? Question 1	
7	What to reply? Question 2	
8	What to reply? Question 3	

PRACTICE 3

Fill in the blanks with suitable information from the email above.

1. Kamal is happy because _____.
2. For the project, Kamal suggests to _____.
3. He thinks Rayqal will like his idea because Rayqal _____.

PRACTICE 4

Complete the statements based on the ~~above~~ email above.

In the reply, Rayqal should tell Kamal _____,
_____ and _____.

PRACTICE 5

Read the notes given to reply the email above. Organise them logically by numbering them in the notes according to sequence.

Notes	Answer
happy - do together	1
volunteer – do presentation	
need – polystyrene balls, brush, paint, string, hanger	
make a great team	
see – Saturday	
solar system - brilliant idea	
make – three-dimensional model	

MODEL SPM QUESTION

QUESTION 1

Read the email below and the task instructions carefully.

You received an email from your classmate, Kamal, who has just been asked to be your partner for a science project.

Hi Rayqal,

I'm glad that our science teacher selected us as partners for our science project. Let's do something about solar system since you love all kinds of planets and stars. I heard that even you have galaxy wall mural in your bedroom. What should we do and what will we need for the project? Who will do the presentation?

I'll be waiting for your reply.

**Bye!
Kamal**

Write an email to your friend in about 80 words.

To	
Subject	
<p>Dear Kamal,</p> <p>I'm happy that _____ . I'm sure we will _____ .</p> <p>I think your idea _____ . _____ .</p> <p>We could make _____ . All we need is to get _____ .</p> <p>Since you're good with drawing and modelling, I volunteer _____ .</p> <p>Don't worry, I'm sure _____ .</p> <p>See you on Saturday then.</p> <p>Bye for now, Rayqal</p>	

POST WRITING CHECKLIST

CONTENT	(/)	COMMUNICATIVE ACHIEVEMENT	(/)	ORGANISATION	(/)	LANGUAGE	(/)
The content of my writing is relevant to the topic,		I have used an email format.		I have used at least ONE simple connector to connect my ideas. eg. and, or, but, for		I have used words relevant to the topic	
I have answered all the questions		I have included additional information / example to explain my ideas.		I have used at least ONE cohesive device to connect my sentences / paragraph. eg. although, because, moreover		I have checked my grammar.	
I have given a reply to the correct sender		I have used correct tone (friendly or formal).		I have written in paragraphs.		I have checked my spelling and punctuation	
				I have checked my spelling and punctuation			

QUESTION 2

Read the email below and the task instructions carefully.

You received an email from your old friend.

Hi Syukri,

It was good to see you. Since we have a long break, let's join the Johor Science Fair. I heard that Zul Ariffin and Nazim will be going too. Where shall we meet and what time should we be there? How much money should we bring for the fair? We could ask Aerial to join us too!

I'll be waiting for your reply.

Bye!

**Your old friend,
Remy**

Now write an email to your friend in about 80 words. Write your answer below.

To	
Subject	
<p>Hi _____,</p> <p>Yes, it was great to _____. I think it is a marvelous idea to _____ _____. We _____.</p> <p>Since the registration will begin at _____, _____ _____ _____</p> <p>Looking forward to see you,</p> <p>Bye for now, Syukri</p>	

POST WRITING CHECKLIST

CONTENT	(/)	COMMUNICATIVE ACHIEVEMENT	(/)	ORGANISATION	(/)	LANGUAGE	(/)
The content of my writing is relevant to the topic,		I have used an email format.		I have used at least ONE simple connector to connect my ideas. eg. and, or, but, for		I have used words relevant to the topic	
I have answered all the questions		I have included additional information / example to explain my ideas.		I have used at least ONE cohesive device to connect my sentences / paragraph. eg. although, because, moreover		I have checked my grammar.	
I have given a reply to the correct sender		I have used correct tone (friendly or formal).		I have written in paragraphs.		I have checked my spelling and punctuation	
				I have checked my spelling and punctuation			

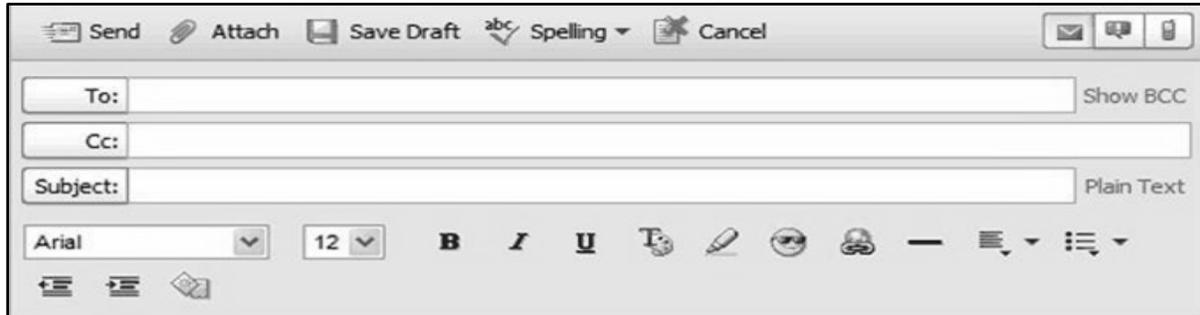


SET D

**THEME: CONSUMERISM &
FINANCIAL AWARENESS**

FORMAL EMAIL

The Outline of a Formal Email



PLAN - WHEN WRITING

1) GREETING

Use a formal greeting

- Dear Mr / Ms / Mrs / Miss + surname.
- Dear Sir / Madam
- Dear Sir

2) Opening Paragraph

Use set phrases to state the position you are applying for and say where/when you saw the job advertised.

- I saw the advertisement in ...
- I am very interested in applying
- I would like to apply ...

3) Body Paragraphs

Cover all the points or information required based on the questions.

e.g ask for further information about the advertisement.

- I would be delighted if you could ..
- I wish to draw your attention to ..
- I am available ...

Dear John,
Yours sincerely,

4) Closing Paragraph

End your email by:

Dear Sir/ Madam
Yours faithfully,

- thanking the person in advance – **Thanking you in advance**
- including your hope on receiving a reply – **I look forward to hear from you**
- **Signing Off** - Sign off your email using a **formal phrase** – **Yours sincerely / Yours faithfully** and followed by your **name**

Sample email

Your teacher has asked you to order some books from a publisher which has advertised its year-end sale with good discounts.



The advertisement is presented on a light grey background. On the left side, there is a dark grey, wavy-edged shape. To its right, the text is arranged in a clean, sans-serif font. On the far right, a white rectangular box with a thin black border contains a bulleted list of book titles, a promotional message, and an email address.

YEAR – END
SALE
PELANGI PUBLISHER
SDN. BHD.
ALL BOOKS
DISCOUNT 40%

- COMPLETE GRAMMAR GUIDE (FORM 5)
- SCORE IN ENGLISH (FORM 5)
- MODEL TESTS – ENGLISH (FORM 5)

Email us to place an order. Surprise gifts for early birds.

pelangi@mail.com.my

Write an email to the publisher in about **80 words** to make an order for 30 copies of each title. Request that the books be sent as soon as possible.

New Message

To: pelangi@mail.com.my

Subject: Book Order

Dear Sir/ Madam,

With reference to your advertisement on 8th June, I would like to place an order for the following titles:

1. Complete Grammar Guide (Form 5)
- 30 copies
2. Score in English (Form 5) - 30 copies
3. Model Tests – English (Form 5) - 30 copies

We need the books for revision as we are preparing for the trial exam. We really appreciate it if you could send these books by the end of June. Enclosed herewith, please find a cheque of RM330 for the books.

Thank you.
Sheila Rahman

(89 words)



TIPS

1. Refer to advertisement
2. Mention the books and the number of copies
3. Ask that the delivery be made by the end of June
4. Mention the enclosed cheque for the books

PRACTICE 1

Write T (TRUE) or F (False) for the statements below :

The Writer :

T/F

1. knows the person she is writing to
.....
2. uses set phrases to begin and end her email.
.....
3. mentions where she saw the advertisement.
.....
4. uses formal language
.....
5. mentions when she expects the book to arrive.
.....

PRACTICE 2

Find words in the email given to match the meaning listed below :

1. source of information _____
2. to see again _____
3. a notice or announcement _____
4. be grateful _____
5. to send something together _____

PRACTICE 3

Write 5 sentences using the phrases you find in Practice 2.

1. _____
2. _____
3. _____
4. _____
5. _____

PRACTICE 4

Imagine you saw an advertisement on English classes for students. You want to make enquiries about the classes and fees. Write an opening paragraph of an email by referring to the sample email given .

With reference to your advertisement
.....
.....
.....

PRACTICE 5

Referring to Practice 4, write a closing paragraph for the same email.

I would be grateful if
.....
.....
.....

PRACTICE 6– TRY ON YOUR OWN

You have seen this advertisement in a newspaper

PART-TIME JOB

**WE ARE
HIRING!!**

Shop assistants needed for a new souvenir shop.
Requirements:

- Have good communicative skills
- Able to speak in several languages
- Able to work during weekend and school holidays

Write an email with reasons why you are suitable for the job to:
Miss Lia, Manager (sweetsouvenir@mail.com)

Now write an email to apply for a part-time job from the company **in about 80 words**. Write your answers below.

GUIDANCE ON HOW TO WRITE :

1. Respond to these points in the questions:

- Good communicative skills
- Speak in several languages
- Work during weekend and school holiday
- Suitability

2. Addressing the task:

- Expressing your interest
e.g : I am interested in applying for the position of ... as advertised on ...
- Responding to the question requirement
- Appropriate closing

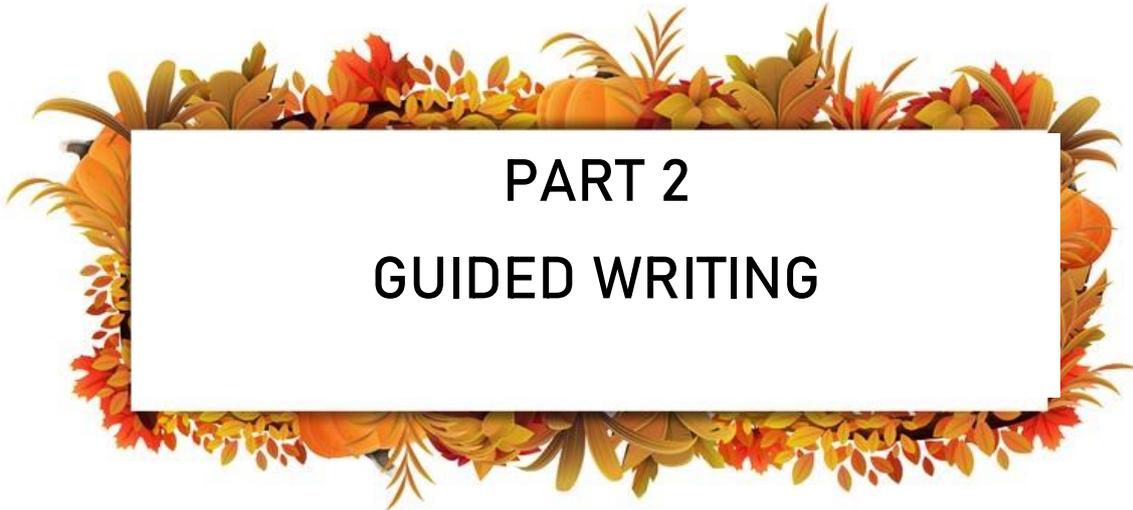
3. Link the ideas using cohesive devices:

- Moreover
- Furthermore
- In addition

4. Related words .

- application
- apply
- job vacancy
- advertised
- communicate
- experiences
- attend
- look forward
- favourable
- position
- recently
- interview
- convenient

				I have checked my spelling and punctuation			
--	--	--	--	--	--	--	--



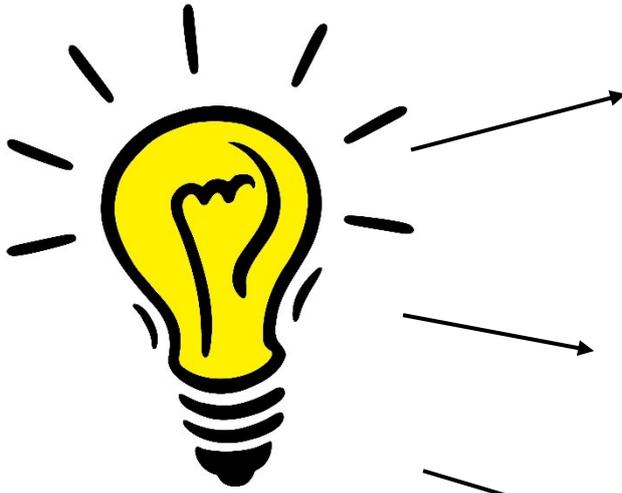
PART 2

GUIDED WRITING

FORMAT		
TEXT TYPE	NUMBER OF ITEM	TASK FORMAT
Formal Text	One Item (20 marks)	Guided writing (essay) in about 125-150 words

REMINDER

1. Use all notes given and respond to the task.
2. Marks will be given for:
 - Content
 - Communicative Achievement
 - Organisation
 - Language



Explain advantages and disadvantages of

1. Ideas
2. Plans or
3. Arrangements

Explain the main points for and against an idea or argument

Express and respond to real or imagined opinions and feelings

PLANNING OUTLINE

➤ INTRODUCTION

PARAGRAPH 1

- Focus on the highlighted keywords from the question and notes
- Write the first sentence using your own words related to the topic
- Write the second sentence using the keywords.

➤ BODY

PARAGRAPH 2 (Use Note 1)

Topic Sentence 1 : Main idea of the paragraph

Detail 1 : Elaboration

Detail 2 : Elaboration / Example

PARAGRAPH 3 (Use Note 2)

Topic Sentence 2 : Main idea of the paragraph

Detail 1 : Elaboration

Detail 2 : Elaboration / Example

PARAGRAPH 4 (Use Note 3)

Topic Sentence 3 : Main idea of the paragraph

Detail 1 : Reason 1

Detail 2 : Reason 2

➤ Conclusion

PARAGRAPH 5

- Re-state your choice using different words
or
- Sum up your ideas and add a comment



SET A

THEME: PEOPLE & CULTURE

QUESTION 1

You have been talking about festivals in your class. Your teacher has asked you to write an essay on a festival that you and your family celebrate.

In your essay, you should write about:

- what you and your family do before and during the festival
- your feelings while celebrating the festival
- your plan to have more enjoyable celebration in the future

Write your essay in at least 125 – 150 words in an appropriate style.

TIPS TO ANSWER THE QUESTION

1. Read the question
2. Identify the task
3. Identify the 3 contents
4. Brainstorm the ideas for the responses
5. Choose suitable contents
6. Follow the 14C layout
7. Start writing

PRACTICE 1 : IDENTIFYING THE TASK

List out the task from the question. The first example is done for you.

Task 1 : What festival do you celebrate ?

Task 2 :

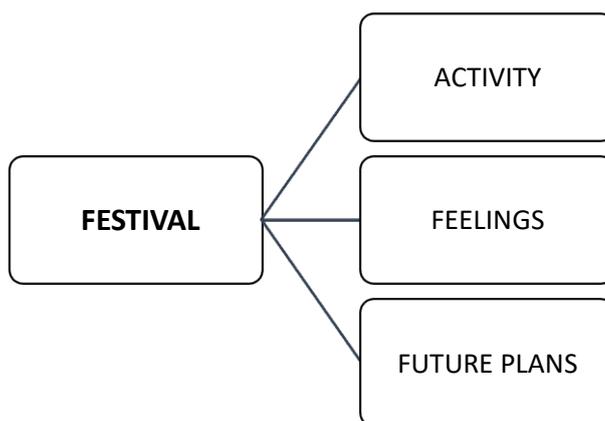
PRACTICE 2 : IDENTIFYING THE CONTENTS

Fill in the table below.

	CONTENT	ANSWER
1	<ul style="list-style-type: none">• What do you and your family do before and during the festival?	
2	<ul style="list-style-type: none">• your feelings while celebrating the festival	
3	<ul style="list-style-type: none">• your plan to have more enjoyable celebration in the future	

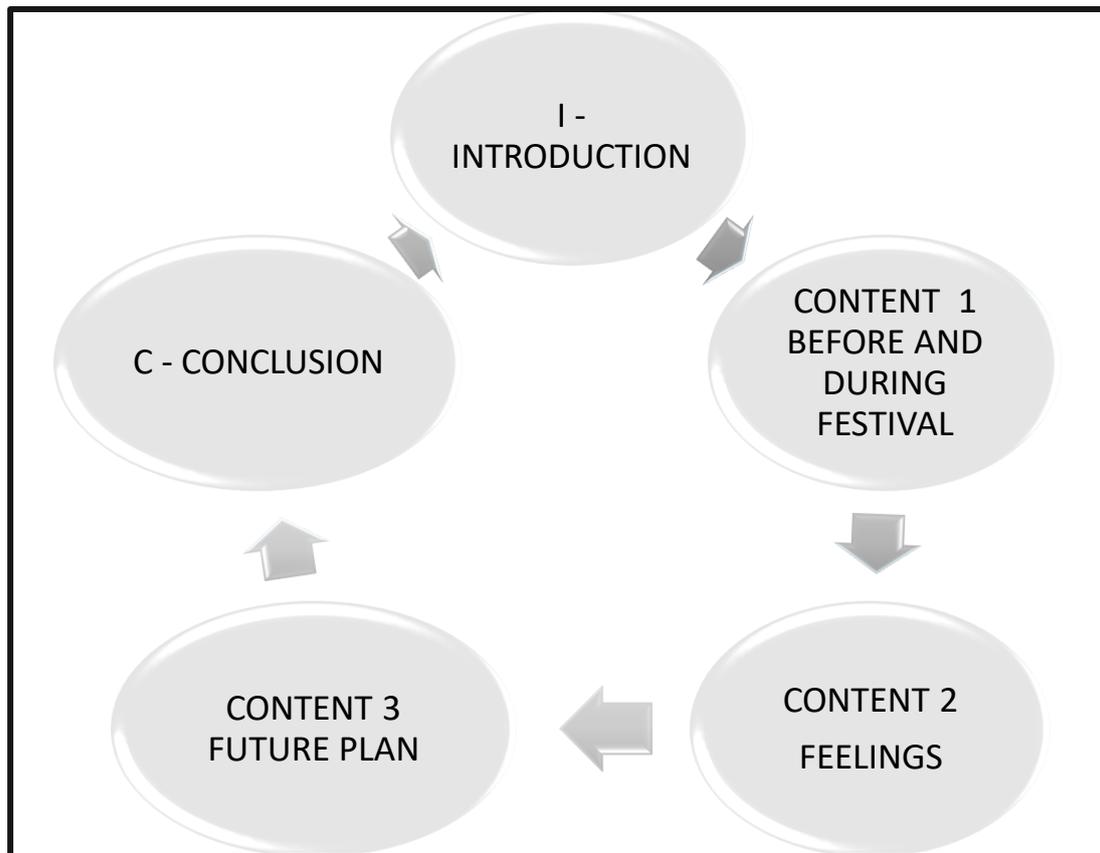
PRACTICE 3 : MAPPING OUT IDEAS

Brainstorm ideas using the mind map below.

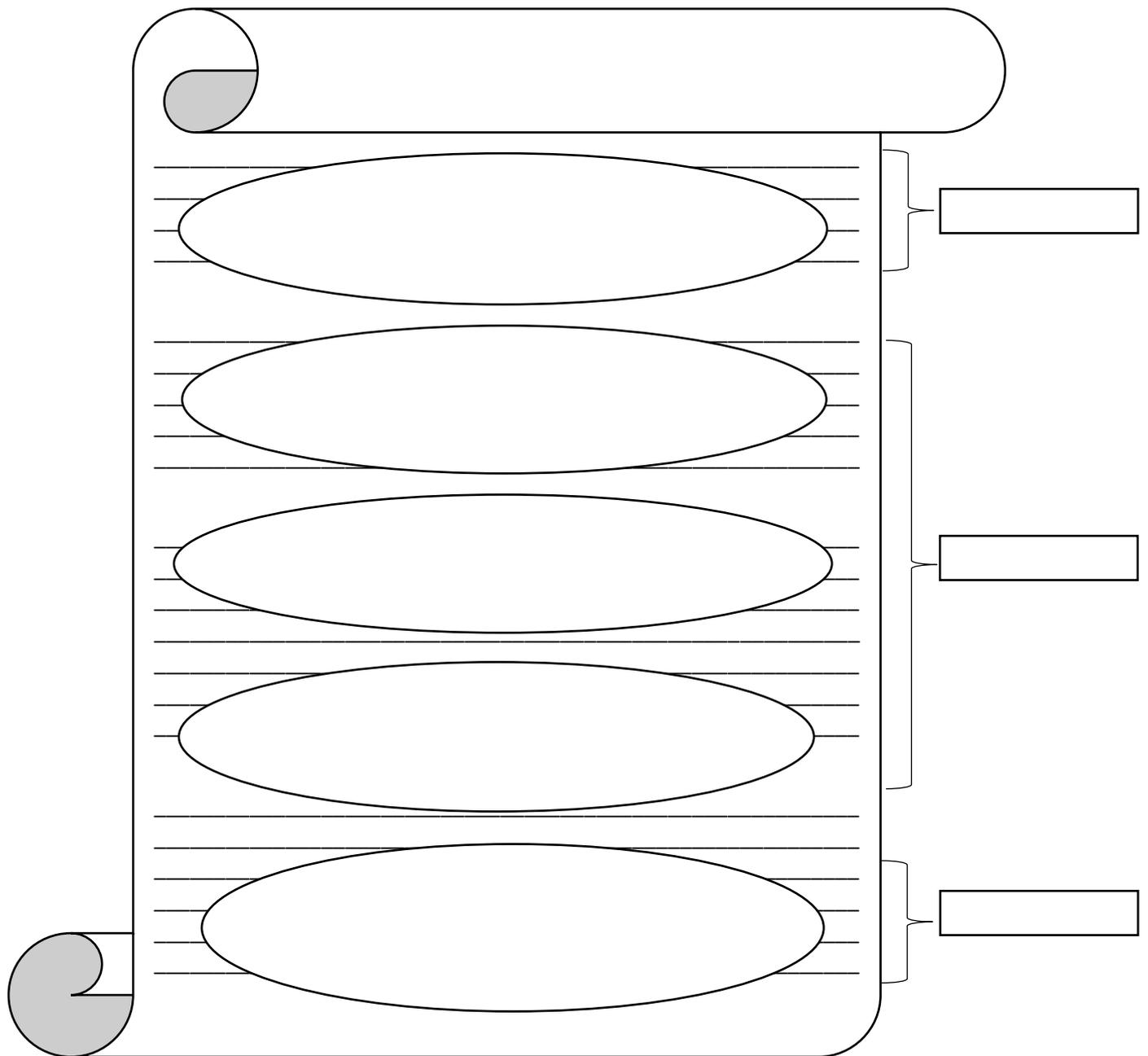


STRUCTURE OF I4C

This is the formula of 5 elements that can help you organise the writing.



PRACTICE 4 : Label the writing template based on the structure shown above



LAYOUT

	EXPLANATION
INTRODUCTION	<p>INTRODUCE THE TOPIC</p> <ul style="list-style-type: none"> - ANSWER FOR CONTENT 1 [MAKE A CHOICE]
<p>CONTENT</p> <p>[CAN BE IN TWO OR THREE PARAGRAPHS]</p>	<p>BEGIN WITH A COHESIVE DEVICE (EXAMPLES)</p> <ul style="list-style-type: none"> • FIRSTLY - TO BEGIN WITH <p>ANSWER FOR CONTENT 1 – ACTIVITY ADD ELABORATION</p> <p>CONTINUE WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> • FURTHERMORE • MOREOVER <p>ANSWER FOR CONTENT 2 - FEELINGS ADD ELABORATION</p> <p>BEGIN WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> ▪ FINALLY ▪ IN ADDITION <p>ANSWER FOR CONTENT 3 ADD ELABORATION</p>
CONCLUSION	<p>BEGIN WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> ▪ IN A NUTSHELL ▪ IN CONCLUSION ▪ ALL IN ALL <p>SUMMARISE THE CONTENT POINTS SUPPORT THE CHOICE</p>

LET'S WRITE

PRACTICE 5 : Write your essay based on the layout given

INTRODUCE THE TOPIC. CHOOSE A FESTIVAL. WRITE A SHORT EXPLANATION ABOUT THE FESTIVAL.

CONTENT 1 – WRITING ABOUT THE ACTIVITY BEFORE AND DURING THE FESTIVAL

CONTENT 2 – WRITE ABOUT FEELINGS DURING THE CELEBRATION

CONTENT 3 – WRITE ABOUT YOUR PLAN FOR MORE ENJOYABLE CELEBRATION IN FUTURE

CONCLUSION - GIVE OPINION OF WHAT YOU THINK OF THE CELEBRATION

INTRODUCTION

CONTENT

CONCLUSION



SET B

THEME: HEALTH & ENVIRONMENT

QUESTION 2

Your class is discussing an activity that you would like to organise for recycling campaign at your school. Write an essay about what you would like to.

In your essay, you should write about:

- what would you like to organise
- reasons for your choice
- who do you want to collaborate with

TIPS TO ANSWER THE QUESTION

1. Read the question
2. Identify the task
3. Identify the 3 contents
4. Brainstorm the ideas for the responses
5. Choose suitable contents
6. Follow the 14C layout
7. Start writing

PRACTICE 1 : IDENTIFYING THE CONTENTS

1. List out the 3 contents from the question. The first example is done for you.

Content 1 : What would you like to organise?

Content 2 :

Content 3 :

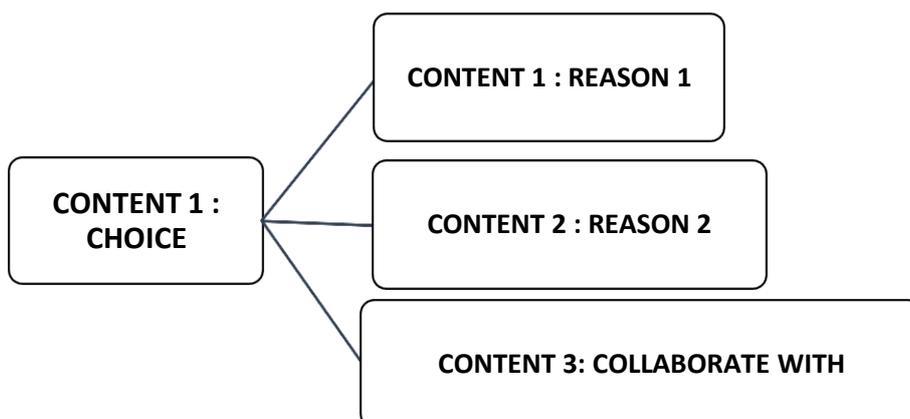
PRACTICE 2 : IDENTIFYING THE IDEAS

2. Fill in the table below.

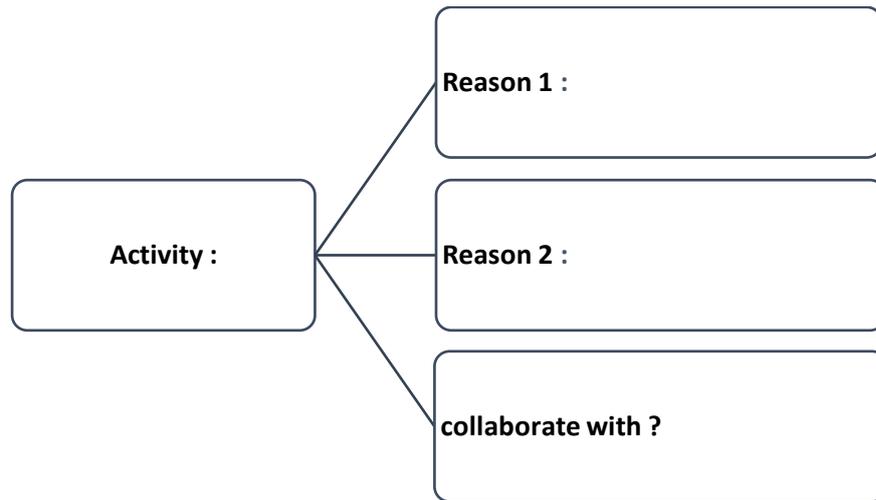
NUM	CONTENTS	RESPONSE
1	what would you like to organise	
2	reasons for your choice.	a) b)
3	who do you want to collaborate with	

PRACTICE 3: MAPPING OUT IDEAS

Brainstorm the ideas into the mind map according to the structure below.

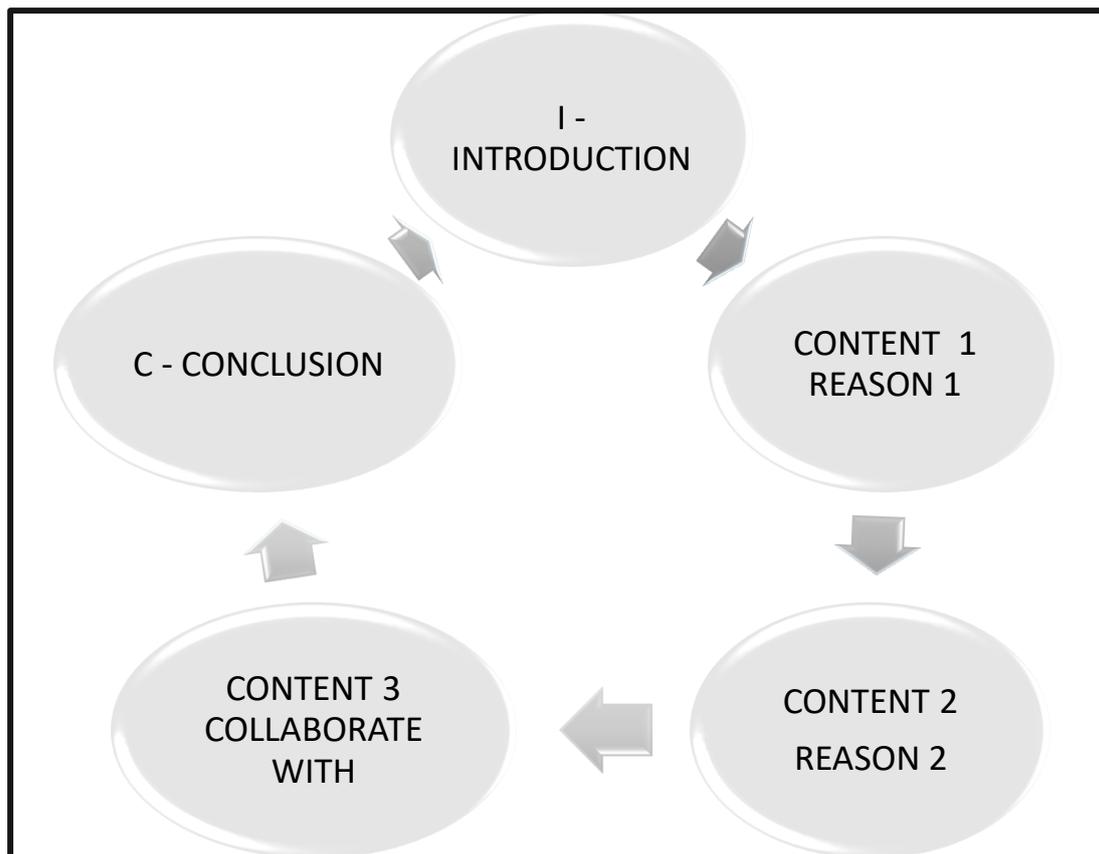


3. Fill in the mind map with the responses obtained from PRACTICE 2.



4. STRUCTURE OF I4C

This is the formula of 5 elements that can help you organise the writing.



PRACTICE 4 : Label the writing template based on the structure above.

INTRODUCE THE TOPIC + CONTENT 1:

REASON 1 + _____

_____ + ELABORATION

_____ + ELABORATION

_____ THE POINTS

CONTENT

LAYOUT

	EXPLANATION
<p>INTRODUCTION</p>	<p>INTRODUCE THE TOPIC - ANSWER FOR CONTENT 1 [MAKE A CHOICE]</p>
<p>CONTENT [CAN BE IN TWO OR THREE PARAGRAPHS]</p>	<p>BEGIN WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> ▪ FIRSTLY ▪ TO BEGIN WITH <p>ANSWER FOR CONTENT 1 : REASON 1 ADD ELABORATION END WITH CONCLUDING STATEMENT</p> <p>CONTINUE WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> ▪ FURTHERMORE ▪ MOREOVER <p>ANSWER FOR CONTENT 2 : REASON 2 ADD ELABORATION END WITH CONCLUDING STATEMENT</p> <p>BEGIN WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> ▪ FINALLY ▪ IN ADDITION <p>ANSWER FOR CONTENT 3 ADD ELABORATION END WITH CONCLUDING STATEMENT</p>
<p>CONCLUSION</p>	<p>BEGIN WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> ▪ IN A NUTSHELL ▪ IN CONCLUSION ▪ ALL IN ALL <p>SUMMARISE THE CONTENT POINTS SUPPORT THE CHOICE</p>

VOCABULARY CLOUD

This is the vocabulary cloud for the question.



PRACTICE 5 : Fill in the blanks using the list of words / phrases from the vocabulary cloud.

Introduction

Recycling is a _____ that has become _____. This activity has been helping the people to _____ which helps to _____. Also, this practice _____ and at the same time, it stresses on having a _____. Thus, it is vital to _____ among pupils at school about this practice creatively by organising _____.

Content

Firstly, this activity _____ of the pupils. It helps the pupils to _____. Furthermore, the activity can _____. It aids _____ Therefore, _____.

Furthermore, the person whom we can collaborate with to make this competition a success is _____. They are _____ and have been _____. In addition, they have _____ generously to all our other affairs before this. Hence, _____.

Conclusion

In a nutshell, recycling brings _____ than _____. Not to forget, as the saying goes, _____, we shall ensure that the environment is protected from _____.

5. START WRITING

PRACTICE 6 : Rewrite the essay.

The writing area is a large rectangle with rounded corners. The top and bottom edges are decorated with a scroll-like border. The top-left corner has a small grey-shaded scroll-up element, and the bottom-left corner has a larger grey-shaded scroll-down element. The interior of the rectangle is filled with horizontal lines, providing space for writing.



SET C

THEME: SCIENCE & TECHNOLOGY

QUESTION 3

Your friends are talking about a social networking application to promote your Science club. Write an essay about the social networking application that you would like to choose.

In your essay, you should write about:

- which social networking application would you choose
- reasons for choosing this application
- what are the advantages and disadvantages of social networking application

TIPS TO ANSWER THE QUESTION

1. Read the question
2. Identify the task
3. Identify the 3 contents
4. Brainstorm the ideas for the responses
5. Choose suitable contents
6. Follow the 14C layout
7. Start writing

PRACTICE 1 : IDENTIFYING THE CONTENTS

List out the 3 contents from the question.

Content 1 :

Content 2 :

Content 3 :

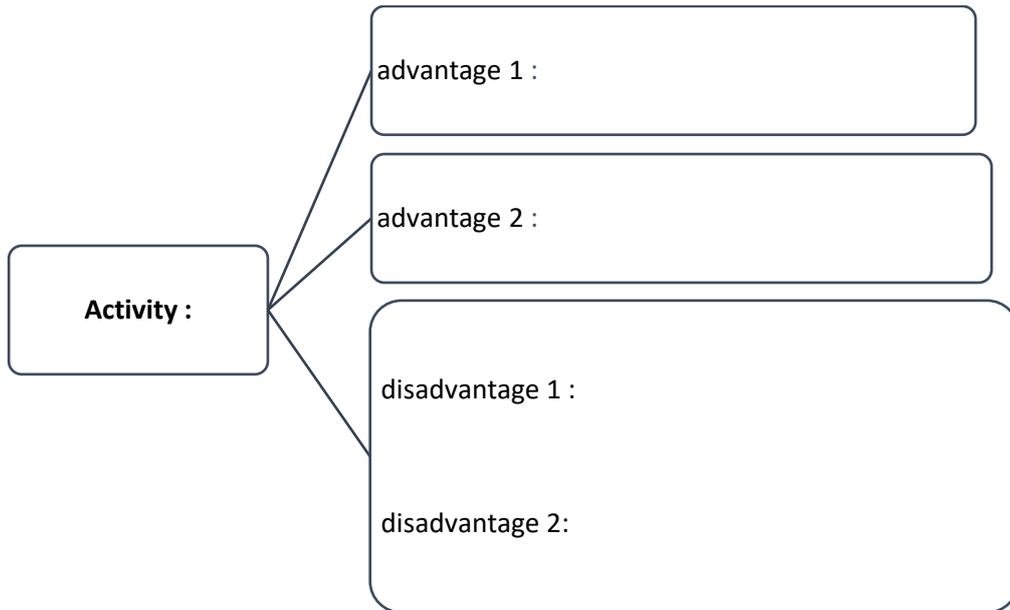
PRACTICE 2 : IDENTIFY THE IDEAS

List out the ideas

NUM	CONTENTS	RESPONSE
1	which social networking application would you choose	
2	reasons for choosing this application	1) 2)
3	what are the advantages and disadvantages of social networking application	Advantages - - Disadvantages - -

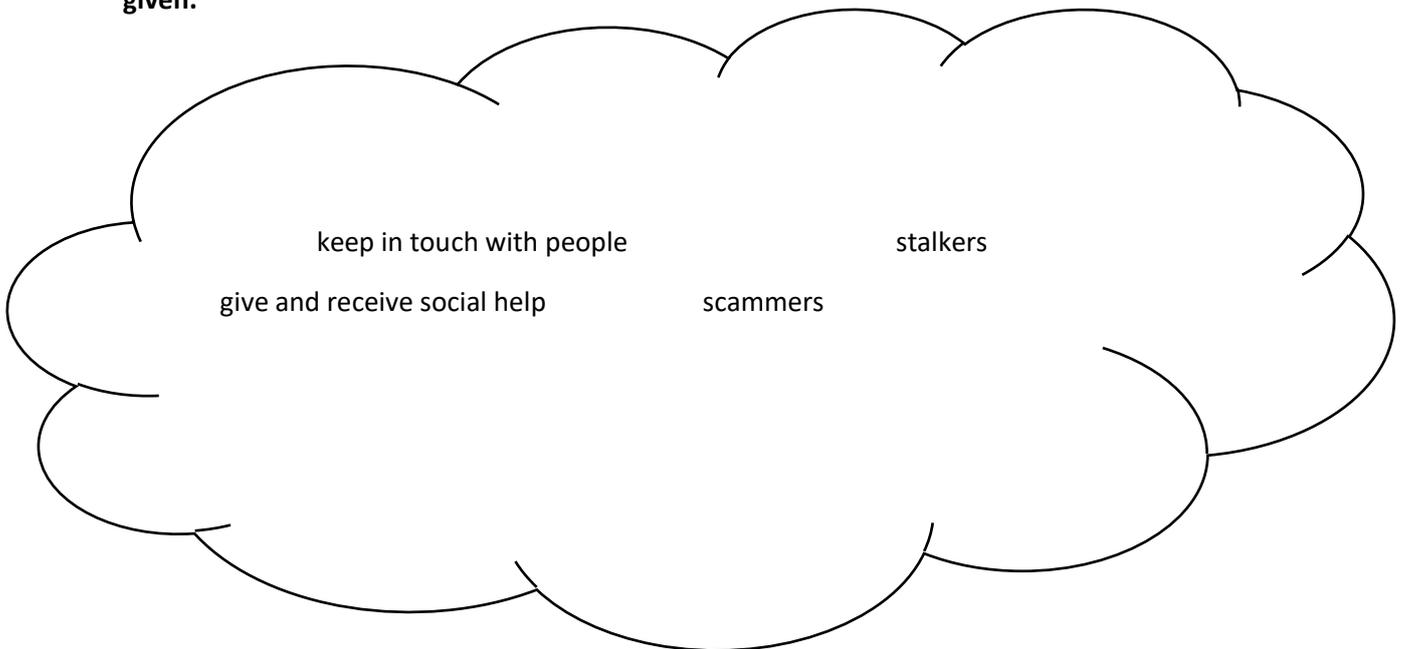
PRACTICE 3 : BRAINSTORMING THE IDEAS

Map out the ideas



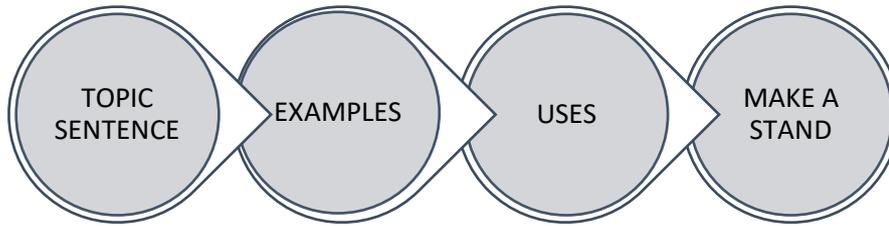
PRACTICE 4 : VOCABULARY CLOUD

Add more words/phrases in the vocabulary cloud based on the question given. Some examples are given.



HOW TO WRITE THE INTRODUCTION

PRACTICE 5: Write a paragraph of introduction based on the structure given. (refer to the given question)



START WRITING

PRACTICE 6 : Write the essay based on Practice 2,3 and 4. (refer to the given question)

A large rectangular area designed for writing. It features horizontal lines for text. The top-left and bottom-left corners are decorated with scroll-like shapes. The top-right corner is rounded. The writing area is bounded by a double-line border.



SET D

THEME: CONSUMERISM & FINANCIAL AWARENESS

Your classmates have been talking about getting a part time job. Some are for it and some are against it. Write an essay on your viewpoints.

In your essay, you should write about:

- the advantages
- the disadvantages
- your stand

Write your essay in 125 – 150 words in an appropriate style using all the notes given.

TIPS TO ANSWER THE QUESTION

1. Read the question
2. Identify the task
3. Identify the 3 contents
4. Brainstorm the ideas for the responses
5. Choose suitable contents
6. Follow the 14C layout
7. Start writing

PRACTICE 1 : IDENTIFYING THE TASK

List out the task from the question.

Task 1 :

Task 2 :

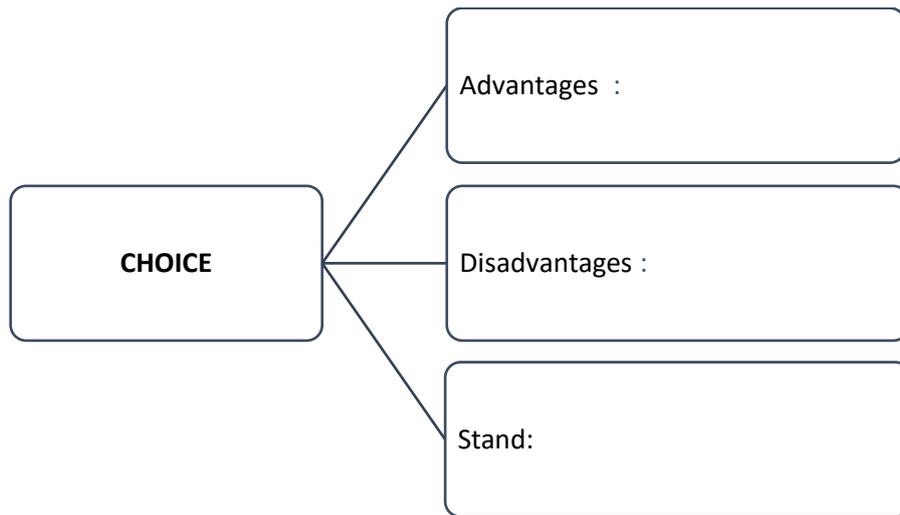
PRACTICE 2 : IDENTIFY THE CONTENT POINTS

Complete the table based on the question.

NUM	CONTENTS	RESPONSE
1	<ul style="list-style-type: none">• the advantages	a) b)
2	<ul style="list-style-type: none">• the disadvantages	a) b)
3	<ul style="list-style-type: none">• your stand	

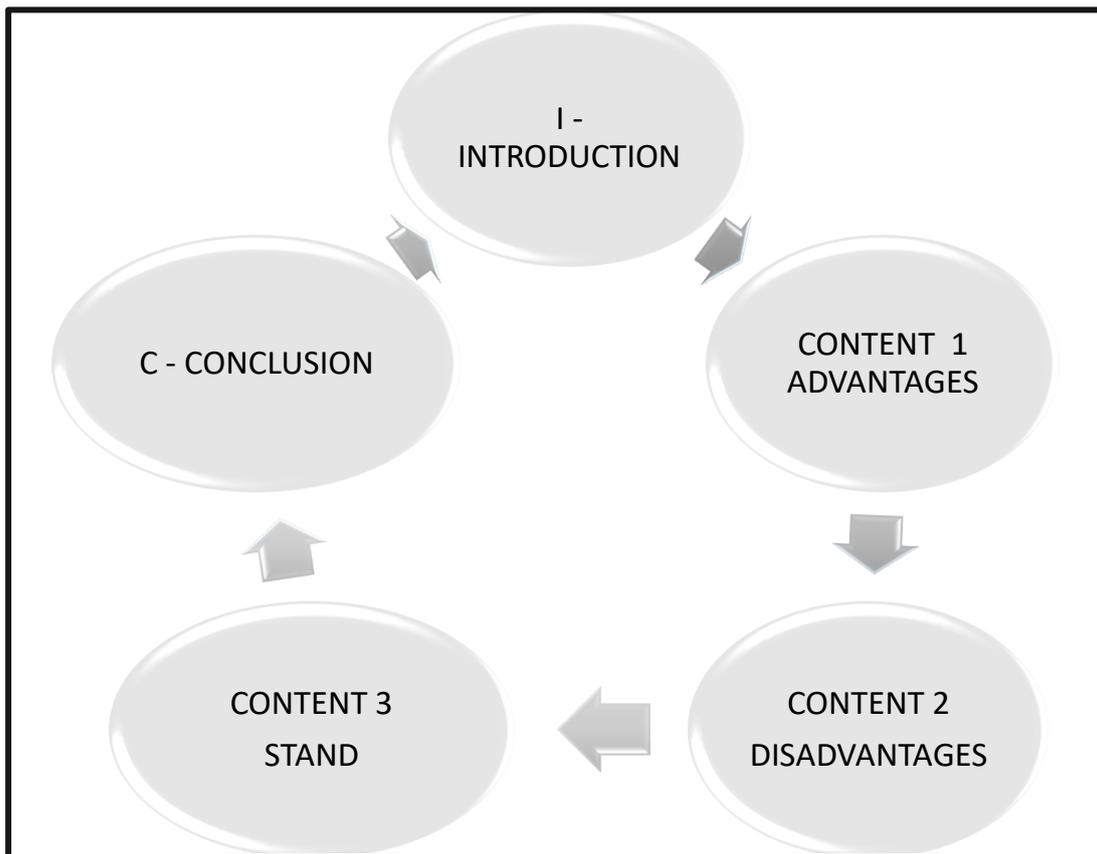
PRACTICE 3 : BRAINSTORMING THE IDEAS

Map out the ideas



STRUCTURE OF I4C

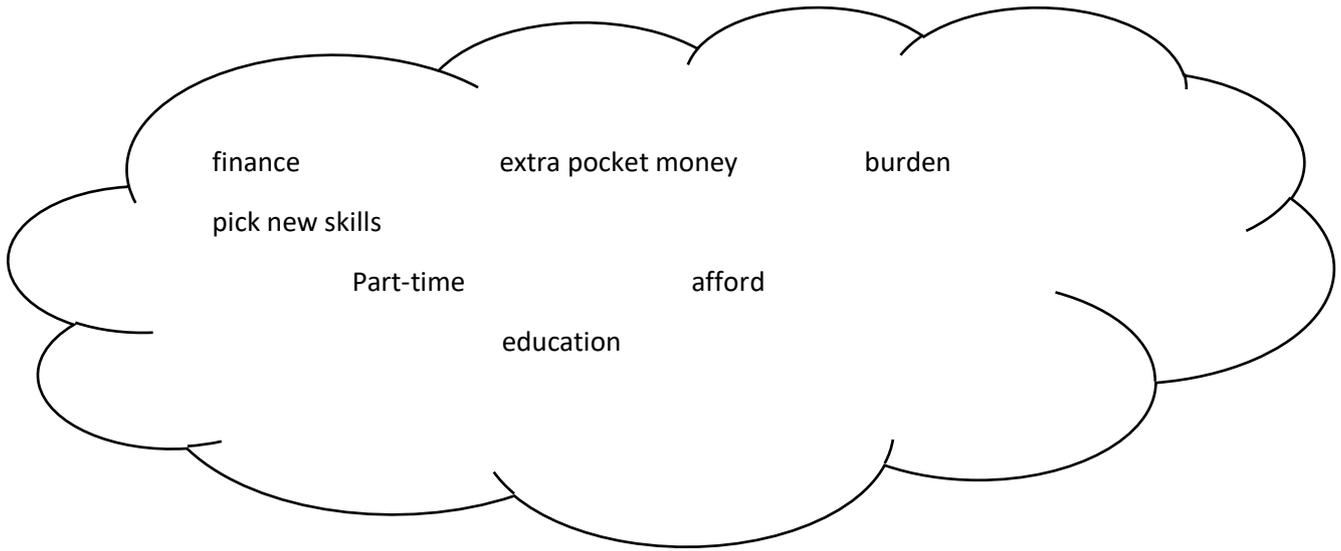
This is the formula of 5 elements that can help you organise the writing.



LAYOUT

	EXPLANATION
<p>INTRODUCTION</p>	<ul style="list-style-type: none"> • INTRODUCE THE TOPIC • ANSWER FOR INTRODUCTION – INTRODUCE THE TOPIC IN GENERAL
<p>CONTENT</p> <p>[CAN BE IN TWO OR THREE PARAGRAPHS]</p>	<p>BEGIN WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> ▪ FIRSTLY ▪ TO BEGIN WITH <p>ANSWER FOR CONTENT 1 - ADVANTAGES ADD ELABORATION</p> <p>CONTINUE WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> ▪ FURTHERMORE ▪ MOREOVER <p>ANSWER FOR CONTENT 2 – DISADVANTAGES ADD ELABORATION</p> <p>BEGIN WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> ▪ FINALLY ▪ IN ADDITION <p>MAKE YOUR STAND ADD ELABORATION</p>
<p>CONCLUSION</p>	<p>BEGIN WITH A COHESIVE DEVICE</p> <ul style="list-style-type: none"> ▪ IN A NUTSHELL ▪ IN CONCLUSION ▪ ALL IN ALL <p>SUMMARISE THE CONTENT POINTS SUPPORT THE CHOICE</p>

PRACTICE 4 : Add more words/phrases in the vocabulary cloud based on the question given. Some examples are given.



LET'S WRITE

PRACTICE 5 : Write your essay based on the layout given

The image shows a template for writing an essay on part-time jobs. It is designed to look like a scroll with a grey tab at the top left and another at the bottom left. The main body of the scroll is divided into five horizontal sections, each with horizontal lines for writing. On the right side, three brackets group these sections into three main parts: 'INTRODUCTION', 'CONTENT', and 'CONCLUSION'. Each of these parts is labeled in a rectangular box. The 'CONTENT' section is further divided into three sub-sections: 'CONTENT 1 - WRITE ABOUT THE ADVANTAGES OF PART-TIME JOB + ELABORATION', 'CONTENT 2 - WRITE ABOUT THE DISADVANTAGES OF PART-TIME JOB + ELABORATION', and 'CONTENT 3 - MAKE YOUR STAND'. The 'CONCLUSION' section is the final section of the essay.

INTRODUCE THE TOPIC. WRITE A SHORT EXPLANATION ABOUT PART-TIME JOB

CONTENT 1 – WRITE ABOUT THE ADVANTAGES OF PART-TIME JOB + ELABORATION

CONTENT 2 – WRITE ABOUT THE DISADVANTAGES OF PART-TIME JOB + ELABORATION

CONTENT 3 – MAKE YOUR STAND

CONCLUSION

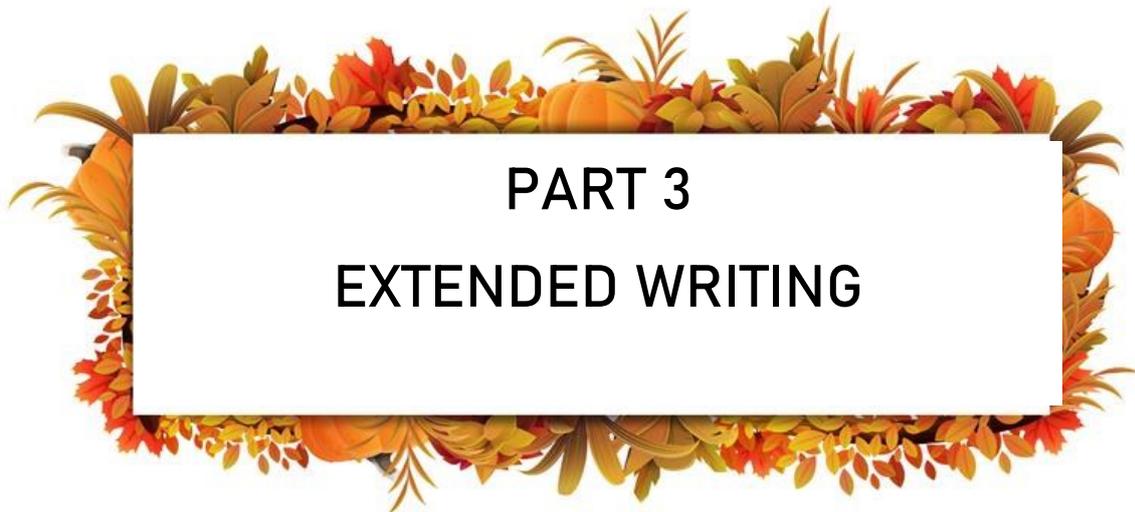
INTRODUCTION

CONTENT

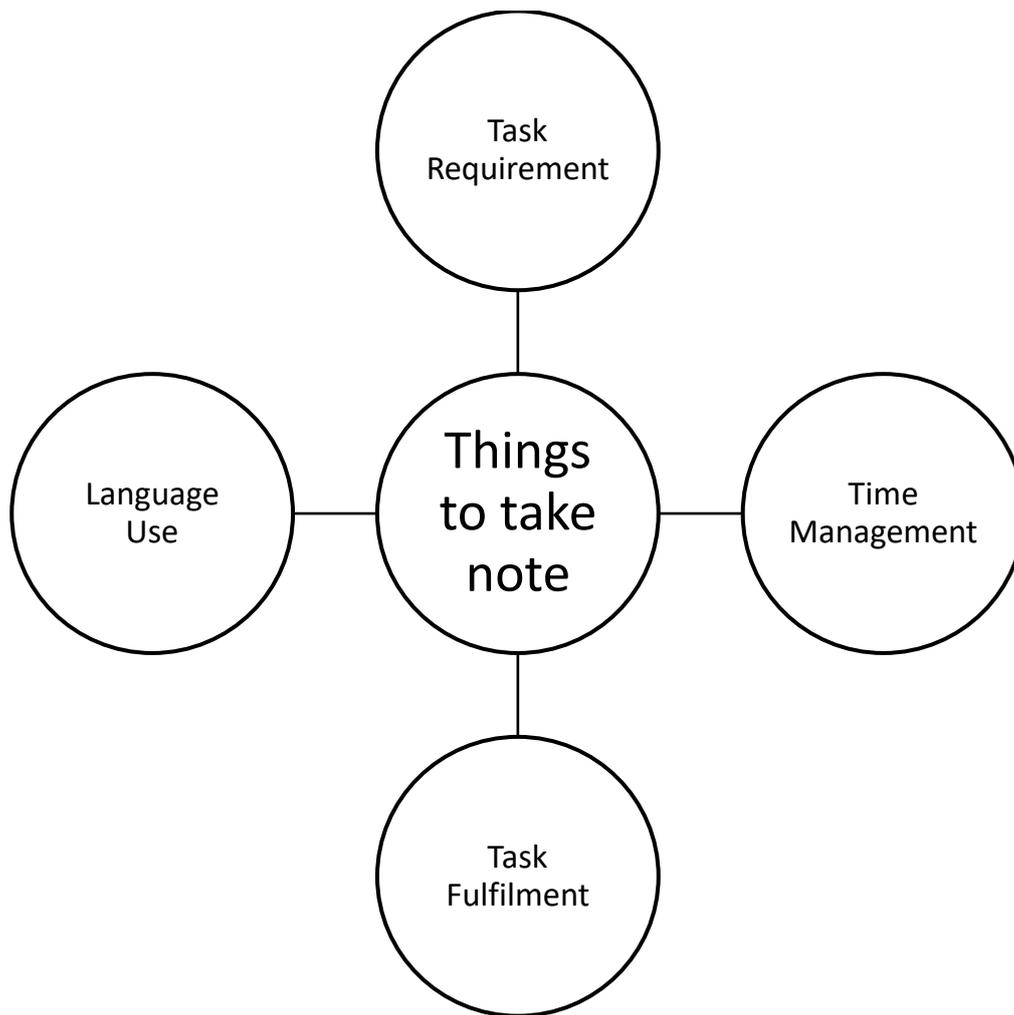
CONCLUSION

1. WRITING ON YOUR OWN

	<p>Part-time jobs are common among students. There are many advantages and disadvantages of having part time jobs.</p> <p>Firstly, part-time jobs help to finance the students' education. It also</p> <p>-----</p> <p>-----</p> <p>Another advantage is</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>However, there are advantages</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>In addition</p> <p>-----</p> <p>-----</p> <p>All in all,</p> <p>-----</p> <p>-----</p> <p>-----</p>	
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1. Types of writing that the candidates need to master:
 - Story
 - Report
 - Article
 - Review
2. Write within the range of **200 – 250 words**.
3. Choose **ONE** question out of three questions given.
4. Allocate about **30 minutes** to complete the task.
5. Follow the tips given in the module.





QUESTION 1

Your teacher has asked you to write a story for a school magazine. The story must have the title: **A Nightmare**. Your story should include:

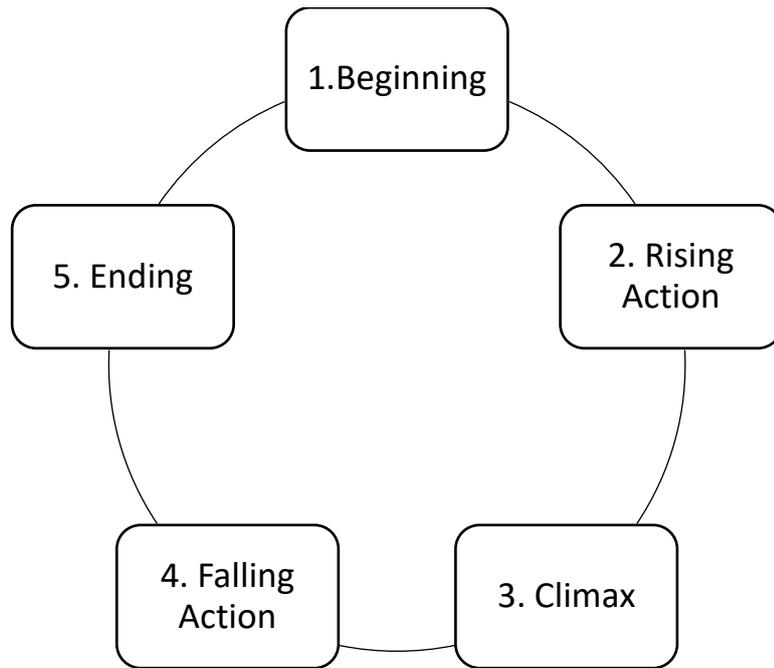
- the description of the nightmare
- how it ended

Write your story.

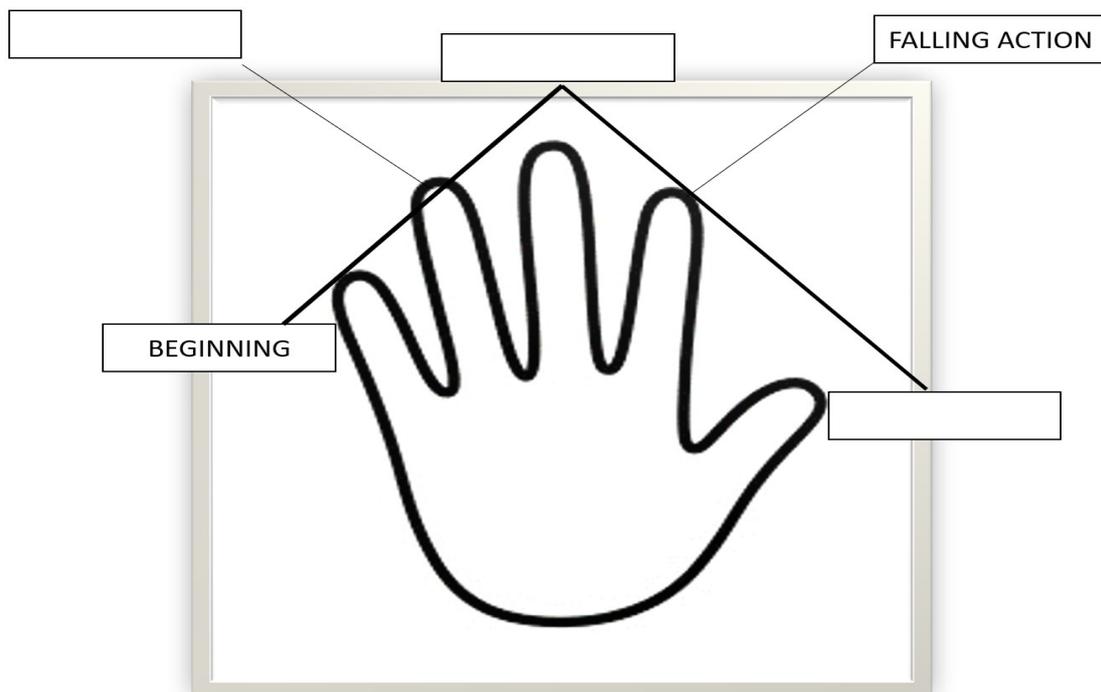
TIPS TO ANSWER THE QUESTION

1. Read the question
2. Draw the palm diagram
3. Label the diagram
4. Brainstorm the ideas
5. Start writing according to the structure

STEP 1 : GETTING TO KNOW THE 'PALM DIAGRAM'



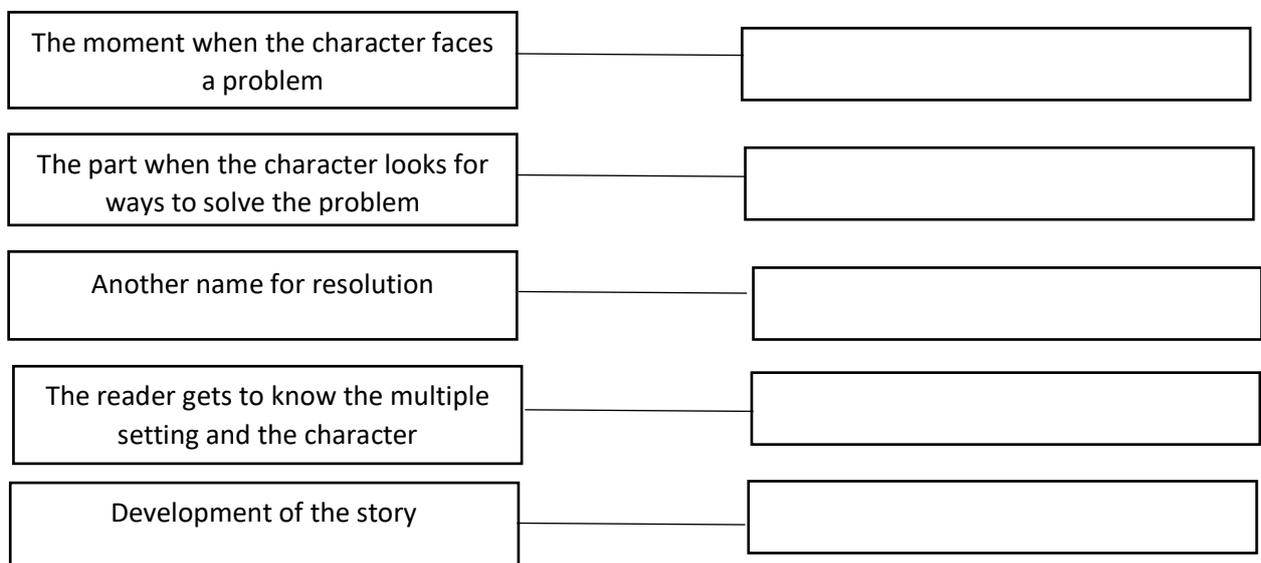
PRACTICE 1 : Label the Palm Diagram with parts of the story.



STEP 2 : CONTENT OF PALM DIAGRAM

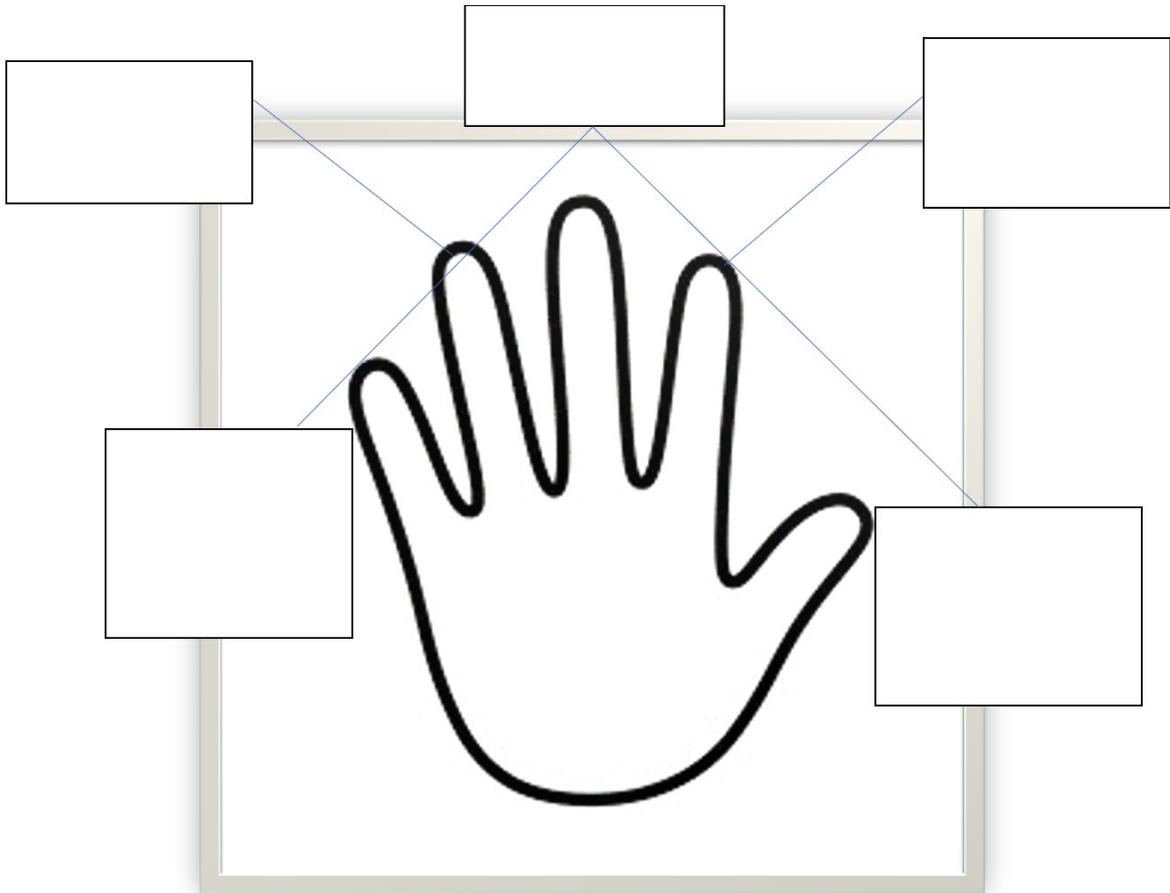
COMPONENT	ELEMENT	ELABORATION
INTRODUCTION	BEGINNING	Who is the main character? What is the setting [time, place, social]?
	CLIMAX	What conflict does the character face?
CONTENT	RISING ACTION	What has happened to the character? How does the character feel, respond and react?
	FALLING ACTION	How to solve the conflict?
CONCLUSION	ENDING	How does the story end? What is/are the moral value(s) learned?

PRACTICE 2 : State the correct parts of the story from the 'Palm Diagram' for each statement.



STEP 3: BRAINSTORM THE IDEAS

PRACTICE 3: Fill in the boxes of the 'Palm Diagram' with the correct questions given



**What is happening in the
nightmare?**

**How does the character
overcome the danger?**

**What is the danger faced in
the nightmare by the
character?**

**Who is in the nightmare?
Where is the nightmare
happening?**

**How does the nightmare end
What are the moral values
learned?**

PRACTICE 4 : Match the following content idea to its paragraph.

Sally, was late to go back home from swimming
Walking back home alone, did not take the bus

Paragraph 1

Screamed out loud, body shaking, opened eyes
and saw mother. Mother hugged and consoled.

Paragraph 2

The lights went off, dark, no one was around, was
scared to walk alone, could hear the footsteps

Paragraph 3

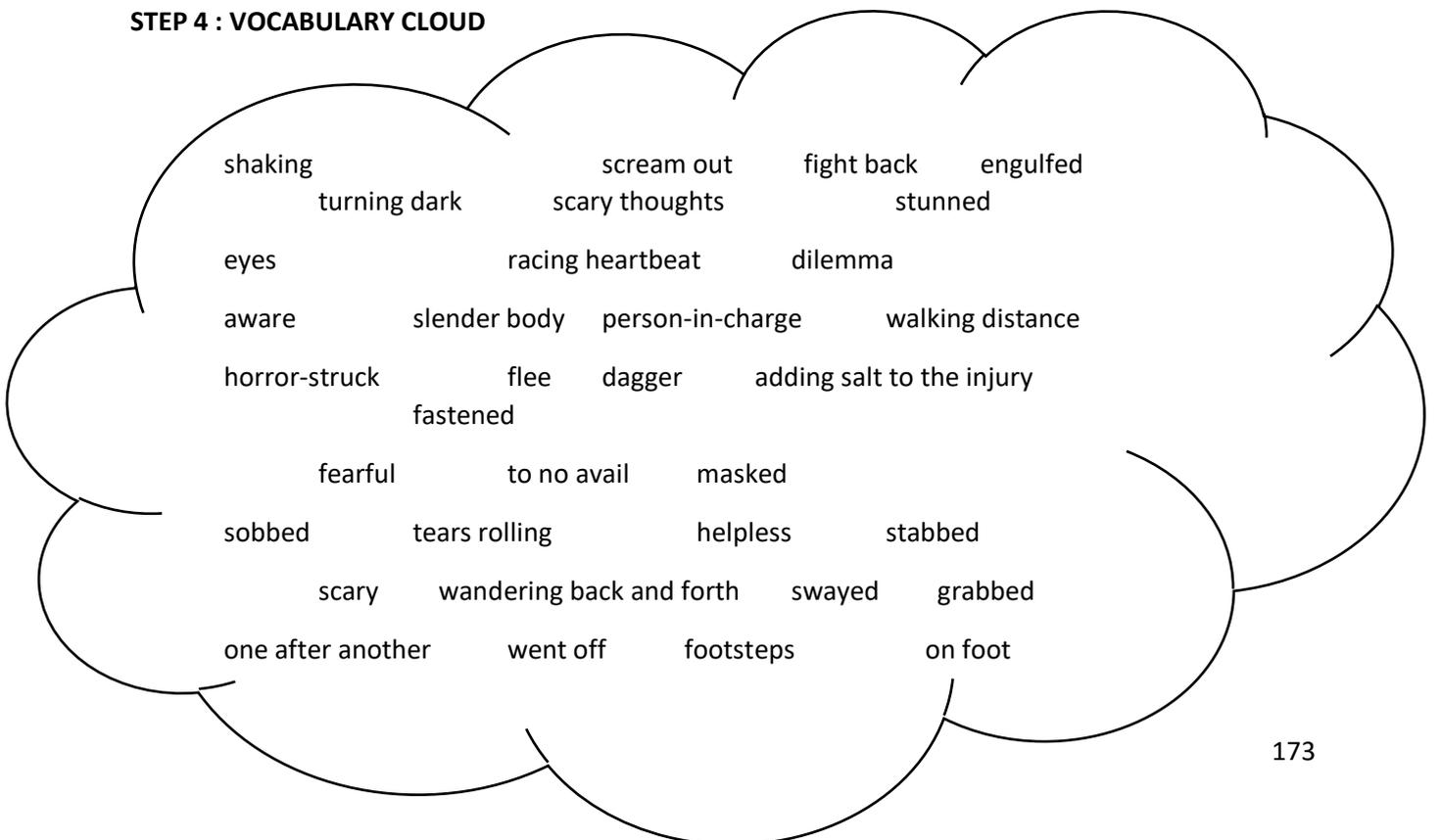
Saw a masked man with a dagger. Man came
nearer bringing the dagger, swayed it in a pointed
manner towards her chest, is he going to kill her?
Shut the eyes in fear and racing heartbeat

Paragraph 4

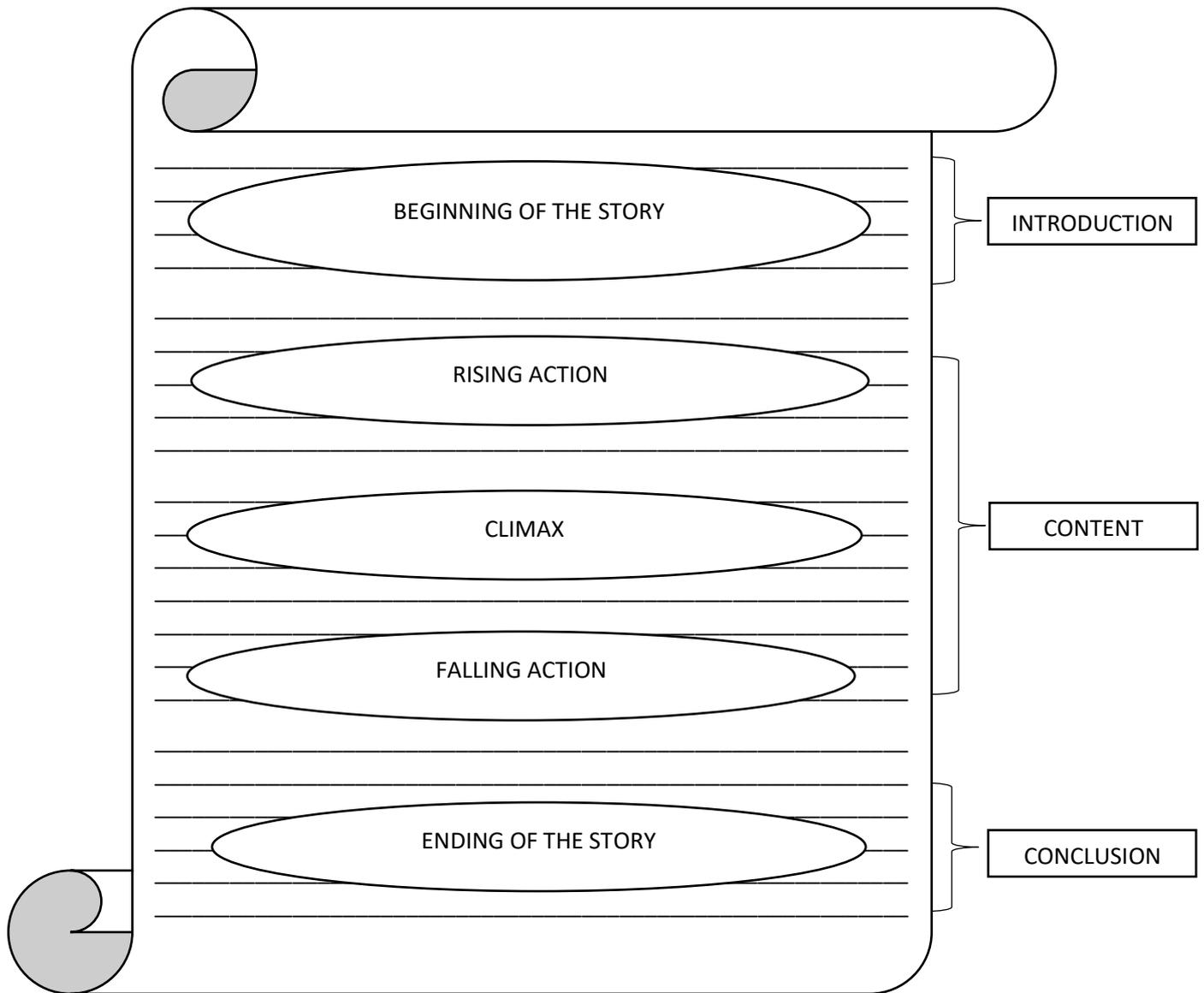
Someone grabbed her from behind, dragged her
to a secluded area, could not see the face, tried to
flee but couldn't get away. Tried to scream but
couldn't. Was in a dilemma if she could escape

Paragraph 5

STEP 4 : VOCABULARY CLOUD



STEP 5 : START WRITING : WRITING TEMPLATE STRUCTURE



PRACTICE 5 : Fill in the blanks with the appropriate words based on the ideas stated in the previous practice and the vocabulary cloud.

INTRODUCTION

It was _____. She had _____ her steps. Sally, a 16-year-old lanky girl with her _____ was walking back home with her backpack after the swimming class. Sally did not realise the time until she was alerted by the _____ that the swimming centre was about to close. She packed her bag and left the centre. Since it was _____, she had decided not to take a bus but to go back _____. She was afraid that it might get late and as _____, her phone battery had died. Sally was unable to inform her family about her delay.

CONTENT

As she was taking her steps forward _____, the streetlights _____. Sally's heart almost skipped a beat due to the sudden darkness that _____ her. She tried to brush off the _____ and continued walking back home. She was regretful as she was walking alone. She should have been more _____ of the time. However, things got worse when she started hearing _____ behind her. Sally wanted to turn behind but she _____ as she realised a heavy breath near her neck.

Suddenly, someone _____ Sally from the back and started dragging her. She tried to _____ and _____ out for help but her mouth was _____ with cloth. She was brought to a _____ as there was _____ everywhere. Sally tried to see the person's face but it was _____. He was _____ after tying up her hands and legs. Sally started to strategise an escape plan but _____. She was in _____ if she would escape from him.

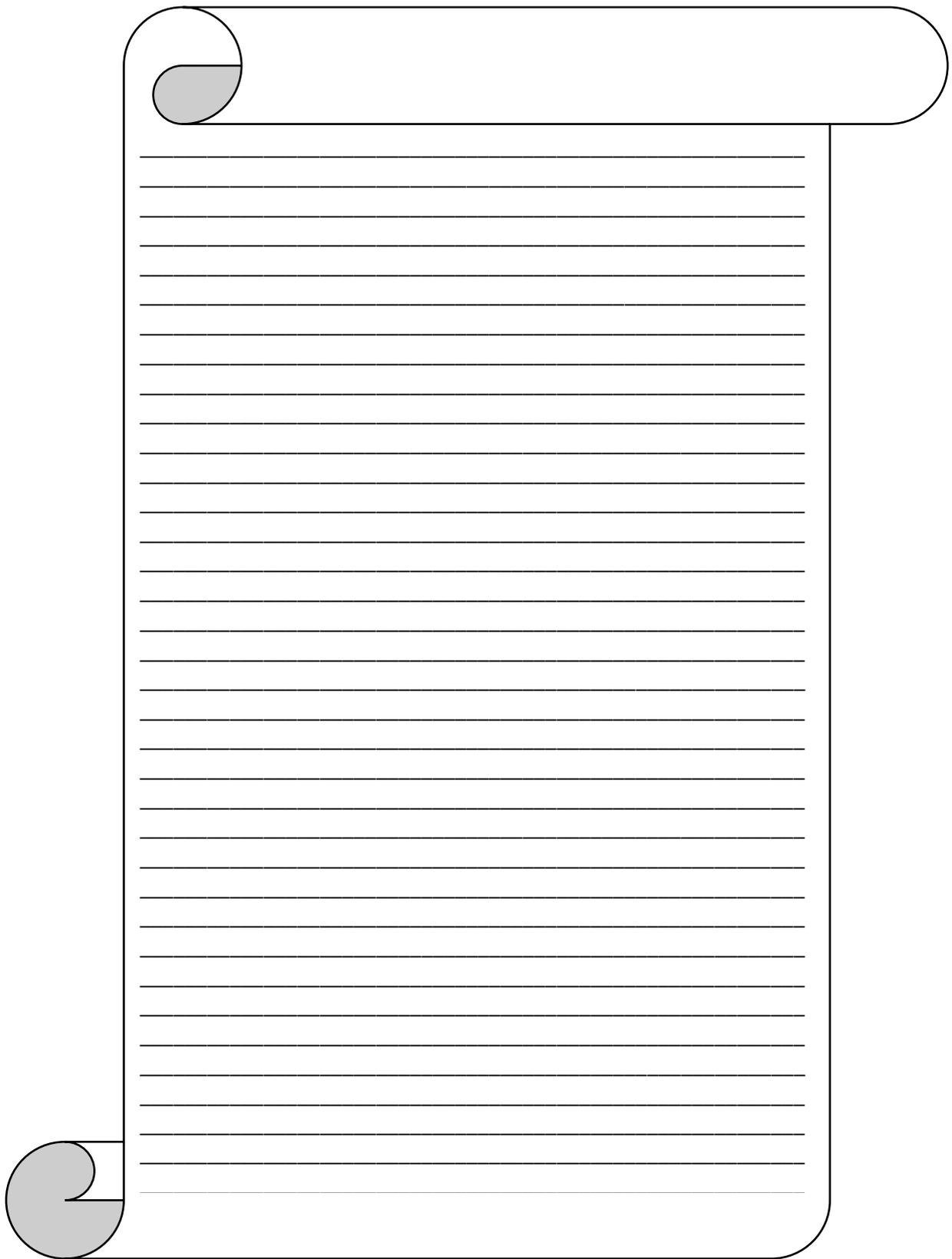
As Sally was thinking if she would be able to _____, the man turned towards her with a _____ in his hands. Sally started to shiver in fear. Her _____ was profound that she started to _____. The man came nearer and breathed heavily onto Sally's face. He _____ the dagger high into the air and brought it at fast speed pointing towards Sally's chest. Sally shut her eyes while screaming with _____ from her closed eyes. She was _____ as she knew she was going to be _____ to death by an unknown man.

CONCLUSION

Sally! Sally! Sally!

As she felt her entire body was _____, Sally managed to open her _____. Being horror-struck, she stared at her mother with _____ eyes. She cried _____ while hugging her mother. She thought that she was stabbed by the masked man. Her mother consoled and calmed her down by saying that it was a nightmare. Sally felt what she went through was real and it kept running in her mind like a movie trailer. What a _____ experience! Never once Sally wants to go against her mother and sleep alone.

PRACTICE 6 : Rewrite the entire essay -in the space provided.



**SPM PRACTICE
LET'S TRY ON YOUR OWN!**

Your teacher has asked you to write a story for a local magazine. The story must have the title: An Unforgettable Day. Your story should include:

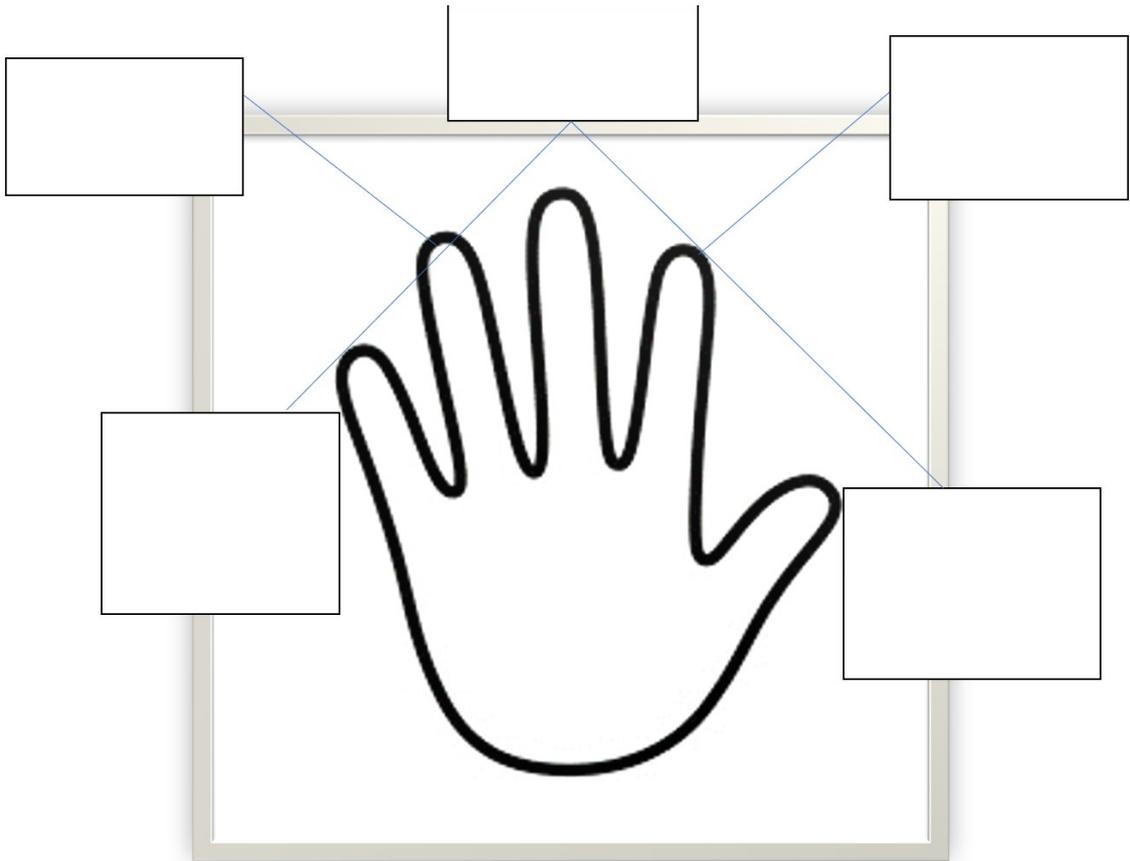
- the description of the day**
- what had happened**

Write your story.

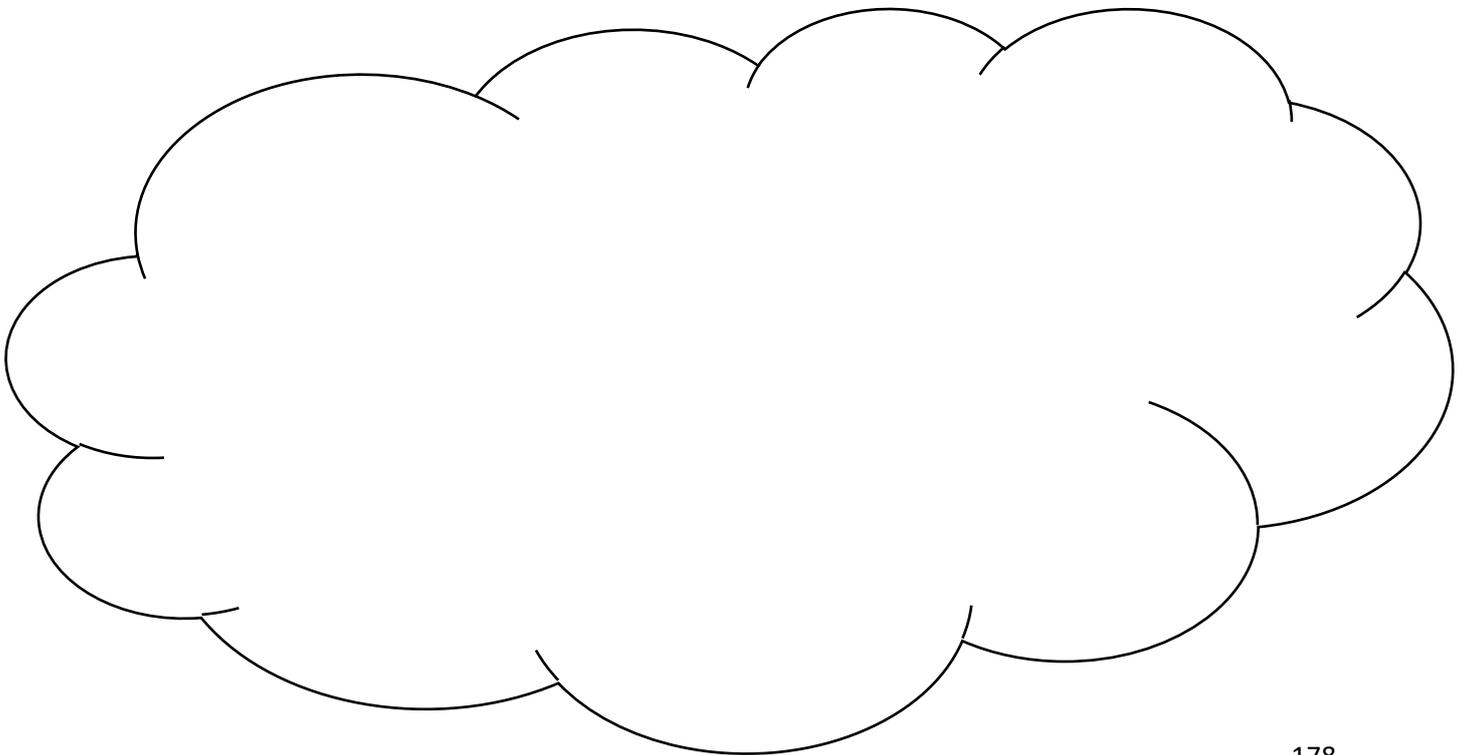
TIPS TO ANSWER THE QUESTION

- 1. Read the question**
- 2. Draw the palm diagram**
- 3. Label the diagram**
- 4. Brainstorm the ideas**
- 5. Start writing according to the structure**

BRAINSTORM THE IDEAS



VOCABULARY CLOUD



START WRITING

A vertical scroll-shaped writing template. The scroll is unrolled at the top and bottom, with these sections shaded in light gray. The central part of the scroll is a vertical rectangle containing 25 horizontal lines for writing. The scroll's edges are rounded at the corners.



- An article is a piece of writing that is usually published in a magazine, a newsletter or a newspaper.

LAYOUT OF THE ARTICLE

Introduction

Content Paragraph 1

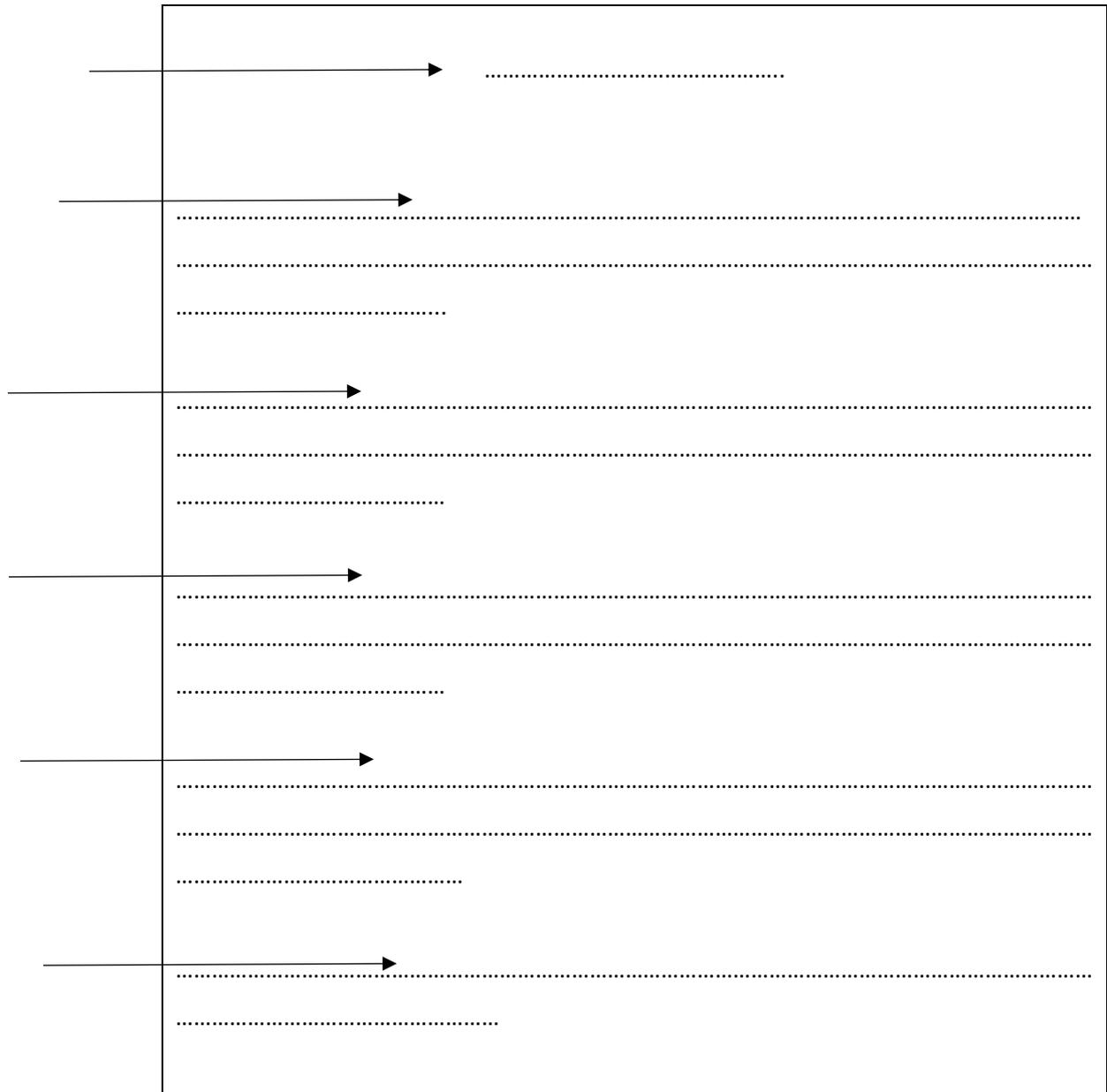
Content Paragraph 2

Content Paragraph 3

Conclusion

Please label the layout below:

1. Body paragraph 1
2. Conclusion
3. Introduction
4. Body paragraph 2
5. Body paragraph 3
6. Title



A STEP-BY-STEP GUIDANCE TO WRITE AN ARTICLE EFFECTIVELY

STEP 1 – ANALYSE	STEP 2 – PLAN	STEP 3 - PRESENT
<ul style="list-style-type: none"> ● read and understand the instruction and stimulus. ● highlight the bullet points given. ● identify the key words, phrases or task. This will help you focus on the important aspects of your article. ● understand what the article should be about. 	<ul style="list-style-type: none"> ● respond to the question. ● use all the bullet points given to guide you in writing your answer. ● elaborate on the points given. ● give reasons and examples wherever suitable. 	<ul style="list-style-type: none"> ● organise your paragraphs. ● use the appropriate cohesive devices so that your essay reads smoothly. ● use a variety of vocabulary. ● use short and long sentences. ● write your essay in the appropriate style. ● ensure that the word count is 200 – 250 words.

Question 1

You see this notice on the board outside the school library.

Articles Wanted!

The Sports Facilities of My School.

- What other types of sports would you like to suggest?
- What special facilities should your school have?
- How can you maintain your school's sports facilities?

Write us an article answering these questions.

The best article will be published in the school magazine.

Write your article.

- 1. Plan what to write for your answer: Read the instructions again. Think about what to write for each point with the help of these questions. (PAIR WORK)**

1.1 What are other types of sports that you would like to suggest?

1.2 What are the special facilities that your school should have?

1.3 What are the ways that students can help maintain the facilities?

2. Organise your content.

2.1 Where would you place the following information? Write your answers in the box.

- A. Giving the summary of the main points.
- B. Special facilities your school should have
- C. Other types of sports or activities you would like to suggest having
- D. General topics of the essay
- E. Describe and elaborate the ways students can help maintain the facilities

- Body Paragraph 2
- Introduction
- Conclusion
- Body Paragraph 1
- Body Paragraph 3

3. Write according to the writing frame

◆ Introduction

- Introduce the general topic of the essay
- You may include the main points you are going to discuss later.

◆ Body paragraph 1

- Describe other types of sports you would like to have

◆ Body paragraph 2

- Describe special facilities your school should have

◆ Body paragraph 3

- Describe the ways students can help maintain the facilities

◆ Conclusion

- End your article by giving a summary of the main points

Write your article in 200-250 words using the notes and writing frame below.

The

Sports facilities in a school are important
..... Therefore,
schools should offer a variety of sports to cater
..... Besides,
.....

Firstly, I wish to see more indoor games facilities in my school.

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Secondly, we need to build proper shower and changing facilities.

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Finally, all the sports facilities in the school should be well taken care of so
that they can last to benefit everyone.

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In conclusion, sports facilities do not just increase students' physical fitness, they also help to improve students' mental wellbeing and character too. It is hoped that students can fully utilise the sports facilities in school wisely.

Question 2

There is an increasing concern about people being overweight and you see this notice on the board outside the school resource centre.

Submission for articles is open!
Stay Fit, Stay Healthy!

- What do you think about the issue of obesity among teenagers?
- What are the possible causes?
- How can teenagers stay healthy?

Write us an article answering these questions.
The best article will be published in our next newsletter.

Write your **article**.

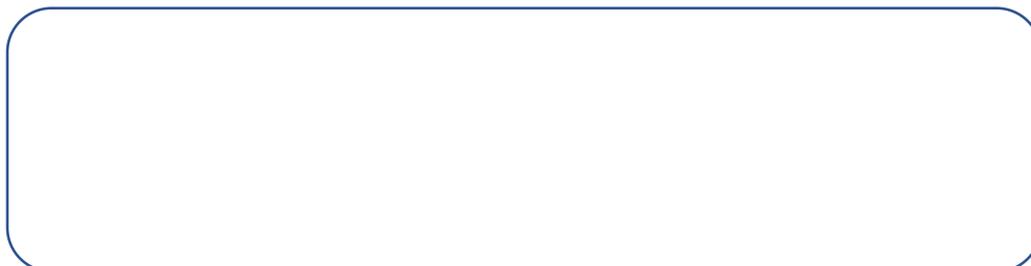
4. Plan what to write for your answer: Read the instructions again. Think about what to write for each point with the help of these questions. (PAIR WORK)

4.1 

4.2



4.3



5. Write according to the writing frame

◆ Introduction

- Introduce the general topic of the essay
- You may include the main points you are going to discuss later.

◆ Body paragraph 1



◆ Body paragraph 2



◆ Body paragraph 3



◆ Conclusion

- End your article by giving a summary of the main points

Write your article in 200-250 words using the notes in the above writing frame.

.....



Question 3

You see this notice on the school noticeboard.

Articles Wanted
A Healthy Lifestyle

- What do you think is a healthy lifestyle?
- Why should we start leading a healthy lifestyle from young?
- How do we maintain a healthy lifestyle?

Write to us an article answering these questions.

The best article will be published in the school magazine.

🎵🎵🎵 WRITING TIP 🎵🎵🎵

The following verbs are commonly used with the phrases 'healthy lifestyle':

◆ *have* ◆ *keep* ◆ *lead* ◆ *live* ◆ *maintain*

- Do you have healthy lifestyle?
- Those who keep a healthy lifestyle are less likely to get sick.
- We need self-discipline to maintain a healthy lifestyle.

Write your article in 200 – 250 words

- i. Understand the question.
- ii. Read the instructions carefully.
- iii. Underline the keywords and phrases.
- iv. Then select the correct answer to the questions below.

Read the instructions carefully. Underline the keywords and phrases. Then select the correct answer to the questions below.

1. What would be the article mainly about?
 - A. The importance of health.
 - B. A healthy way of life.
2. Decide on who is the target reader of your article.
 - A. Fellow students
 - B. Children
3. Determine the main purpose of your article.
 - A. To inform people about ways to stay fit and healthy.
 - B. To encourage young people to take care of their health.

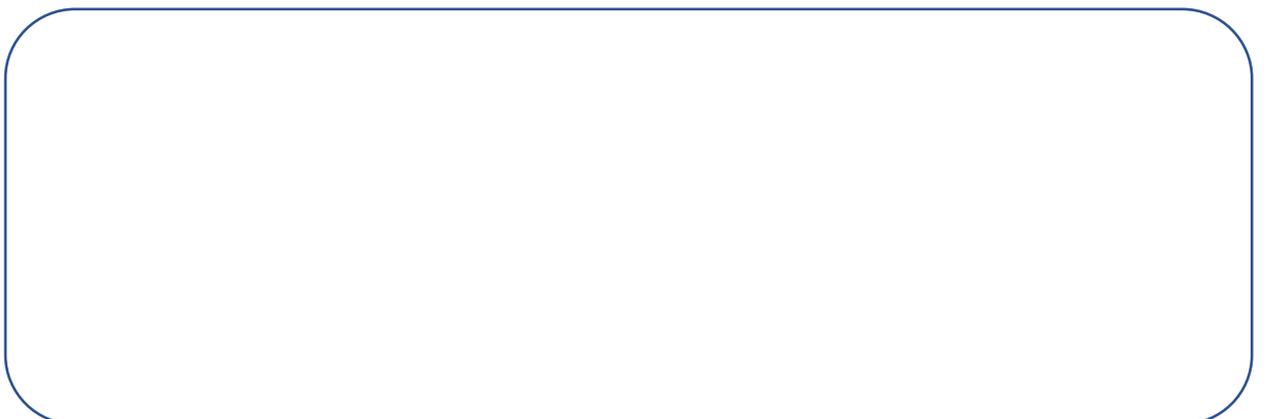
A. Plan what to write for your answer.

Read the instructions again. Think about what to write for each point with the help of these questions.

- What do you think a healthy lifestyle is?
- What does 'lifestyle' mean? Define / describe a healthy lifestyle.



- Why should we start leading a healthy lifestyle from young?
- How will it benefit teenagers to start living healthily?
- What could happen if they neglect their health?



- How do we maintain a healthy lifestyle?
- What are some good habits that keep us healthy?

B. Organise your content.

Arrange and number the following notes in a logical sequence.

	maintaining healthy lifestyle – self-discipline
	people today – more concerned about health
	Eat regularly – avoid unhealthy food – sufficient sleep
	Life-threatening health conditions – appear after years of neglect
	Healthy lifestyle means – living so that – benefits health
	Should teenagers worry about health? – still young, no health problems - yes

Layout of the Report Writing

Title of the report	*****
Introduction
Body 1
Body 2
Body 3
Conclusion
Closure Signature Name Designation	Reported by: (signature) <u>Nurul Adila Abdullah</u> (Secretary)

A COMPLETE GUIDE FOR WRITING A REPORT EFFECTIVELY

STEP 1 – ANALYSE	STEP 2 – PLAN	STEP 3 - PRESENT
<ul style="list-style-type: none"> ● read and understand the instruction and stimulus. ● highlight the bullet points given. ● identify the key words, phrases or task. This is to help you focus on the important aspects of your report. ● Identify the position of the writer ● understand what the report should be about. 	<ul style="list-style-type: none"> ● respond to the question. ● use all the bullet points given to guide you in writing your answer. ● make a draft, using keywords ● elaborate on the points given. ● include details of what happened ● give a summary of what took place. 	<ul style="list-style-type: none"> ● organise your paragraphs. ● use formal language in the past tense ● use the passive voice ● use variety of language ● use short and long sentences. ● write your essay in the appropriate style. ● ensure that the word count is 200 – 250 words.

QUESTION 1

As the secretary of the school's charity run organising committee, you are required to write a report on the charity run to your school principal.

Your report should include :

- the purpose of the charity run
- incidents that happened during the event
- suggestions for improvement

Write your report.

Question 2

Your teacher has asked you to write a report of the Scouts Camping Trip for the school magazine.

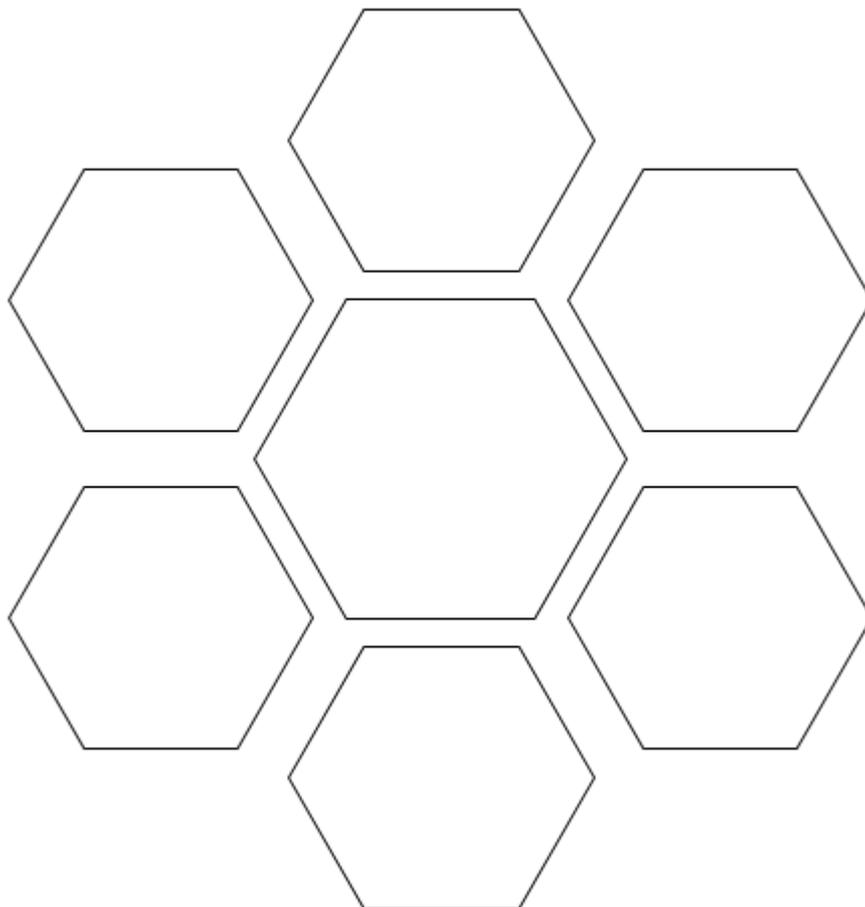
Your report should include :

- When and where was the camp?
- What were the activities carried out during the camp?
- How can you improve the future camping trips by the Scouts?

Write your report.

Planning of the essay

Complete the diagram with the content points



Question 3

Reports Wanted!

What were the activities that your club/society/uniformed body carried out this year?

Who were involved in the activities?

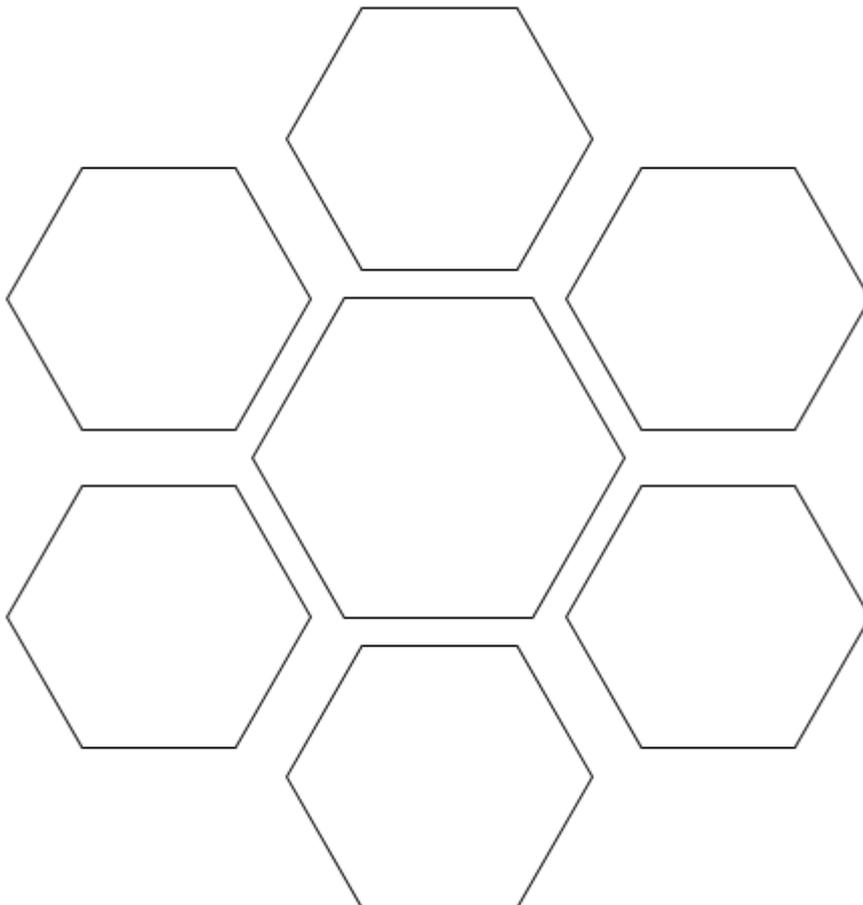
What were the achievements?

The best report will be published in the annual school magazine.

Write your report.

PLANNING OF THE ESSAY

Complete the diagram below with the content points





- Review – assess what you have experienced.
- Examples :
 - a review of the movie you have watched
 - a book you have read
 - a restaurant you have visited.

LAYOUT OF THE REVIEW

Below is a suggested example of the layout of the review. Please label it accordingly.

The diagram illustrates a suggested layout for a review. It consists of a large vertical rectangular box. On the left side of the box, there are four horizontal arrows pointing towards the box. Inside the box, there are four distinct sections, each containing three horizontal dotted lines. These sections are arranged vertically, one above the other, and are separated by small gaps. The dotted lines are intended to represent text or content within each section of the review.

A STEP-BY-STEP GUIDE TO WRITE A REVIEW EFFECTIVELY

STEP 1 – ANALYSE	STEP 2 – PLAN	STEP 3 – PRESENT
<ul style="list-style-type: none"> ● read and understand the instruction and stimulus. ● take note of the questions in the review that you need to answer. ● do not leave out any questions ● identify and underline the key words, phrases or task. This will help you focus on the important aspects of your essay. ● understand the types of review that you need to write (movie, book, restaurant, etc.) 	<ul style="list-style-type: none"> ● respond to the question. ● use the keywords and phrases that you have identified to guide you in answering the questions in the stimulus. ● include the background details of what you are reviewing. ● describe briefly what it is (e.g. summary of the movie or book, what kind of restaurant it is, etc.) ● provide your opinion or assessment on what you are reviewing. 	<ul style="list-style-type: none"> ● organise your paragraphs. ● use the appropriate cohesive devices so that your essay reads smoothly. ● use a variety of vocabulary and sentences. ● write your essay in the appropriate style. ● ensure that the word count is 200 – 250 words.

Question 1 (FILM REVIEW)

You see this notice in a town newsletter.

MOVIE REVIEW



Have you watched any interesting film lately?

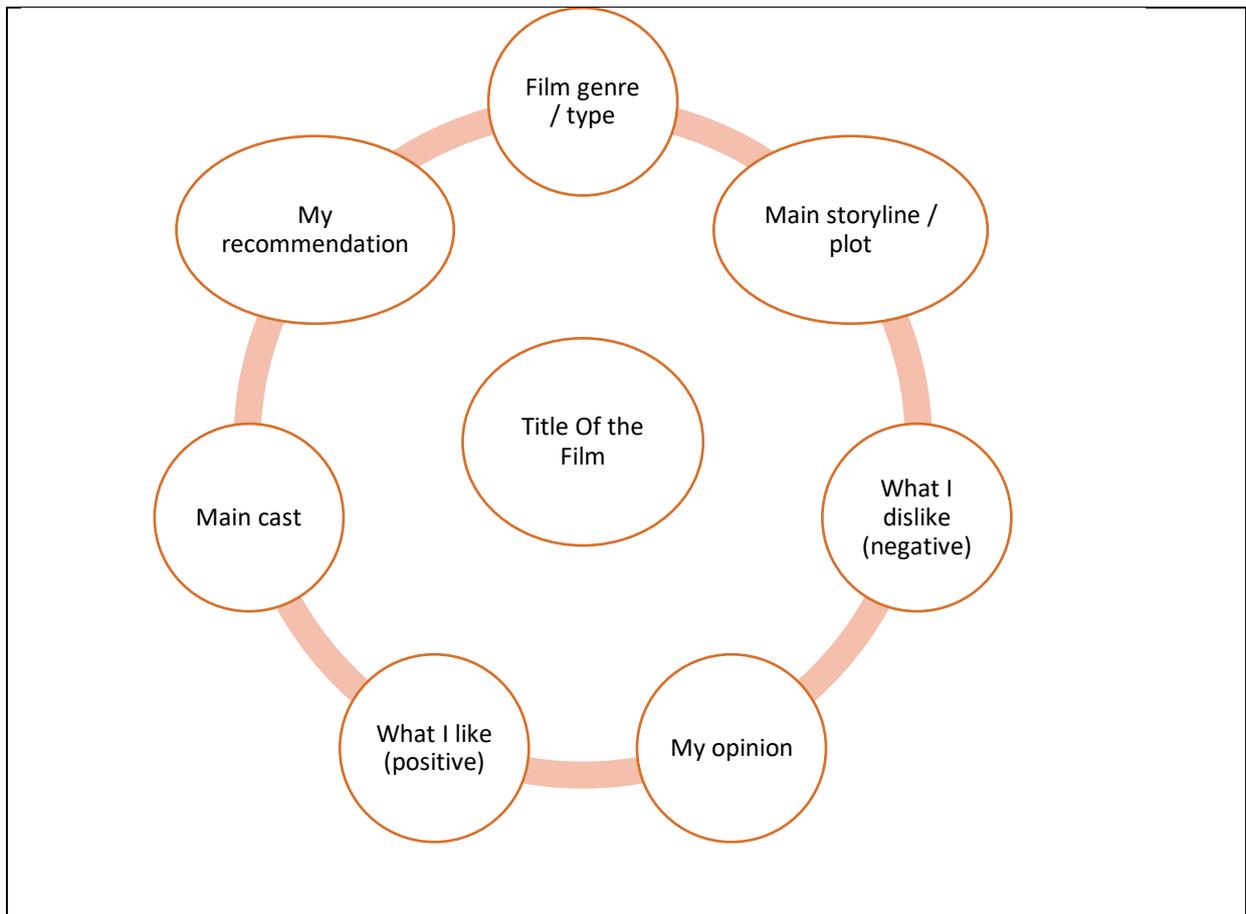
Tell us why you liked the film?

Would you recommend the film to your friends? Why?

The best review will be published in our town newsletter

PLAN WHAT TO WRITE.

1. Think about what you want to write with the help of these questions.
 - a. What is the title of the film?
 - b. What is the genre / type of the film – science fiction, thriller, drama, comedy, horror, action?
 - c. Who is the main actor / actress?
 - d. What is the story in the film mainly about?
 - e. Which part of the story that you like the most – the music / the suspense / the story etc.
 - f. Which aspect of the movie can be improved?
2. Would you recommend this movie to your friends? Why?



Complete the following paragraph using the suggested keywords as a guide in each paragraph or you may use other movies that you have watched.

INTRODUCTION (suggested movie)

- i. Justice League
- ii. Superhero movie based on a comic book
- iii. Bruce Wayne and Diana Prince try to bring the meta-humans of Earth together after the death of Clark Kent.

Recently, I watched the film (i) _____ . It is
 (ii) _____. The
 story is mainly about (iii)

BODY PARAGRAPH 1 (SUGGESTED IDEAS FOR CONTENT)

What I like about the film?

- iv. Main point – blockbuster / box-office success – fast-paced action film
- v. Examples – car chases / explosions / combat scenes
- vi. Supporting details – car chasing cene / fighting scene
- vii. Additional point : cast of interesting characters
 - ◆ Bruce Wayne – brave / responsible / try to save the world

The thing I like the most about

BODY PARAGRPH 2 – what I dislike about the film (SUGGESTED IDEAS FOR CONTENT)

- viii. Main point – a lot of violence
- ix. Supporting detail – many lives lost in the battle
- x. The costume is not interesting

However, there are a few things that I dislike

Question 2 (FILM REVIEW)

You recently saw this advertisement in a magazine.

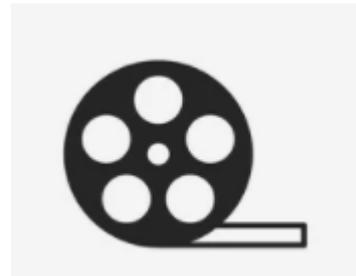
MOVIE REVIEWS REQUIRED

Have you watched any interesting movies lately? Send us your movie reviews.

Tell us something about the movie and share what you have learnt from it.

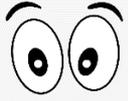
Would you recommend the movie to your friends? Why?

The best review will be published in our magazine.



WORD SMART – WORDS THAT SHOW STRONG POSITIVE REACTION:

- i. Engaging
- ii. Engrossing
- iii. Epic
- iv. Exciting
- v. Heart-warming
- vi. Magnetic
- vii. Memorable
- viii. Satisfying
- ix. Unforgettable
- x. Superb
- xi. Touching
- xii. Vivid



WORDS THAT DESCRIBE AN ADVENTURE FILM

- i. Action-packed
- ii. A lot of fight scenes
- iii. Great special effects
- iv. Exciting
- v. Boring
- vi. Full of violence
- vii. Predictable
- viii. Confusing
- ix. Senseless
- x. Slow-moving

PHRASES FOR WRITING A FILM REVIEW

Kind of film (genre)	<ul style="list-style-type: none">◆ Drama◆ Action film◆ Thriller
Producer	<ul style="list-style-type: none">◆ Produced by
Director	<ul style="list-style-type: none">◆ a film directed by◆ to develop a story◆ well-directed◆ expertly directed
Screenplay/script	<ul style="list-style-type: none">◆ ... from a screenplay by ...◆ multi-layered script screenwriter ...◆ The script was written by ...◆ ... co-writer's ...◆ ...'s writing is astonishing/plausible/witty◆ tightly written◆ give characters the opportunity to ...

Actors/characters

- ◆ great performance
- ◆ well acted
- ◆ ... does a very good job as ...
- ◆ The performances in ... are excellent.
- ◆ ... adds a lot to the film
- ◆ ... is absolutely remarkable/especially memorable as ...
- ◆ ... is very/less convincing ...
- ◆ newcomer
- ◆ a film full of wonderful characters
- ◆ appealing, fascinating, funny,

Plot/story

- ◆ amusing, boring, confusing, entertaining, exciting,unbelievable
- ◆ arouse curiosity
- ◆ reach a climax
- ◆ develop a story
- ◆ plot twists
- ◆ One of the most surprising moments in the film occurs when ...

QUESTION 3 (BOOK REVIEW)

A. Read the question below



REVIEWS WANTED !

(Underline the key words / phrases)

You see this notice on the school website.

Have you read any interesting book recently? Send us your book review.

What do you enjoy reading about the book?

Why do you recommend the book to your friends?

The best book reviews will be published in our school website!



Grammar Tip

1. Use the present tense when referring to the events in a story

Eg: Alice travels to Wonderland with her best friend.

2. Use past tense when describing an author's work or a historical event

Eg : Sherlock Holmes won Pulitzer Prize in 1965.

B. Plan what you should write for your answer.

Think about what you want to write. Write down your notes in the table below.

Main ideas	Notes
Book title and author	
When do you read this book?	
What is the story about?	
What do you like?	
What you do not like?	
Recommendation	

C. Organise the contents. (continuation of the exercise in Part B)

1. INTRODUCTION

2. BODY PARAGRAPH 1

3. BODY PARAGRAPH 2

4. CONCLUSION

D. Write the review

A Review of _____

Recently, my sister paid me a visit and _____
entitled _____ by the author _____.
It was one of her _____.
I had already _____
because of the _____ so I was keen
_____.

INTRODUCTION (example)

∴ sister – passed me a book

∴ favourite when a teenager

∴ had watched a film – already know
about Sherlock Holmes – keen to find
out about a must-read book

This book is about _____

BODY PARAGRAPH 1

∴ _____

∴ _____

∴ _____

∴ _____

	BODY PARAGRAPH 2
_____	∴ _____
_____	_____

_____	∴ _____
_____	_____

_____	∴ _____
_____	_____

_____	∴ _____
_____	_____

	CONCLUSION
_____	∴ _____
_____	_____

_____	∴ _____
_____	_____

A. Understand the question.

BOOKS WONDERLAND



Have you enjoyed reading any books when you were a child?

Review your favourite childhood storybook and why do you think it remains relevant for children today.

Send your reviews to contact@wonderlandbooks.com.my

Your review will be published in our monthly newsletter.



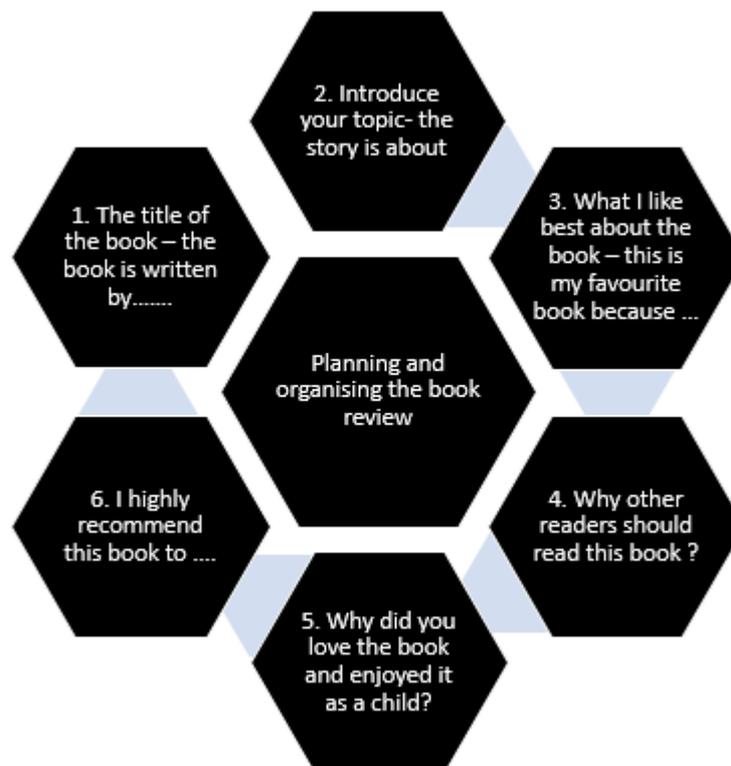
Grammar Tip

Compound adjectives are formed by joining two words. Below are some examples of compound adjectives used in book reviews:

- **award-winning** novel
- **old-fashioned** language
- **slow-moving** plot
- **spine-chilling** tale
- **thought-provoking** theme
- **well-known** author

Underline the key words / phrases

B. Plan what you should write for your answer.



A. Understand the question.

1. Read the instructions in the question carefully. Underline the key words and phrases



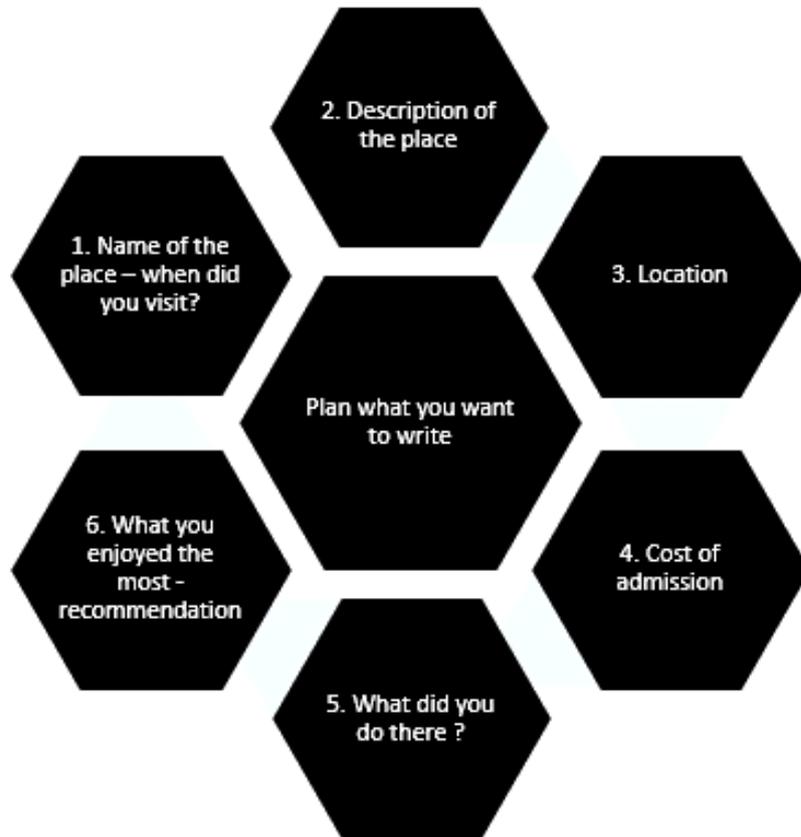
<p><u>REVIEW NEEDED</u></p> <p>Which place have you recently visited that you would recommend to fellow students?</p> <p>Submit a review of the place and say what you enjoyed there.</p> <p>The best reviews will be published in our school magazines.</p>	
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B. Plan what to write.

Which of the following information **MUST** be included? Tick your answers.

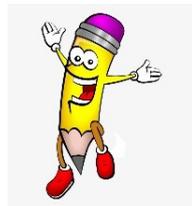
	The name of the place that you have visited recently
	The location of the place you want to review
	The history of the place you are reviewing
	What you did on the day you visited the place
	The reasons why you recommend the place
	What do you like about the place
	Some places you want to recommend to the other students
	Which other place that your school magazine has reviewed?

C. Organise your content



Write your review.

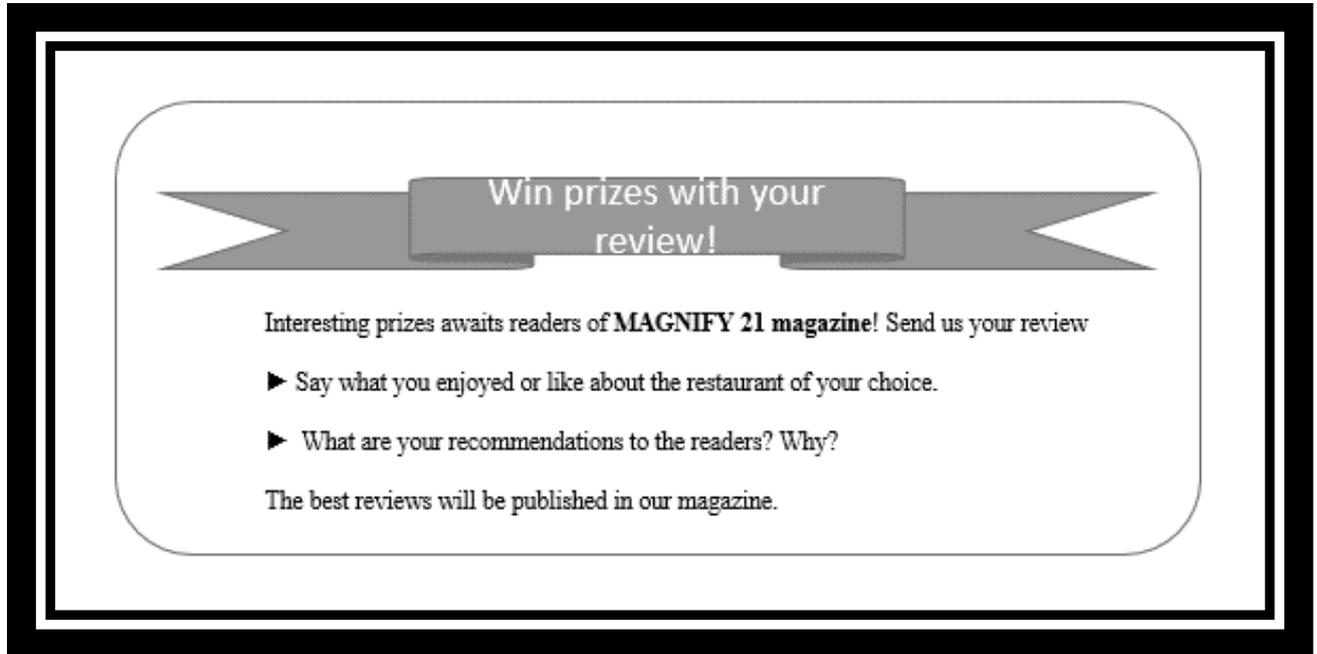
Write your review in 200 – 250 words using the notes and writing frame .



HAPPY WRITING

QUESTION 6 (REVIEW OF A PLACE)

You recently had a family celebration in Mak Abah Restaurant. You decide to write a review about your experience there for a magazine.



Follow the following steps in writing the review. (Step-by-step process is shown in the previous questions)

- A. Understand the question.
- B. Plan what to write in your review
- C. Organise your content
- D. Write your review.



Speaking

LEVEL UP YOUR SPEAKING SKILL

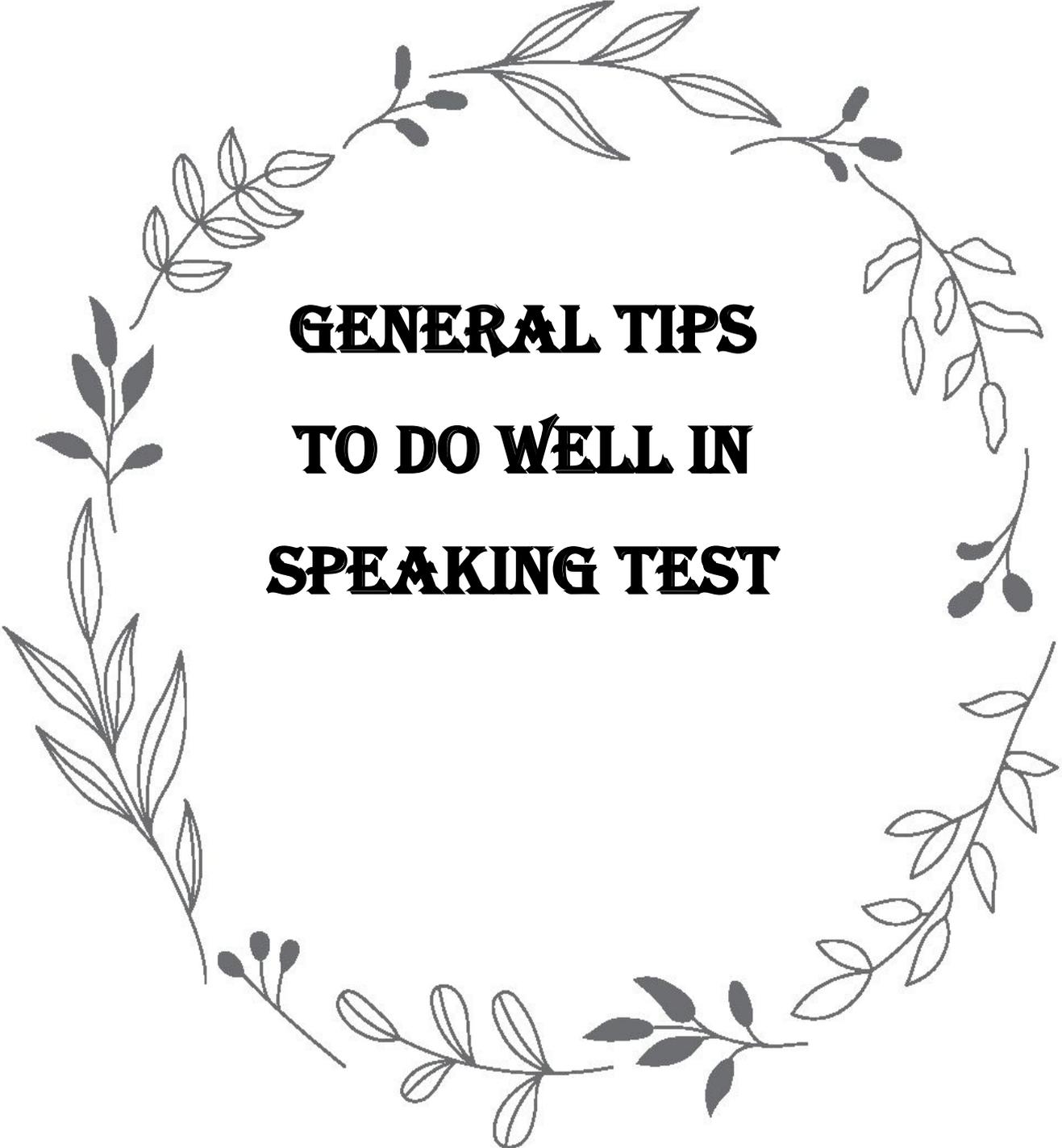


ACE-B1 ENGLISH MODULE



YOU CAN DO IT!

STUDENT'S MODULE



**GENERAL TIPS
TO DO WELL IN
SPEAKING TEST**

1. Firstly, familiarize yourself with the B1 level speaking topics below.

The list is taken from this website: <https://eclexam.eu/topics/>

B1 LEVEL SPEAKING TOPICS

Time and Daily Routine

Leisure Time and Hobbies

Working and Earning

Travel and Tourism

Science, Nature and Our World

Education and Learning

People and Relationships

Health and Lifestyle

Buying and Selling

Eating and Drinking

1. Common words and phrases related to the themes.

You need to familiarise yourself with all the vocabulary & grammar items related to B1

<p>1. Personal</p> <ul style="list-style-type: none"> personal particulars appearance inner characteristics casual / evening wear 	<p>2. Partnership</p> <ul style="list-style-type: none"> relatives, friends acquaintances, neighbours classmates/schoolmates/colleagues 	<p>3. Family</p> <ul style="list-style-type: none"> family members family occasions/celebrations distribution of tasks in the family
<p>4. Place of living</p> <ul style="list-style-type: none"> house/block house/flat furnishing/gadgets of the rooms furnishing/gadgets of the kitchen and the bathroom housework 	<p>5. Travelling/transport</p> <ul style="list-style-type: none"> means/types of transport public transport timetable/information buying tickets / preparation for a journey travelling abroad/travelling documents 	<p>6. Shopping/shops</p> <ul style="list-style-type: none"> shops/markets department stores / departments groceries/household goods clothing electric appliances
<p>7. Media</p> <ul style="list-style-type: none"> television radio newspapers / magazines 	<p>8. Services</p> <ul style="list-style-type: none"> financial services (transfer, exchange) restaurant (menu, ordering, paying) hotel (booking, paying) 	<p>9. Hobby</p> <ul style="list-style-type: none"> gardening / DIY reading / listening to music computer
<p>10. Time/weather</p> <ul style="list-style-type: none"> seasons / weather weather forecast 	<p>11. Health/illnesses</p> <ul style="list-style-type: none"> at the doctor's common illnesses and their symptoms prescriptions / medication /pharmacy 	<p>12. Sport</p> <ul style="list-style-type: none"> popular sports national sports doing sports
<p>13. Communication/keeping in contact</p> <ul style="list-style-type: none"> post (letter, telegram, parcel) telephone (traditional, mobile, text messages) Internet (e-mail, Skype, chat) 	<p>14. Culture/entertainment</p> <ul style="list-style-type: none"> guests cinemas theatres museums concerts library (school, at home, public) 	<p>15. Studying/work</p> <ul style="list-style-type: none"> types of schools subjects popular professions / workplaces daily routine colleagues / bosses / classmates
<p>16. Culture and civilisation</p> <ul style="list-style-type: none"> basic practical information regarding the home country and the target language country (weather, currency, eating habits, daily routine, celebrations, shopping opportunities, et) tourist attractions accommodation / restaurants 		

2. Tips to improve your speaking skills.

1. Write phrases (take new words and put them into contexts that you can remember easily).
2. Watch TV with subtitles and take notes.
3. Create stories with new words so that you can retell the story and remember the words.
4. Match new words with synonyms and similar words.
5. Use images. Relate new words to images.
6. Incorporate new words into your daily routine. Put post-it notes around the house etc.
7. Read all types of texts
8. Write all the time.
9. Think in English. Think about words and topics frequently.
10. Record your own voice. Record yourself on your phone saying new words in phrases.

(Source: <https://intercambioidiomasonline.com/>)

HELPING WORDS & PHRASES

TOPICS	VOCABULARY
Time and daily routine	Routine, habits, collocations, phrasal verbs
Leisure time and hobbies	Likes and dislikes, collocations, phrasal verbs
Working and earning	Work, money, jobs, collocations, phrasal verbs
Travel and tourism	Travel, places, collocations, phrasal verbs
Science, nature and our world	Environment, places, collocations, phrasal verbs
Education and learning	Education, people, collocations, phrasal verbs
People and relationships	Adjectives describing feelings, collocations, phrasal verbs
Health and lifestyle	Sport, the human body, diet, collocations, phrasal verbs
Buying and selling	Shopping, work, money, collocations, phrasal verbs
Eating and drinking	Food, health, collocations, phrasal verbs

Time and daily routine

Unit Vocabulary	Collocations	Phrasal verbs
Iron (v)	Arrive at	Get up
Sweep (v)	Get to	Wake up
Wash (v)	Listen to	Go out
Clean (v)	Talk on (the phone)	Stay up
Tidy (v)	Look at	Carry on
Housework (n)	Do the washing/laundry	Get around
Get dressed (v)	Argue with (somebody)	Tidy up
Get undressed (v)	Argue about (something)	Make for
Have a shower (v)	Complain about (something)	Put away
Watch TV (v)	Complain to (somebody)	Wash up
Go to work (v)	Pay for	Work out
Go to bed (v)	Insist on	
Brush (PD*) hair/teeth	Hear about/of (something)	
Shave (v)	Prevent (somebody) from	
Laundry/washing (n)	Warn (somebody) about	
Do exercise (v)	Stand for	

Places	Actions	Things around the house
House	Clean	Alarm Clock
Flat	Wash	Bedside Table
Cottage	Sweep	Lamp
School	Pick up	Microwave
Cinema	Collect	Cupboards
Sports Centre	Organize	Fridge
Shopping Centre/Mall	Dust	Pot
Office	Hoover/vacuum	Spoon
Work (Building)	Wipe	Bed
Park	Scrub	Mirror
City Centre	Polish	Soap
Bakery		Stove
Butchers		Blanket
Newsagents		Oven
Supermarket		Sheet
Shops/Stores		Wardrobe/Closet
Market (Indoor/Outdoor)		Hob
Swimming Pool		TV / Television
Industrial Estate		Radio
Bedroom		Computer – Laptop/Desktop
Bathroom		Stairs
Living Room		Door – Door Handle
Kitchen		Toilet
Hall		Dresser
Lounge		Pillow
Dining Room		Shower
Garage		Toothbrush
Basement		Fork
Loft/Attic		Plate
Balcony		Sink
Patio		Towel

Leisure Time and Hobbies

Unit Vocabulary	Collocations	Phrasal verbs
Can't stand (v)	Keen on	Carry on
Fancy (v)	Fond of	Give up
Surf (v)	Good at	Go off
Swim (v)	Bad at	Take up
Read (v)	Excited about	Join in
Watch (v, n)	Interested in	Get into
Magazines (n)	Fascinated by	Call on
Documentaries (n)	Bored with	Hang out
TV/television (n)	Amazed at	Go out
the internet (n)	Listen to	Get around to
fashion (n)	Look at	Look forward to
entertainment (n)	Wait for	
hobby (n)	Laugh at	
jogging (v)	Depend on	
Travel (v)	Think about	
Leisure (n)	Prevent (sb) from	
Shopping (v, n)	Lend to	
Fun (n, adj)	Borrow from	

Working and Earning

Unit Vocabulary	Collocations	Phrasal verbs
Earn (v)	Get rid of	Call off
Deserve (v)	Search for	Put off
Impress (v)	Wait for	Keep on
Manage/run (v)	Associated with	Give back
Retire (v)	Insist on	Set up
Handle (v)	Dedicate to	Take to
Borrow (v)	Benefit from	Take on
Lend (v)	Ask for	Take over
Commute (v)	Tend to	Take in
Job (n)	Count on	Take off
Work (v, n)	Capable of	
Apply (v)	Approve of	
Pay (v, n)	Borrow from	
Income (n)	Lend to	
Salary (n)	Succeed in	
Wage (n)	Work as	
Employ/hire (v)	Work for	
Search for/look for (v)	Apply for	
Dedicate (v)	Be fed up with	

Travel and Tourism

Unit Vocabulary	Collocations	Phrasal verbs
Abroad (adj)	Look at	Go away
Sightseeing (v)	Prepare for	Get back
Sunbathe (v)	Provide (SB*) with	Go back
Cancel (v)	Close to	Set off
Book/reserve (v)	Famous for	Take off
Catch/take/get transport (v)	Wait for	Check in
Journey (n)	Far from	Get off
Trip (n)	Late for	Hold up
Luggage/baggage (n)	Suitable for	See off
Flight (n)	Arrive at/in	Drop off
Cruise (n)	Distinct from	Pick up
Pack (v)	Accustomed to	
Abroad	Differ from	
Delay (v)	Hinder from	
Accommodation (n)	Adapted to	
Land (v)	Award of	
Visit (v)	Deprived of	
Arrange (v)	Content with	
Speak/talk (v)	Equal to	
Foreign (adj)	Depend on	

Science, Nature and Our World

Unit Vocabulary	Collocations	Phrasal verbs
Climate (n)	Consist of	Blow up
Weather (n)	Think about/of	Put out
Damage (v, n)	The impact of	Die out
Nature (n)	Recover from	Keep out
Environment (n)	Take care of	Clear up
Countryside (n)	Be aware of	Build up
Heat wave (n)	Evolve into	Go out
Litter (v, n)	Be enthusiastic about	Eat up
Earthquake (n)	Be serious about	Make up for
Planet (n)	Be short of	Stand up for
Preserve (v)	Have (something) left	
Recycle (v)	Escape from	
Wildlife (n)	Prevent (somebody/something)	
Destroy (v)	from	
Pollute (v)	Save (somebody/something)	
Contaminate (v)	from	
Storm (n)	The possibility of	
Change (v, n)	Cause damage to	
Heat (v, n)	An increase in	
Cool (v, ad)	A solution to	
	Be responsible for	
	Look out for	

Education and Learning

Unit Vocabulary	Collocations	Phrasal verbs
Hesitate (v)	Learn about	Cross out
Achieve (v)	Search for	Look up
Guess (v)	Make progress	Read out
Pass (v)	Make sure	Turn over
Fail (v)	Focus on	Write down
Revise (v)	Respond to	Stick to
Remember (v)	Refer to	Be into
Remind (v)	Think of/about	Catch up with
Experience (v, n)	Cope with	Keep up with
Concentrate (v)	Consist of	Drop out
Make/correct (v)	Depend on	Hand in
Wonder (v)	Deal with	Look forward to
Term (n)	Worry about	
Exam (v, n)	Ready for	
Project (n)	Involved in	

People and Relationships

Unit Vocabulary	Collocations	Phrasal verbs
Amusing (adj)	Bored with/of	Calm down
Emotion (n)	Interest in	Cheer up
Attitude (n)	Surprised at/by	Come on
Behave (v)	Excited about	Go on
Love (v)	Angry about	Hang on
Hate (v)	Worried about	Shut up
Enjoy (v)	Fascinated by	Speak up
Detest (v)	Excellent at	Run away
Loathe (v)	Aware of	Let down
Can't stand (v)	Jealous of	Crack up
Mind (v, n)	Amazed by/at	
Naughty (adj)	Be eager (infinitive)	
Glad (adj)	Nervous about	
Cross (adj)	Scared of	
Noisy (adj)	Tired of	
Polite (adj)	Joke about	
Stress (v, n)	shout at	
Upset (v, n)	Laugh at/about	
Enthusiastic (n)	Cry about	

Health and lifestyle

Unit Vocabulary	Collocations	Phrasal verbs
Run (v)	Be fit	Put on (weight) – get fatter
Swim (v)	Get fit	Give up – stop doing
Jog (v)	Lose weight	Take to – become good at
Exercise (, n)	Get fat	Take up – start doing something
Eat (v)	Improve at	Get into – start liking something
Drink (v)	Get worse at	Go off – stop liking something
Prepare (v)	Believe in	Run out (of) – not have any remaining/left
Do (v)	Give advice to	Cut down (on) - reduce
Go (v)	Advise about	Take in - understand
Play (v)	Addicted to	Work out - exercise
Balance (v, n)	Combine with	Get out – escape from
Injure (v)	Complain about	Get out of – avoid doing something
Cure (v)	Be pleased with	
Taste (v, n)	A cure for	
Try (v, n)	Recover from	
Cook (v, n)	Fight against	
Stretch (v, n)	Look forward to	
A work-out (n)	Improve at/get better at	
Fitness (n, adj)	Worsen at/get worse at	

Buying and selling

Unit Vocabulary	Collocations	Phrasal verbs
Bargain (v)	Pay for	Add up
Discount (v)	Spend on	Hurry up
Afford (v)	Ask for	Pay back
Change (v, n)	Waste on	Take back
Return (v)	Do the shopping	Save up (for)
Pay (v, n)	Be on discount	Give away
Buy/Purchase (v)	Decide on	Go for
Cost (v, n)	Go shopping	Opt out (of)
Spend (v)	Lend (STH*) to (SB*)	
Save (v)	Borrow (STH) from (SB)	
Waste (v)	Choose between	
Choose (v)	Belong to	
Decide (v)	Buy (STH) from	
Customer (n)	Compare with	
Supermarket (n)	Look for	
Shopping centre/mall (n)	Search for	
Brand (n)	Ask about	
Receipt (n)	Take into account	
Label (n)	Think about	
Sales (n)	Demand for	

Eating and drinking

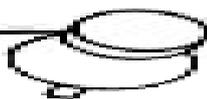
Unit Vocabulary	Collocations	Phrasal verbs
Cook (v, n)	A recipe for	Cut down on
Prepare/make (v)	Smell of	Go off
Bake (v)	Complain (somebody) about	Put on
Fry (v)	Addicted to	Pig out
Boil (v)	Pleased with	Warm up
Oven (v, n)	Allergic to	Cool down
Microwave (v, n)	Covered in/with	Eat out
Steam (v, n)	Be keen on	Cut out
Grill (v, n)	Be a fan of	Cut up
Cut (n)	Share with	Slice off
Chop (n)	The taste of	Run out of
Slice (v, n)	A supply of	
Fridge (n)	Do the cooking	
Freezer (n)	Have a meal	
Knife (n)	Follow a recipe	
Spoon (n)	Reserve a table	
Fork (n)	Do the washing-up	
Cutlery (n)	Not have any left	
Pan (n)	Have a drink	
Frying pan (n)	Be a good/great cook	
Hob (n)	Clear the table	

(Source: <https://intercambioidiomasonline.com/>)

 **HOW CAN YOU SCORE WELL (ACHIEVE AT LEAST B1) IN YOUR SPEAKING TEST?**

SCORE	GRAMMAR	VOCABULARY	COMMUNICATIVE COMPETENCE	OVERALL PERFORMANCE
3	<p>Communicate with reasonable accuracy</p> <p>Pupils at least try to correct themselves and probably they notice their mistakes when using simple structures</p>	<p>Use relevant vocabulary related to the topic but may have some errors</p>	<p>Can speak clearly with some hesitation</p> <p>Can start the conversation and at least maintain the conversation even with some repetition.</p>	<p>Can use basic structures and sometimes require prompts for further clarification</p>

How to prepare for the speaking test?



FIND YOUR BUDDY!!

- Get yourself a friend to talk to (buddy system)
- Get to know him/her better so you will feel comfortable working with him/her
- What about at home? – Go to your family members - talk to them
- If no one at home can help you speak – use a mirror or even talk to your cats



RECORD YOURSELF!!

- With bountiful apps online such as TikTok/ Vigo video, why not use them?
- Record yourself speaking
- If you are too shy, at least record a voice note
 - At one point later on, challenge yourself (perhaps a video of yourself)
- Share it with your teacher for feedback



BE A YOUTUBE FRIEND!

- YouTube has so many sample videos on speaking activities/examinations
 - Why not try to search for some and listen to them?
 - You can type – speaking test or speaking activity
 - Just take some time to listen to those videos
 - Click CC for an autogenerated subtitle

SPEAKING MODULE

PART 1

Part	Task Format		Candidate Output	
	Interaction Pattern	Input	Discourse Features	Functions
Part 1 Interview 3-4 minutes	Interlocutor interviews candidates	Interlocutor frame provides all questions for interlocutor.	Responding to questions	Giving factual information about s (bio data) Talking about prese circumstances Expressing opinion Explaining and givi reasons Talking about future plans Talking about past experience

TIPS TO DO WELL IN PART 1

👉 Do a lot of speaking practices with your friends or even your teachers. These are some of the common conversational topics for Part 1 (B1 Level). The list is taken from

<https://www.intercambioidiomasonline.com/2017/08/23/starter-speaking-questions-cambridge-pet-b1-level/>

DAILY ROUTINE

- What time do you normally get up in the morning?
- What do you normally eat for breakfast?
- Are you a fan of studying languages in your spare time?
- How often do you meet friends and go out?
- Are you fond of going to the cinema with friends?

FREE TIME

- Are you keen on doing sport to stay healthy in your free time?
- Do you normally spend your free time with friends or alone?
- Where do you like to relax in your free time?
- Do you ever listen to music while you are relaxing?
- How often do you go out with friends at weekends?

WORK

- Is there any job you would refuse to do and why?
- Which job would you most like to do most in the future?
- Do you commute to work, or do you live in the same city?
- How old will you be when you retire in the future?
- Are you looking forward to changing jobs in the future?

TRAVEL

- Where did you go on holiday last year?
 - Do you enjoy sightseeing?
 - Where do you plan to go for holiday next summer?
 - Would you like to try surfing in the future?
- Out of so many cities you have visited, which is your favourite?

 ENVIRONMENTAL

- Do you recycle plastic at home? Why (not)?
- What are some types of pollution in your country?
- What can you do to reduce pollution in this country?
- What can we do to help prevent pollution in our country?
- What could you do to make this world a better and cleaner place to live in?

 EDUCATION

- Do you like going to school?
- Who is your English teacher?
- Describe your English teacher.
- Are you good at learning languages or do you find it hard?
- Which course are you planning to take after your SPM?

 PEOPLE

- Are you fond of watching TV in your spare time?
- Are you eager to improve your English at the moment?
- Would you be interested in studying a degree in languages?
- Do you have a part-time job? Is it interesting or boring?
- Do you ever cry about things that you hate doing?

 HEALTH

- Are you good at doing sport or do you only do it for fun?
- What is your favourite sport and why?
- Have you ever tried a dangerous sport?
- When was the last time you played football?
- Are you keen on team sports like rugby or basketball?

 SHOPPING

- When was the last time you went shopping to buy clothes?
- Are you going to go shopping this weekend or do you have better plans?
- What is the most expensive thing you have ever bought?
- Have you ever wasted a lot of money on something useless?
- Do you usually spend a lot of money on food?

 FOOD

- Have you ever eaten a really disgusting food while you were on holiday?
- Are you keen on eating seafood, or do you prefer meat?
- How often do you eat chocolate and sweets?
- Did you use to eat lots of sweets as a child or did you prefer fruit?
- Which favourite drink would you order when you go to a restaurant?



**LET'S
PRACTISE**

ACTIVITY A : WARM UP

1. Do this task in groups of 3.

Let's eat out!



www.thrustlelearning.com

It's Friday evening and Peter and Lisa are at the restaurant.

Pair work: Read the dialogue between the waitress and them and put it into the correct order. Write it down in the table below and then act it out.

And what would you like

Certainly! Would you like a table by the window?

A coke for me, please.

The veal medallions are the Chef's specialty.

Yes, that would be nice! Thank you!

Hmm... I'll have some garlic bread for a starter and then what would you recommend for the main course?

Yes, excellent! We'll have chocolate moussé for dessert, please.

Here you are! Grilled salmon for the young Lady and Veal medallions for you Sir! Enjoy your meal!

That sounds good! I think I'll have it!

Was everything all right?

Very well! And for you, young man?

I'd like the soup of the day and grilled salmon for the main.

Follow me, please. (...) Here you are, the menu for you young lady, and the menu for you...

Good evening!

Here you are!

Waiter! Can you bring the bill, please?

Thank you. Here you are! Keep the change!

Your bill, Sir!

I'll have a natural orange juice.

Good evening! We'd like a table for two, please.

Waitress: _____	Peter: _____
Peter: _____	Waitress: _____
Waitress: _____	Lisa: _____
Peter: _____	Peter: _____ (...)
Waitress: _____	Waitress: Here you are! Grilled salmon for the young Lady and Veal medallions for you, Sir! Enjoy your meal! (...)
Lisa: _____	Lisa: _____
Waitress: _____	Waitress: _____
Peter: _____	Peter: _____
Waitress: _____	Waitress: _____
Waitress: _____	Peter: _____

ACTIVITY A: 2

1. Remain in your group.
2. A list of vocabulary/ phrases which can be used in completing the task will be distributed.
3. Complete the dialogue below.
4. Act out the dialogue.

Alice: The menu looks nice. It is!

Peter: How is the....., Alice?

Alice: It's What would you recommend?

Waitperson: I'd recommend the It's excellent!

Alice: That sounds great. I'll have that.

Waitperson: Fine. Would you like an appetizer?

Alice:

Peter: I think I'll have the

Alice: Oh, that sounds good! I can't decide between the

Waitperson: The....., so I'd recommend that.

Alice: Are there any nuts/peanuts in your food?

Waitperson: **All the food that you have ordered just now don't have any nuts/peanuts.**

Alice: **Good. That is because.....**

Peter: Great. I'll have the I'd also like a.....

Waitperson: What would you like to drink?

Alice: I'd like a..... because.....

Peter: I'll take a glass of.....because.....

Waitperson: Thank you. I'll get the drinks and the appetizers.

Alice & Peter: Thank you.

ACTIVITY A: 3 (HOMEWORK)

Imagine that you and your friends are allowed to dine in at one of your favourite restaurants. Write a dialogue between your friends and the waiter/waitress when you are ordering food.

****Take note of the following when you are writing your dialogue:*

- *Your choice of food and your reasons*
- *Your choice of drinks and your reasons*
- *Your preference of food preparation such as not spicy, no garlic etc.*

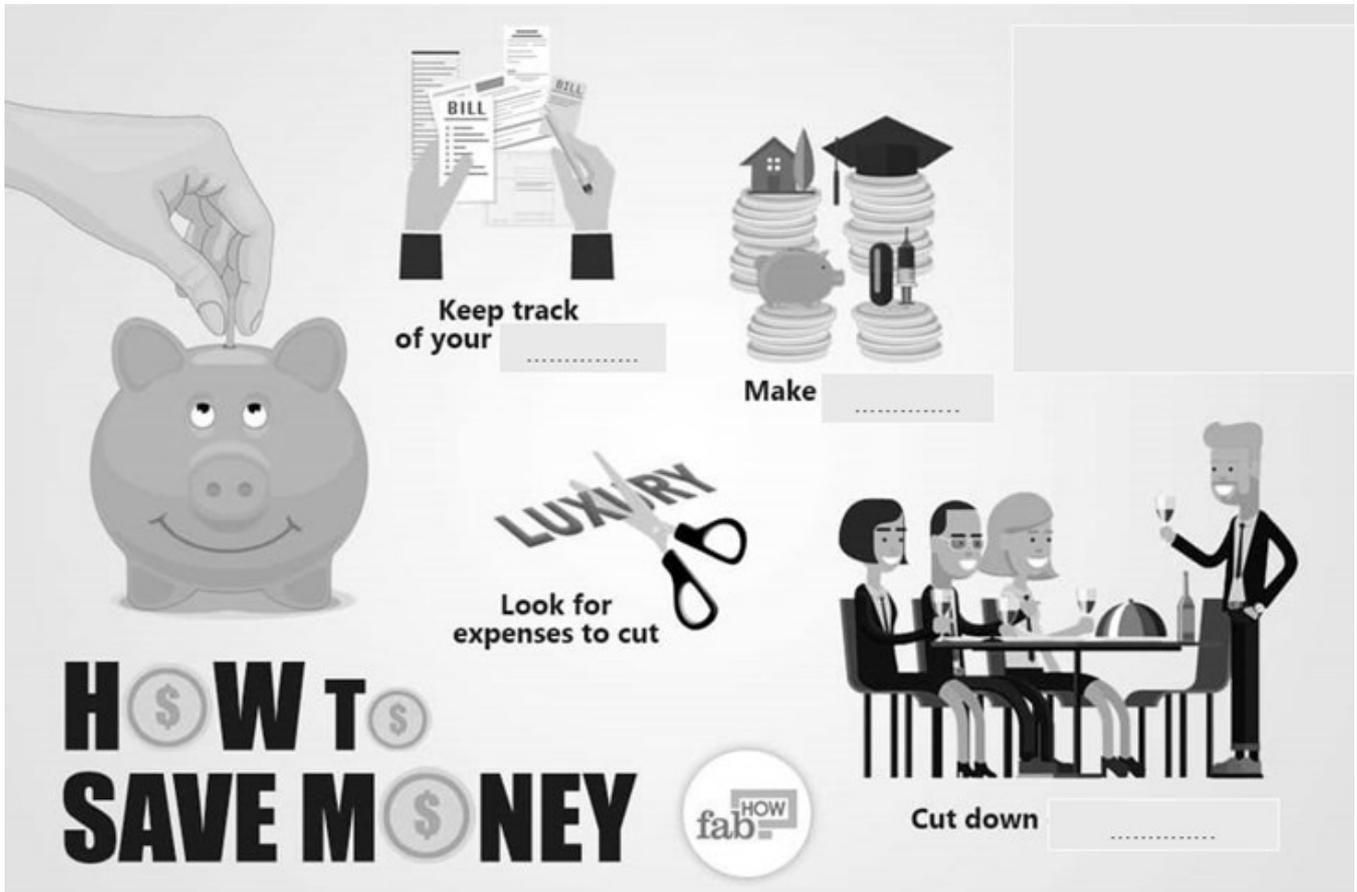


👉 You will act this out in the next class. All the best!!!

ACTIVITY B

Title	How to Save Money
Theme	Consumerism & Financial Awareness

1. Do the activity with a partner.
2. Refer to the poster. Take turns to ask and answer the questions written on the board.



ACTIVITY C

Title	Are You an artist?
Theme	People & Culture

Activity: Are You an Artist?

1. Pupils label themselves A & B and each will receive a piece of empty paper.
2. Pupil A will describe how his/her imaginary birthday party looks like.
3. Pupil B will listen to Pupil A and try to draw based on his/her description.
4. Steps 2 & 3 are repeated by swapping the role and tasks.
5. In each pair, decide which picture is the best.
6. Each pair shares their picture to other pairs.

ACTIVITY D

Title	School Halloween Party!!
Theme	People & Culture

Activity: School Halloween Party!!

1. In pairs, pupils label themselves A & B.
2. Each pair will receive a picture (Halloween Party).
3. Pupil A will describe what he/she could see and smell/feel (based on the picture) verbally.
4. Pupil B will describe what he/she could hear and taste (based on the picture) verbally.
5. Pupils share their feelings **when going to a party.**



HELPING WORDS & PHRASES

Music	Costumes	Ghost	Singing	Speakers
Drinks	Dracula	Happy	Playing guitar	Singers
Talking	Vampire	Loud	Balloons	Drumming
Food	On the chair	Radio	Cakes	At night
On the table	On the computer	Piano	Conversation	Sleeping
Dancing	Musician	Spiderwebs	Saxophone	On a sofa

ACTIVITY E

Title	Red Carpet Party
Theme	People & Culture

Activity: Red Carpet Party!!

1. Role play activity
2. Some pupils will become famous people (based on the role play cards)
3. Others will mingle around and interview these famous people (mingle-around session)
4. Next, pupils will sit in groups of 3-4, try to fill in the handout based on the information everyone received during the mingle-around session.



Some points during mingle-around session

- Hello, how are you?
- Fine, thanks. What's your name?
- What did you do last week/month/year?
- What should I call you?
- Care to elaborate more?
- Please, I'm interested to know more about you.
- That's wonderful!
- Pleased to know you, sir/madam/miss.

If you can't spell their names, don't worry!!

FAMOUS PEOPLE INVOLVED

Leonardo DiCaprio	Dwayne Johnson
Cristiano Ronaldo	J.K. Rowling
Tom Daley	Mariah Carey
Sarah Scoop	Donald Peckham
Lee Jung-Jae	Yuri Gagarin

QUESTION SHEET

(TO BE GIVEN TO EACH GROUP AFTER THE MINGLE SESSION)

No	Question	Answer
1	Who has 3 children and starred in many famous blockbusters? Name at least one of his/her films.	
2	Who invented a new machine? Where was the scientist from?	
3	Who hurt himself in spring last year? What sport does he/she play?	
4	Who got inspired while waiting for his/her train? What did he/she write?	
5	Who has a centre parting with one of the most romantic films in the world? Name the film.	
6	Who recently won a large sum of money in his/her drama? How much does he/she win?	
7	Who has number one in song charts for more than 20 years? What is the title he/she has?	
8	Who interviewed a famous person last week? Who did he/she meet?	
9	Who was considered as one of the highly paid footballers in the history?	
10	Who had an interest for knitting and had an only child? What did he/she win in Tokyo 2020?	

ACTIVITY F

Title	What are you going to do? Snake & ladder!!
Theme	People & Culture

Activity: What are you going to do? Snake & ladder!!

1. This is a group activity. You will be in groups of 3- 4. Please note that you will fight for yourself, and you will go against your group mates.
2. It is important to give reasons for every answer you give.
3. This is a simple activity- snake & ladder but with questions in every box.
4. Each player will take turn to throw the dice to decide on their turn. Once it is done, the game will start with the first player. The aim of this activity is to reach FINISH. You can only move if your answers can satisfy your teammates. Therefore, try your best to give the best answers.
5. Each box will contain a question. There are some personal and situational questions. Try your best to give perfect and impeccable reasons.

EXPRESSING OPINIONS IN ENGLISH

- In my opinion...
- As far as I know/ understand...
- As far as I am concerned, ...
- As for me ...
- As I see it...
- Everybody knows that...
- From my point of view, ...
- I (strongly) believe that...
- I am sure / I am certain that ...
- I am under the impression that ...
- I bet that
- I gather that ...
- What I mean is...
- I'd suggest that



- I hold the opinion/view that ...
- I might be wrong but...
- I tend to think that...
- I'd like to point out that...
- If you ask me...
- In my experience...
- It is my impression that ...
- It seems to me that ...
- Personally speaking...
- Personally, I think/believe...
- To my mind, ...
- I guess that ...
- I have no doubt that ...
- I am not sure/certain, but...





**SAMPLE
QUESTIONS
PART 1**

SAMPLE QUESTION 1 (PART 1)

THEME: PEOPLE & CULTURE

General questions

Part 1
3-4 minutes

Phase 1

Interlocutor

Good morning/ afternoon.

I'm and this is my colleague She'll just listen to us.
First of all, we'd like to know something about you.

Main questions

Back-up prompts

Candidate A

What's your name?
Thank you.

Should I call you?

Candidate B

And, what's your name?
Thank you.

Candidate A

Where is your school located
at?

Is your school located near the city
centre/ far from the city?

Candid

How do you come to school?
Thank you.

Do you come to school by?

Phase 2

Interlocutor

Now I'm going to ask you about **everyday life**.

Select one or more questions from the list to ask the candidates.

Use candidates' names throughout.

Main questions

Back-up prompts

- Do you celebrate any special occasion with your family?
- Which do you prefer to go back to the village or stay in the city during your special occasion?
- Can you describe your recent family celebration?
- How can you make your family celebration livelier?
- Do you celebrate Hari Raya? Chinese New Year? Deepavali? (Prompt any celebration)
- Do you go back to the village or stay in the city during your family celebration?
- How do you feel during your family celebration?
- What can you do to make your family celebration more fun?

SAMPLE QUESTION 2 (PART 1)

THEME: CONSUMERISM & FINANCIAL AWARENESS

**General
questions**

**Part 1
3-4 minutes**

Phase 1

Interlocutor

Good morning/ afternoon.

I'm and this is my colleague She'll just listen to us.
First, we'd like to know something about you.

Main questions

Back-up prompts

Candidate A

What's your name?
Thank you.

Should I call you?

Candidate B

And, what's your name?
Thank you.

Candidate A

Where is your school located
at?

Is your school located near the city centre/ far
from the city?

Candidate B

How do you come to school?
Thank you.

Do you come to school by?

Phase 2

Interlocutor

Now I'm going to ask you about **everyday life**.

Select one or more questions from the list to ask the candidates.

Use candidates' names throughout.

Main questions

Back-up prompts

- *What do you spend your money on?*
- Which do you prefer online shopping or real shopping?
- When was the last time you went shopping to buy clothes?
- What is the most expensive thing that you ever bought?

- *Do you usually spend a lot of money on food?*
- What do you usually buy online/ when you go shopping?
- What kind of clothes that you like to buy?
- Who did you give it to?

SAMPLE QUESTION 3 (PART 1)

THEME: HEALTH & ENVIRONMENT

General questions

Part 1
3-4 minutes

Phase 1

Interlocutor

Good morning/ afternoon.

I'm and this is my colleague She'll just listen to us.
First of all, we'd like to know something about you.

Main questions

Back-up prompts

Candidate A

What's your name?
Thank you.

Should I call you?

Candidate B

And, what's your name?
Thank you.

Candidate A

Where do you live/come from?
Thank you.

Is your house located near the city/near the school?

Candidate B

Where do you live/come from?
Thank you.

On your way to school, do you see a lot of trees/ flowers?

Phase 2

Interlocutor

Now I'm going to ask you about **everyday life**.

Select one or more questions from the list to ask the candidates.

Use candidates' names throughout.

Main questions

Back-up prompts

- Do you recycle at home?
- What can we do to help prevent pollution in our country?
- Have you ever tried a dangerous/ an extreme sport?
- What is your favourite sport?
- How often do you eat chocolate and sweets?

- Name some of the things that you recycle.
- Is there any pollution in your area?
- What do you think are the benefits of doing this sport?
- Who is your favourite sportsman/sportswoman?
- What is your favourite sweet or chocolate?

SPEAKING MODULE

PART 2

Part	Task Format		Candidate Output	
	Interaction Pattern	Input	Discourse Features	Functions
Part 2 Individual long-turn task 3-4 minutes	An individual long-turn task (1 minute) with a listening candidate response question (20 seconds).	Spoken rubrics. Written prompts given in candidate booklet.	Sustaining a long turn. Managing discourse: Coherence/clarity of message. Organisation of ideas. Accuracy and appropriacy of linguistic resources.	Talking about past / present / future experience. Explaining and giving reasons. Expressing and justifying opinions. Describing people, places and situations.

TIPS TO DO WELL IN PART 2

Part 2: What Is It?

- In SPM CEFR Speaking Part 2, you will need to give a **talk**.
- You should be prepared to speak for **3-4 minutes** (the examiner will ask you to speak for 2 to 3 minutes: ignore this! **Aim to speak for 3 minutes.**)
- It's your chance to show the examiner how well you can talk for an **extended period**.
- Many people call it "**The Long Turn**" because it is your turn to speak for a long time.

So, get prepared! Keep reading...

Good Luck!



Part 2: What Happens?

In Speaking Part 2, the examiner will ask you to speak for **between one and two minutes** on a topic.

- The examiner will give you a **topic card**.
- On the card, there will be a short description of a topic, with some ideas for what to include. The topic will be related to **personal experience**.
- The examiner will give you exactly **one minute** to **prepare** your talk.
- After one minute, the examiner will ask you to start your talk.
- After 3 minutes, the examiner will interrupt you. They will ask your partner one extra question about the topic.
- Your partner only needs to give a short answer to this question.

More Tips for Speaking Part 2

Now you know all the basic information in Part 2 speaking. Now it's time for some more tips.

1. Make Notes before You Talk

The examiner will give you one minute to prepare your talk. You should think about what to say when you're talking. You will not be able to think about your language, so you are more likely to make grammatical mistakes. It's also very common for candidates to panic when they are talking and forget what to say; if you do a lot of practice, you will fear less.

MOST candidates don't do this well. They write just 2 or 3 things on the paper, and they spend most of the preparation time thinking about what to say. The problem with this approach is that as soon as they start speaking, they forget what to say! **SO, MAKE DETAILED NOTES! Practise making notes as part of your preparation for the speaking test.**

2. Use a Good Opener

Starting your talk is difficult, so try to recall a good/catchy opening phrase. Here are some good examples:

- "I'd like to talk about..."
- "Well, there are many _____ I could talk about, but I suppose the _____ I've experienced/had is/was...."

The second example will help you get a better score than the others because the language is more advanced but use the first example if the second sentence is too difficult to remember.

For example, if your topic is "describe your favourite teacher", you could say:

- "I'd like to talk about my favourite teacher."
- "Well, there are many good teachers who I could talk about, but I suppose the favourite teacher I've had was..."

If your topic is "describe a beautiful place to visit in your country", you could say

- "I'd like to talk about a beautiful place in my country."
- "Well, there are many beautiful places which I could talk about, but I suppose the most beautiful place I've been to is..."

A good opener will impress the examiner, but the next tip will impress him/her even more...



3. Paraphrase the Topic

- When referring to the topic, don't use the words from the topic card. Instead, use your own words.
- This is called **paraphrasing**.
- So, if the topic is “**describe a beautiful place to visit in your country**” don't say:
 - *“I'm going to describe a beautiful place to visit in China.”*
 - Instead, say, for example:
 - *“I'm going to talk about a stunning destination, which people can travel to in the north-east of China.”*
- Paraphrasing allows you to show the examiner how much **vocabulary** and **grammar** you know.
- Remember, together, grammar and vocabulary make up 50% of your marks, so it is very important to use a wide range of grammar and vocabulary.

4. Keep Talking

- Try to keep talking...and talking...and talking.
- Don't worry about the time. The examiner will stop you after 2 minutes.

5. Don't Speak Too Quickly

- Try to speak at a steady, natural pace. **DO NOT** speak too quickly – this will lower your band for pronunciation.
- Don't speak too slowly. This will lower your band for fluency and coherence.

6. Decide What To Talk About Quickly (Lie If You Need To!)

Sometimes it's difficult to think of something to talk about. Let's say you have to talk about your favourite teacher. Remember you have a minute to prepare your talk.

The wrong way: spend your preparation time thinking about who your favourite teacher was.

Was it Mr Smith? Or was it Mrs Jones? What was Mrs Jones like? She was quite interesting, but Mr Smith was quite kind. Oh, but what about Miss Brown, she was quite nice. I'll talk about her....

Finally, with only 10 seconds before you must start talking, you suddenly remember Mr Black.

Oh, Mr Black. I remember! Yes, he was fantastic! I'll talk about him!

But now you have to start talking!

The right way: choose a nice teacher you had. Any nice teacher will do. Then think of some words to describe him/her, and maybe some words to help you describe a story about him/her that you remember.

HELPING WORDS & PHRASES

TO TALK ABOUT YOUR PAST AND PRESENT EXPERIENCE	TO EXPLAIN AND GIVE REASONS	TO EXPRESS AND JUSTIFY OPINIONS
The movie started when I arrived...	It could be/ It cannot be because...	You are absolutely right, I also think...
I always loved to...	If this is true, then...	I am afraid I have to disagree/ say no...
Going to the library is my favourite...	It will only work if...	Some people say that...
They left me alone...	Since...is true, ...must also be true	It is generally accepted that...
I was influenced by...	When I tried...I noticed that...	I am of the opinion that...
It has become my habit...	This clearly shows that...	It seems to me that...
I have always been eager to...	Obviously.../ Undoubtedly...	Speaking personally...



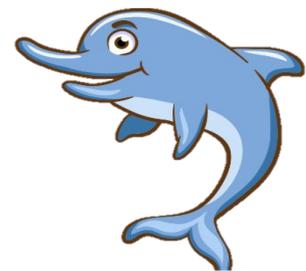
**LET'S
PRACTISE**

ACTIVITY A

Title	Do you even care? – Animal Protection
Theme	Health & Environment

Activity: A class discussion on Animal Protection

1. Pupils will be in groups of 4 – 5.
2. Each group will receive a picture of an animal.
3. In your group, discuss the provided tasks (you are allowed to make notes for the presentation).
4. Pupils will present their findings to the whole class.



No	Tasks
1	Describe your animal. You can talk about its colour, physical appearance)
2	Describe its habitat. Where do you usually see/spot this animal?
3	How can you show your love towards this animal?
4	Zoo is a place that keeps animals. Do you support or go against this act? Why?
5	Your message to the public regarding animal protection.

ACTIVITY B

Title	How Green Are You?
Theme	Health & Environment

Activity: Classroom Green Election Day!

1. Pupils will refer to the poster below and provide reasons why we should recycle.
2. Each pupil will be given a strip of paper with a type of rubbish on it.
3. Individually, each pupil will put the strip of paper into the correct box (recycling activity) – Activity 1
4. You need to get into pairs and decide together which rubbish/trash should go into which bins/boxes.
5. The whole class will check Activity 1.
6. Each pair will join the discussion whether they agree which rubbish/trash in which bins/boxes.



 <h2 style="margin: 0;">5 REASONS TO RECYCLE</h2>	
<p style="text-align: center;">SAVES ENERGY</p> <p>By recycling items, producers save time not to have to make something from scratch.</p> 	 <p style="text-align: center;">REDUCES LANDFILL USAGE</p> <p>Recycling reduces the amount of waste we end up sending to landfill sites.</p>
<p style="text-align: center;">PRESERVES NATURAL RESOURCES</p>  <p>Rather than using our natural resources, we utilize resources that are already available.</p>	<p style="text-align: center;">GOOD FOR THE ECONOMY</p> <p>Through recycling, will grow the demand for recyclable items, in return growing the economy.</p> 
<p style="text-align: center;">REDUCE GLOBAL WARMING</p> <p>Recycling helps reduce greenhouse gas emissions by reducing energy consumption. This avoids greenhouse gas emissions that would result from extracting or mining virgin materials.</p> 	<p style="text-align: center;">Just a few of the reasons why you should recycle!!</p> 

7. These are the list of items that you need to classify them into which bin/box. The colour of the bin/box may vary from what you heard or read because there are no specific rules for recycling. Therefore, listen to clues from your teacher.

Newspapers	Aerosols	Sanitary products
Magazines	Food cans	Nappies
Junk mails	Food cartons	Meat and bones
Loose shredded paper	Plastic bottles	Egg shells
Envelopes	Plastic food trays	Cooked and uncooked food
Phone directories	Yoghurt pots	Teabags and coffee grounds
Catalogues	Polystyrene	Mirrors
cardboards	Light bulbs	Glassware
Perfume bottles	Jars	Cut flowers
Leaves	Clean straw or hay	Plate scrapings

Pe



ACTIVITY C

Title	Are You Having Fun?
Theme	Health & Environment

Activity: Class Interview Session

1. This is a class interview, and you will have the opportunity to interview your classmate and ask for their personal opinion.
2. You will be given a set of questions and your teacher will request you to choose only four questions to be used during your interview.
3. Please make sure you really understand each question and choose the best one for your interview. Remember only four questions will be used.
4. Write your interview questions.
5. During the interview session, please make sure you speak, and your classmate will then speak to you in return. Remember this is a speaking activity and asking your classmate to just write his/her answers will defeat the objective of this activity.
6. When it is your turn to be interviewed, you will do the same- speak!!

ARE YOU HAVING FUN?

Read these questions. Choose five questions that you would like to ask your classmates.

1	Which part of your week do you look forward to the most?
2	Did you have a good time during your last holiday?
3	How often do you see your friends?
4	What's your best memory so far this year?
5	How did you spend last weekend?
6	What's your favourite free time activity, and how often do you have time to do it?
7	What do you enjoy most in life?
8	What did you do to celebrate your last birthday?



Name:

Question & Answers:

ACTIVITY D

Title	Sharing My Experience
Theme	Science & Technology

Interview: My Favourite Gadget!!



Picture D1

Instructions:

1. The image shows a gadget that is regularly used among pupils. This gadget has a lot of advantages and a lot of disadvantages.
2. Pupils share their experience based on Picture D1.
3. Use the **helping words and phrases** to assist you when speaking.
4. Next, look at Picture E2 and talk in pairs on the benefits, disadvantages and use.



Picture D2

HELPING WORDS & PHRASES

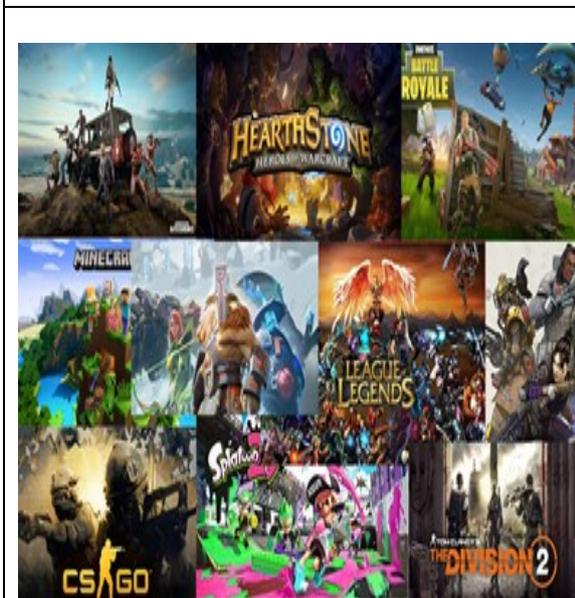
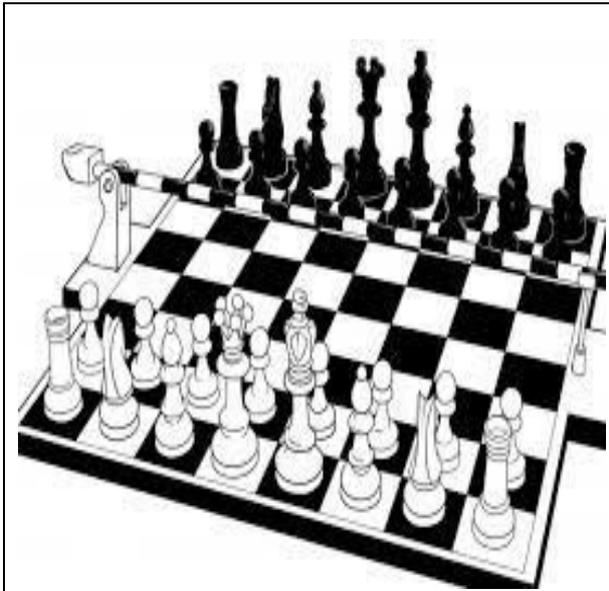
- | | | |
|--|--|---|
| <ul style="list-style-type: none"> ▪ Technology ▪ Frequent user ▪ Essential ▪ Important ▪ A lot of applications ▪ Allows communication ▪ Do a lot of schoolwork at once ▪ Time consuming | <ul style="list-style-type: none"> ▪ Nomophobia (stress and separation anxiety of going phone free) ▪ Store personal information ▪ Fingertips ▪ Unsocial/ Anti-social ▪ Application ▪ Dangerous Content ▪ Counter boredom | <ul style="list-style-type: none"> ▪ Access ▪ Look through ▪ Convenient ▪ Costly/ Expensive ▪ No private space ▪ Can see location ▪ Stay in touch/ keep in touch ▪ Smart User ▪ Relieve stress ▪ Fill free time |
|--|--|---|

ACTIVITY E

Title	My Personal Favourite
Theme	Science & Technology

Instructions:

1. Pupils are provided with 3 talking chips (each pupil will receive 3).
2. Pupils will sit in groups of 3.
3. Each group will receive a set of pictures.
4. Each pupil will have to describe the pictures (use TABLE A for points/ideas).
5. Each pupil will put 1 talking chip and then he/she is allowed to speak.
6. Each pupil needs to finish all of his/her talking chips.
7. Each pupil takes turn to talk.



Use TABLE A for points/ideas to describe the pictures.

TABLE A

How would you describe the activities shown?
Which activities are better for groups, and which would be suitable for individuals?
Which activity would you encourage your friends to do? Why?
Which activity would you discourage your friends to do? Why?
Are any of these activities popular with people of your age? Why do you think so?
Do you do any of these activities? Why / Why not?
Which activity would you like to take up? Provide an explanation

Below are some helpful phrases to be used during your group discussion.

**This activity seems to be...
I believe/ I think/ suppose/...
In my opinion...helps you...
People of my age are interested in/ crazy about...
People of my age can't stand...
It's an ideal activity for those who like...
I'd like to take up...because...**

These are some words that you can use during your group discussion.

HELPING WORDS	
Creative	Keen about
Tests our ability to think	Have more friends
Bored with	Work together
Challenging	entertaining
Crazy about	exciting
Creative	Challenging
Lose focus	Be a fan of
Entertaining	disadvantage

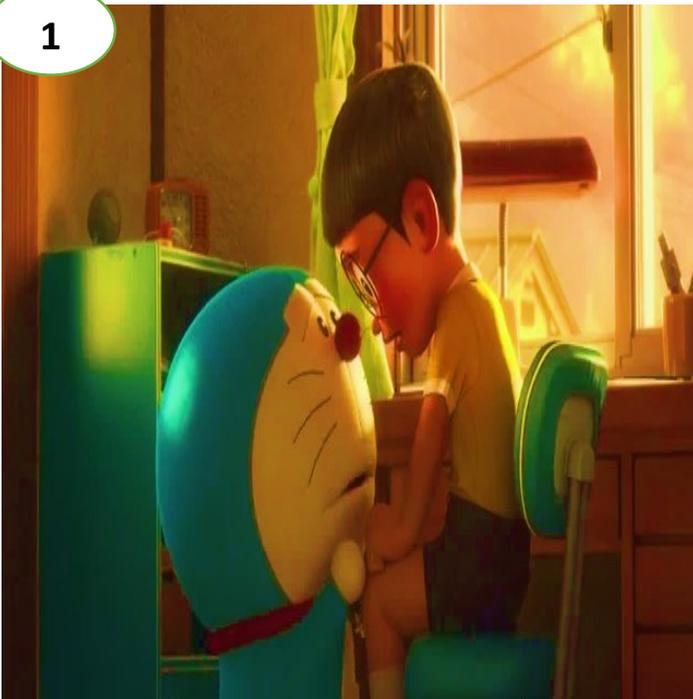
ACTIVITY F

Title	Am I from the future?
Theme	Science & Technology

Instructions: (Prediction + story chain)

1. Pupils try to predict what will happen in the future. For example, how will the world look like? What about cars? What about the shopping mall? Verbally respond and give opinions.
2. Pupils are introduced to Doraemon and famous anime.
3. Pupils sit in groups of 3 and they have to create a story based on the pictures.
4. Each pupil takes turn to tell at least 2 sentences describing each picture in sequence.
5. Each pupil is encouraged to produce dialogues.
6. The group will predict the ending of the story.

1



2



3



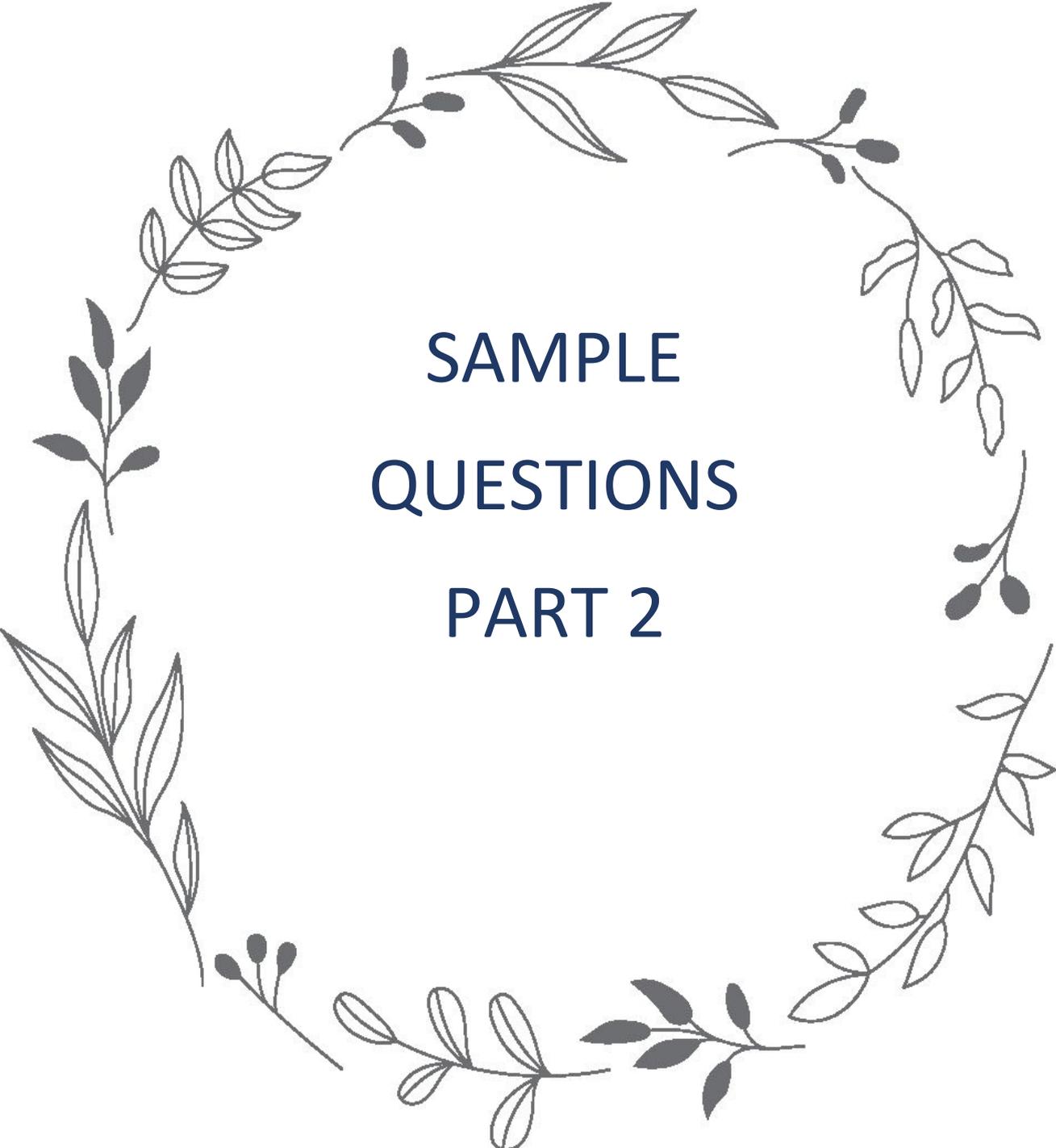
4

?

- Predict the ending.
- What will happen?
- What is the emotion here?
- Moral values learnt.

HELPING WORDS & PHRASES

- | | |
|---|---|
| <ul style="list-style-type: none">• Sad• Emotional• Hugging• Console• Telling the truth• Please• Could you please...• Don't ever forget me• Tell me the truth | <ul style="list-style-type: none">• We should be...• Don't go• Leaving is painful• Crying• We will see each other again• Sleepless night• Unexpected• Suddenly• Means the world to me |
|---|---|



**SAMPLE
QUESTIONS
PART 2**

SAMPLE QUESTION 1 (PART 2)

THEME: HEALTH & ENVIRONMENT

Candidate A

Candidate A: Covid-19 Pandemic

Talk about the Covid-19 Pandemic

You should say:

What do you understand by the phrase 'Covid-19 Pandemic'?

Why do you need to wear a mask?

Do you think it is important to practise physical distancing?

Can you suggest the best way to stay protected from Covid-19? Why?

Candidate B

Candidate B: Health vs Wealth

Talk about the idea of health vs wealth.

You should say:

Which one is more important, health or wealth?

Can wealth buy health or the other way around?

How can one maintain his/her health?

Suggest ways to properly use/ manage one's wealth.

SAMPLE QUESTION 2 (PART 2)

THEME: HEALTH & ENVIRONMENT

Candidate A

Candidate A: Go Green

Talk about the Go Green activity in your country.

You should say:

What do you know about Go Green? Explain.

List the advantages of practising Go Green in your country.

List the disadvantages of not practising and ignoring the benefits of Go Green.

Can you predict what would happen to our Earth in 50 years' time from now?

Explain.

Candidate B

Candidate B: Mother Nature

Talk about the idea of Mother Nature.

You should say:

What do you know about Mother Nature? Explain.

List the advantages of protecting our Mother Nature.

List the disadvantages of destroying our Mother Nature.

How can a student promote and encourage others to protect our Mother Nature?

SAMPLE QUESTION 3 (PART 2)

THEME: SCIENCE & TECHNOLOGY

Candidate A

Candidate A: The use of Internet

Talk about the use of Internet among pupils.

You should say:

Do you have Internet access at home?

How often do you use the Internet?

Why do you use the Internet?

Do you think the Internet is useful? Explain why.

Candidate B

Candidate B: Modern Inventions

Talk about the use of modern inventions in your life.

You should say:

Name a few things you would consider as modern inventions. (E.g., washing machine, blender, electric car)

Name a few modern inventions you have at home.

What could be one advantage of these modern inventions?

What could be one disadvantage of these modern inventions?

SPEAKING MODULE

PART 3

Part	Task Format		Candidate Output	
	Interaction Pattern	Input	Discourse Features	Functions
Part 3 Discussion task 4-5 minutes	Candidates discuss a task based on a mind-map. Then they have a decision question to discuss.	Candidates are given a topic with a central focus question and surrounding ideas to help them.	Turn-taking and responding appropriately. Negotiating. Initiating. Developing topics.	Explaining and giving reasons. Exchanging information and opinions. Expressing and justifying opinions. Negotiating agreement. Making and responding to suggestions. Discussing alternatives.

GENERAL TIPS FOR PART 3

When it comes to preparing for Speaking Part 3, there are certain questions that pupils often ask. The **two** most common ones are:

1. How can I interact well with my partner?
2. What are some examples of good language to be used in this part?

In these few pages, you will find out the answers to all of these questions.

- good strategies to manage your time and work together with your partner
- some common problems and how to avoid them

You can see the structure in Part 3 looks a little bit like a spiderweb. There is a question in the centre and five prompts around it.

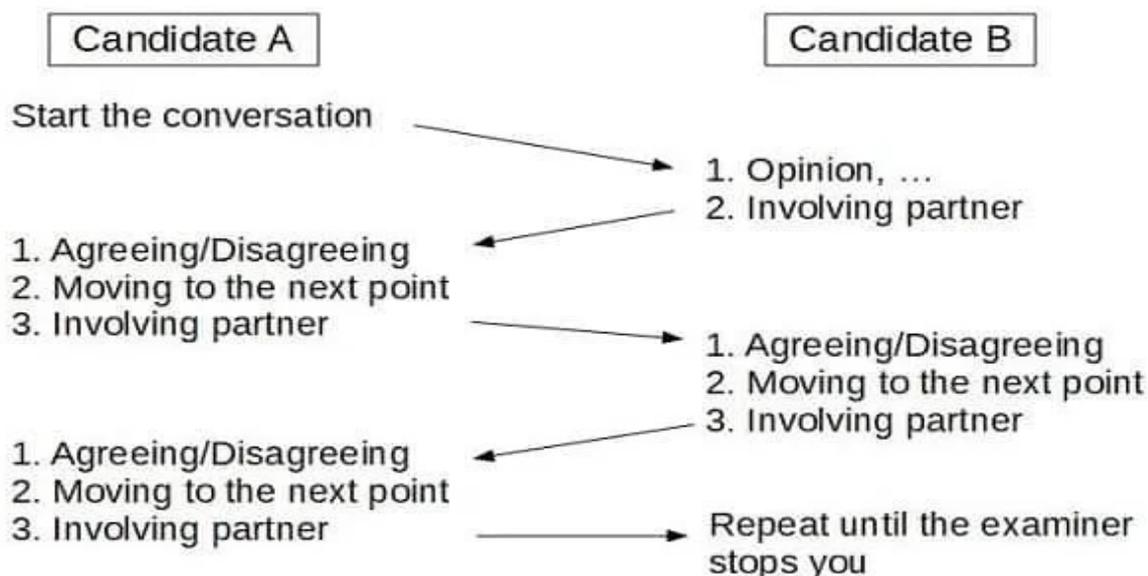
Speaking Part 3 always follows the **same** idea:

Firstly, you discuss the question with your partner talking about the five prompts for about two minutes and secondly, you have to make a decision based on the same five points in one minute

SPEAKING STRATEGIES FOR PART 3

In the discussion part, you should mostly focus on **well-structured answers**, **good language** and **interaction with your partner**. It follows a cycle that you go through together until the examiner stops you after about two minutes. This cycle looks something like this:

Speaking Part 3 – Discussion cycle



SUGGESTED WORDS AND PHRASES

1. Introduction

Let's begin/start with ...

2. What you think about somebody/something

As far as I'm concerned, ...

I think ...

In my opinion, ...

As far as I know, ...

In my view, ...

I don't think ...

I don't believe that ...

Well, if you ask me, ...

If you want my honest opinion, ...

I've never come across the idea that ...

3. How to agree/disagree

I must admit that ...

I totally/fully/partly agree.

I agree/don't agree with you.

I believe/don't believe ...

I'm convinced that ...

The way I see it ...

It seems to me that ...

I wouldn't say that ...

I don't think so.

You're right up to a point.

You could be right.

That can't be right.

I don't agree at all.

As a matter of fact, ...

That's right/wrong.

Exactly.

I can understand ...

It's hard to say.

It's a fact that ...

However, ...

That's why ...

John likes computers. - So do I.

Steve doesn't like mobiles. -

Neither do I.

4. Asking for clarification

- What do you think?
- What's your opinion?
- Would you like to say something?
- What do you mean?
- What are your ideas?
- What are you trying to say?

5. How to interrupt politely

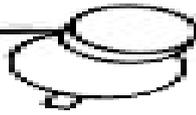
- I'm sorry, but ...
- Can/May I add something?
- Sorry to interrupt, but ...

6. Other opinions

- On one hand ... on the other hand ...
- They claim that ...
- They also say ...
- The opinion among teachers is that ...
- That's a matter of opinion.

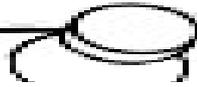
7. Phrases to keep a discussion going

- Let's get back to ...
- As we just heard ...
- Where were we?



1. Always involve your partner

- Good teamwork is **IMPORTANT**
- Take turns in responding like a game of badminton or ping pong.
- Be involved
- Be a good listener
- Welcome suggestions/opinions/ disagreements from your partner



2. Don't go too fast

- Go steady and relax when delivering
- Notice your partner especially when he/she wants to speak- give him/her chance
- Don't dominate the conversation
- Divide and conquer all the points (decide with your partner who will be talking about which point)- so you won't repeat the same idea
- Make time to decide when it comes to making a choice among all the options



3. Don't forget to listen to your partner

- When your friend is talking, please listen
- Be attentive
- Agree and / or disagree with his/her opinion.
- Show interest and be supportive

With all of these in mind...

... Hopefully you feel a little bit more confident about Speaking Part 3.

Remember to stick to the questions, involve your partner as much as possible and use a wide range of expressions from the tables above.



**LET'S
PRACTISE**

ACTIVITY A

START ▶	1. What would you wear to a class party?	2. What things do people buy when they have a lot of money?	3. How do people travel in your country?	4. What do you miss most about being a child?	5. Have you ever helped your friends choose their clothes?	6. How can people benefit from travelling to other countries?	7. How many races of people that your country has?	8. Name a few benefits of reading books/ novels/ newspapers?
30. Do people spend too much money on eating out?	<div style="text-align: center;"> <h2><u>WILL I BE CROWNED WINNER?</u></h2> <p>Instructions:</p> <ol style="list-style-type: none"> Decide who is going to play first. The first player rolls the dice and moves his marker to the respective square based on the number indicated on the dice. He must answer the question on that square. All players take turns rolling the dice and moving their markers until the end of the board. Good luck!! </div>							9. Do you do the dishes right after eating?
29. Is there something you wish you could do during your free time, but you can't?								10. Why do you like learning languages?
28. Being rich or intelligent is better?								11. Have you ever spoken a foreign language? Where?
27. What is difficult about learning new skills such as cooking/gardening/ baking etc?								12. Name a rule at school that you agree with.
26. Do teenagers always rebel?								13. Is it good or bad, spending a lot of time on social media?
25. What are some of the things that you like to do in your free time?								14. Is it easy to do healthy activities at the place you live?
24. What happens when people break the rules?								15. How much exercise is enough?
23. What are some of the things that you can do or say to show your love towards the elderly?								22. Who chose clothes for you when you were younger?

ACTIVITY B

Title	What would you do?
Theme	People & Culture

Instructions:

- 1) Each pair will receive a picture
- 2) Each pair will discuss how they will react based on the picture.
- 3) There is a list of tasks that each pair has to answer.
- 4) Discuss with your pair and present to the whole class.



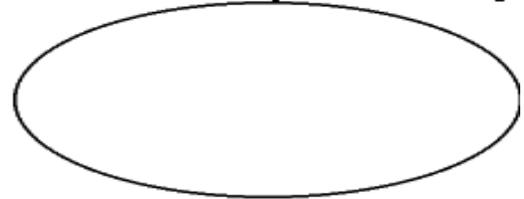
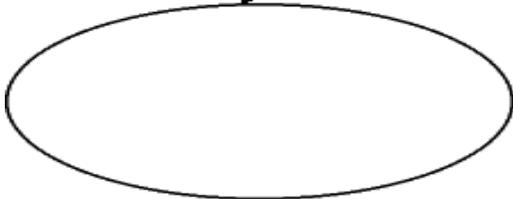
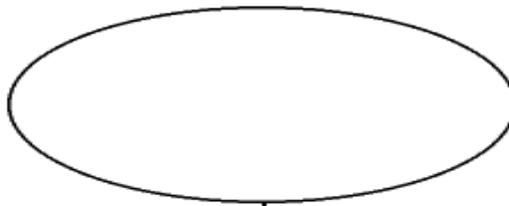
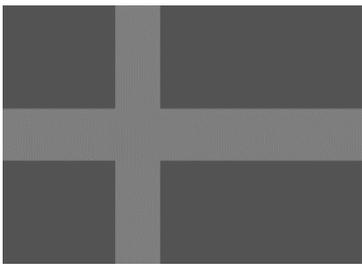
No	Tasks
1	Describe what you can see in the picture.
2	What would be your first reaction?
3	What is your feeling when your items/ belongings are broken?
4	Imagine your best friend who borrowed your phone, he/she lost your phone. How would you react?
5	Suggest the best way to keep our items/ belongings safe.

ACTIVITY C

Title	Keeping it or throwing it?
Theme	Science & Technology

Instructions Part 1:

1. Watch the video on YouTube: [Sweden is paying people to fix their stuff instead of throwing it away - YouTube](#)
2. Based on the video, complete the graphic organiser.
3. Present your findings to your partner (pair work).
4. Get ready to present to the whole class (your teacher might choose you).
5. Form groups of 3.
6. Discuss in group and present your findings based on the pictures.



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NO	BENEFITS OF REPAIRING
1	
2	

Instructions Part 2:

1. Discuss in groups of three and present in the class.
2. Pupils refer to pictures A, B & C.

A



**DO YOU
AGREE WE
LIVE IN A
THROWAWAY
CULTURE?
WHY?**

B



**WHAT ARE SOME
OF THE
CONSEQUENCES
OF THROWING
THINGS OUT
INSTEAD OF FIXING
THEM?**

C



**WHAT TYPES OF
GOODS DO WE
THROW OUT
MOST OFTEN?
WHY DO YOU
THINK THAT IS?**

ACTIVITY D

Title	Wait for your turn!
Theme	Science & Technology

Instructions:

1. Based on the card you received, discuss with your partner.
2. Be ready to present.
3. Listen to your friends.
4. State your stand whether you agree or disagree. Why?
5. You can make notes for your presentation.
6. Include your favourite online lesson platform.



ADVANTAGES AND DISADVANTAGES OF ONLINE LESSONS

Advantages	Disadvantages

ACTIVITY E

Title	SOCIAL MEDIA ADDICT - Agree or disagree?
Theme	Science & Technology

Instructions (Role Play 2):

1. **Work with a partner (in pairs).**
2. **Based on the situation, make suggestions and respond appropriately.**
3. **Create/draft your own dialogues.**
4. **Present to the class.**
5. **Use the helping words & phrases.**

HELPING WORDS & PHRASES	
Making Suggestions	Agreeing / Rejecting
<ul style="list-style-type: none"> • Let's revise • What about going to...? • How about going...? • Why don't we go...? • Couldn't we...? • Shall we...? • What would you say to...? • Don't you think it is a good idea to...? • Does it matter if we...? • Would you like to....? • Let' go to... • I suggest you/we take...into consideration • We could... • We might as well... 	<ul style="list-style-type: none"> • Okay. Let's... • Yes, I'd like to... • Yes, I'd love to... • What a good idea! • Why not? • Yes, with pleasure • Yes, I feel like... • Yes, that sounds like a good idea • Yes, that sounds like a plan • Yes, that's not a bad idea • Brilliant! • Count me in too

Draft your dialogue:

SITUATION : _____

Pupil A: _____

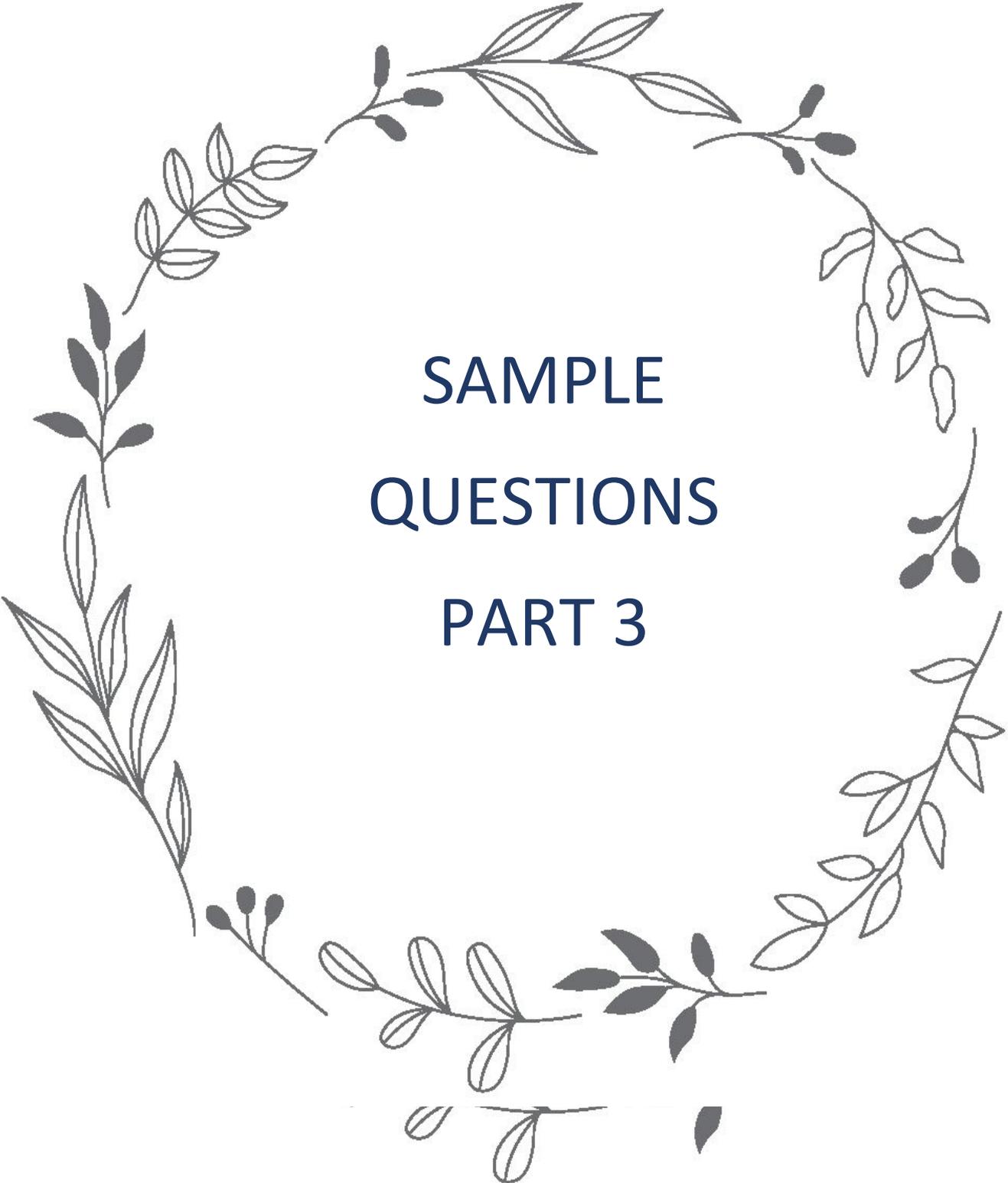
Pupil B: _____

Pupil A: _____

Pupil B: _____

Pupil A: _____

Pupil B: _____



**SAMPLE
QUESTIONS
PART 3**

SAMPLE QUESTION 1 (PART 3)

THEME: PEOPLE & CULTURE

Talk in pairs. You and your friend are assigned by your teacher to organize a talk on Ways to Spend Your Leisure Time Wisely. First discuss the advantages and disadvantages of each. Then decide which two activities will be beneficial for your fellow friends



SAMPLE QUESTION 2 (PART 3)

THEME: SCIENCE & TECHNOLOGY

You and your friend are assigned by your teacher to organize a talk on the benefits of social networking sites. First, discuss the advantages and disadvantages of each topic. Then, decide which two points will be beneficial for your fellow friends.



SAMPLE QUESTION 3 (PART 3)

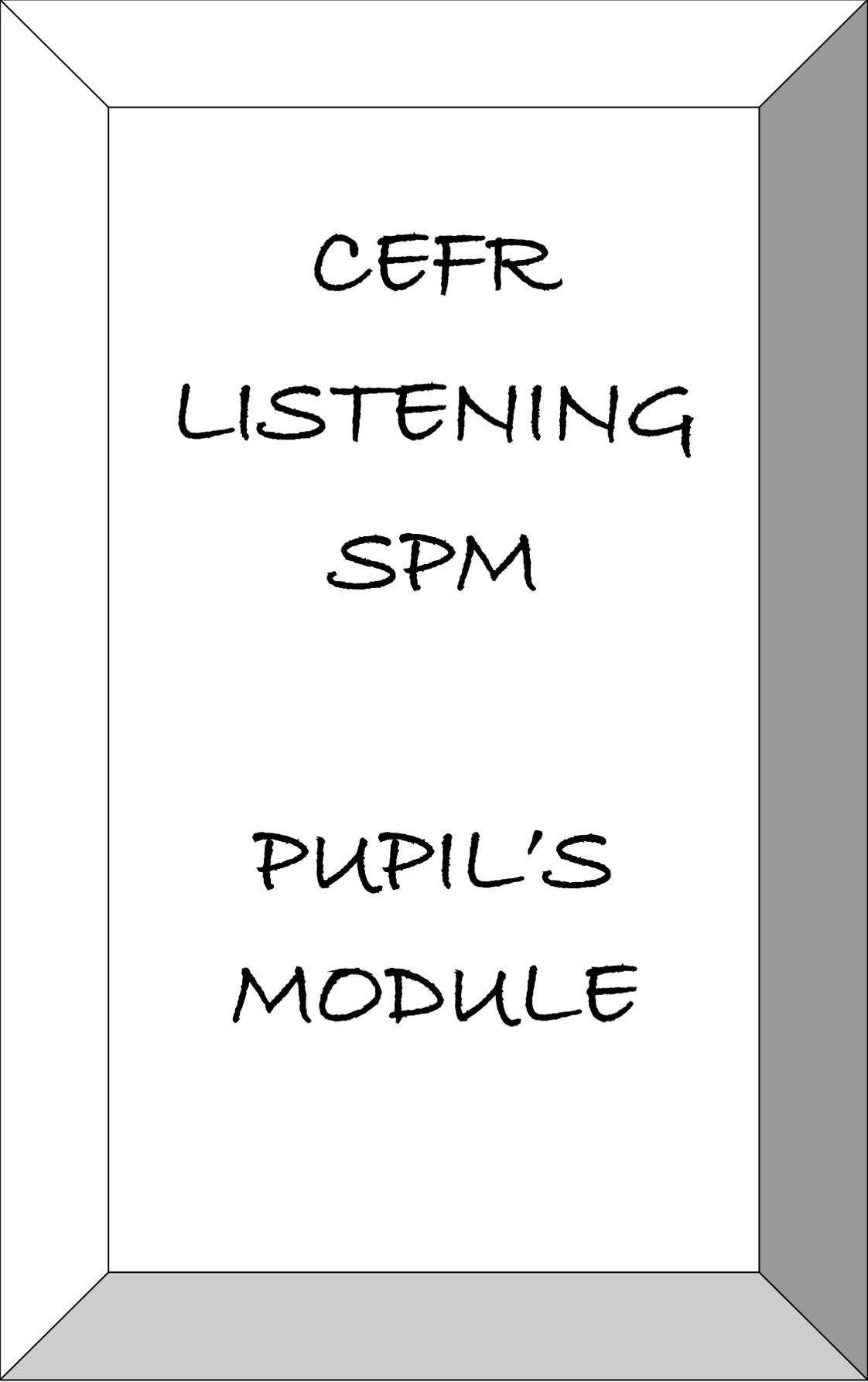
THEME: SCIENCE & TECHNOLOGY

You and your friend are assigned by your teacher to organize a talk on advantages & disadvantages of bringing handphones to school. First, discuss the advantages and disadvantages of each topic. Then, decide which two points will be beneficial for your fellow friends.





Listening



CEFR
LISTENING
SPM

PUPIL'S
MODULE

CEFR LISTENING: AN OVERVIEW

Part	Task Type	Number of Items	Task Format
1	3 – option multiple choice	7	<ul style="list-style-type: none"> • 7 short, unrelated dialogues or monologues. • There is one 3-option multiple-choice question per extract (60-70 words each).
2	3 - option multiple choice	8	<ul style="list-style-type: none"> • A longer narrative or informational monologue (350-400 words) with 8 multiple-choice items.
3	Matching	5	<ul style="list-style-type: none"> • 5 short monologue texts of approximately 50 words with 7 options given.
4	Note completion	10	<ul style="list-style-type: none"> • A neutral or informal dialogue (interview) of 600 – 650 words. • Candidates complete gapped summary text with one word per gap.

TOP TIPS

- Read and listen to instructions carefully.
- Underline the key words in the questions.
- Read the options and get some ideas.
- Try to predict what the listening text is going to be about.

**Before
listening**

TOP TIPS

While listening

- Try to listen actively by understanding the main idea of the text.
- Avoid listening word by word.
- You will hear the recordings twice.
- Write down some key words while listening.
- You will hear the recordings twice, so don't worry if you miss the answer the first time.
- Try to listen to the whole recording the first time to help you with the context.
- Then, check your answers the second time.
- When you move to the next question, don't get distracted by the previous ones.

TOP TIPS

After listening

- Don't leave empty spaces on your answer sheet.
- Read through or check your answers again.
- Check your spelling and punctuations.
- Check everything on your answer sheet before submitting.

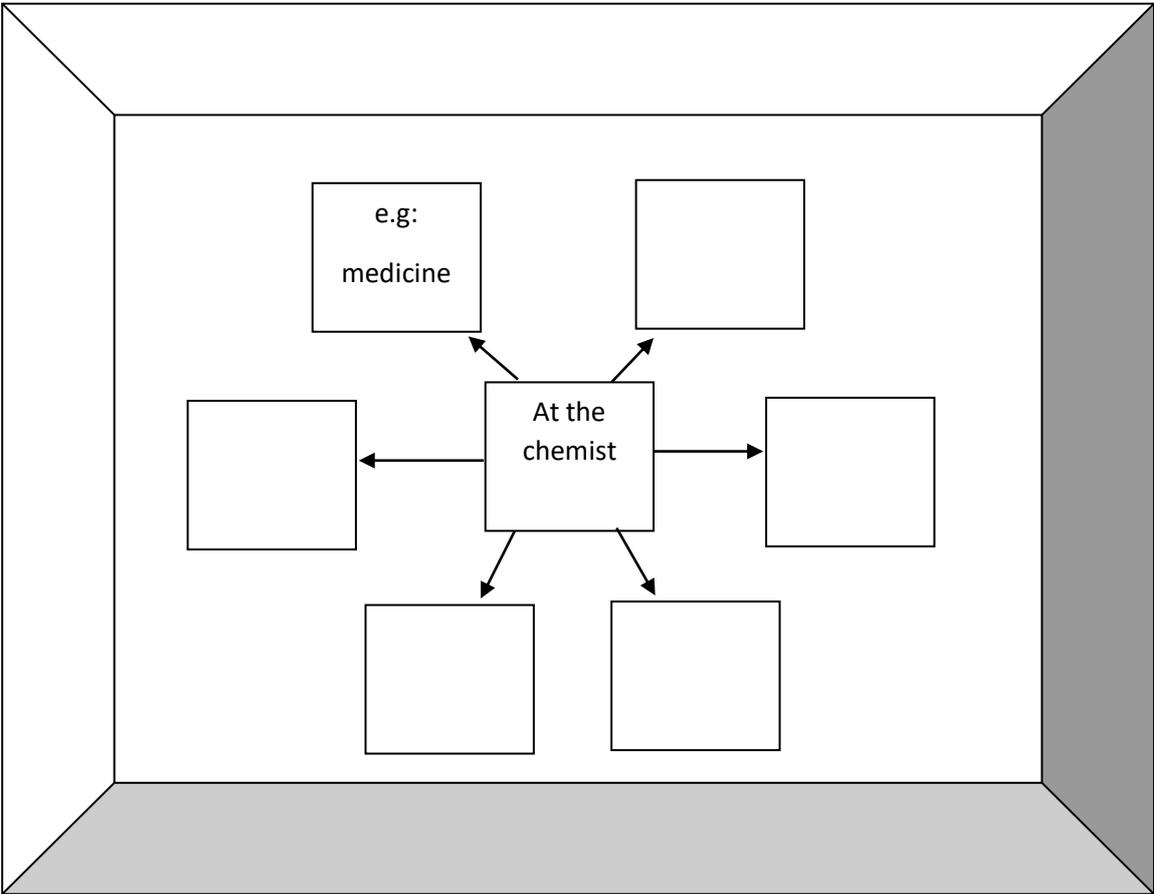
PART 1

ACTIVITY 1.1

What can you see in the picture?



Write down words or phrases about the picture in the diagram below.



ACTIVITY 1.2

Match the word with its meaning.

help ●	●	painful
sore ●	●	assist
medicine ●	●	finer
better ●	●	prolong
allergic ●	●	remedy
prescription ●	●	sensitive
afraid ●	●	authorisation
expensive ●	●	overpriced
continue ●	●	fearful

ACTIVITY 1.3

Listen to the listening text entitled 'At the Chemist' and jot down the words or phrases you hear based on the pictures below. Then, answer the questions that follow.



Word:



Phrase:



Word:



Word:

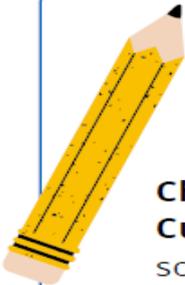
1. Based on the words and phrases jotted down, what do you think the dialogue is about?

2. What was the customer trying to buy at the chemist?

3. What did the chemist suggest the customer to buy?

ACTIVITY 1.4

Fill in the blanks with the correct words.



PART 1- Activity 4

Let's fill in the blanks!

Chemist: Hello, can I ____ (1) ?

Customer: Yes, my wife sent me here. I, erm, need something for a ____ (2) throat ... and I can't stop coughing. It really hurts.

Chemist: Do you have a _____ (3) too?

Customer: Not really, no.

Chemist: Well, we have this ____ (4) . And these _____ (5).

Customer: Which is ____ (6) ?

Chemist: They're both good. The syrup is more _____ (7).

Customer: Oh, well ... I'll take the _____ (8), then. How many do I take?

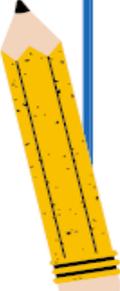
Chemist: Just one.

Customer: Sorry, I'm sorry. Er, how often should I take it?

Chemist: Just one every four to six hours. Take it before mealtimes. Are you _____ (9) to any _____ (10) ?

Customer: No.

Score:  /10



TOP TIPS

- Avoid writing down words with **capital letters** when they are **in the middle of sentences**.



ACTIVITY 1.5

Based on the listening text entitled 'At the Chemist' that you have heard, circle **TRUE** or **FALSE** underneath each statement in the boxes below.

<p>The customer went to the chemist because he had a headache.</p> <p>True </p> <p>False </p>	<p>The chemist suggested that the customer should buy the lozenges instead of the syrup.</p> <p>True </p> <p>False </p>
<p>The chemist allowed the customer to buy some antibiotics without a prescription.</p> <p>True </p> <p>False </p>	<p>The customer is not allergic to any medicine.</p> <p>True </p> <p>False </p>



ACTIVITY 1.6

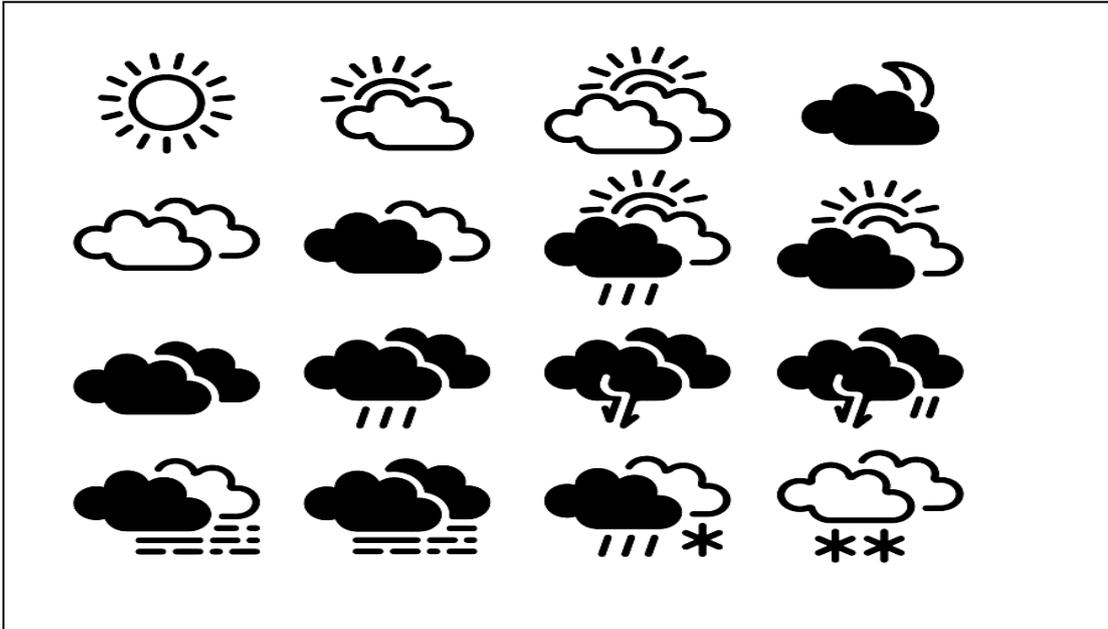
EXIT TICKET

Fill in the blanks below after you have listened to the listening text 'At the Chemist'.

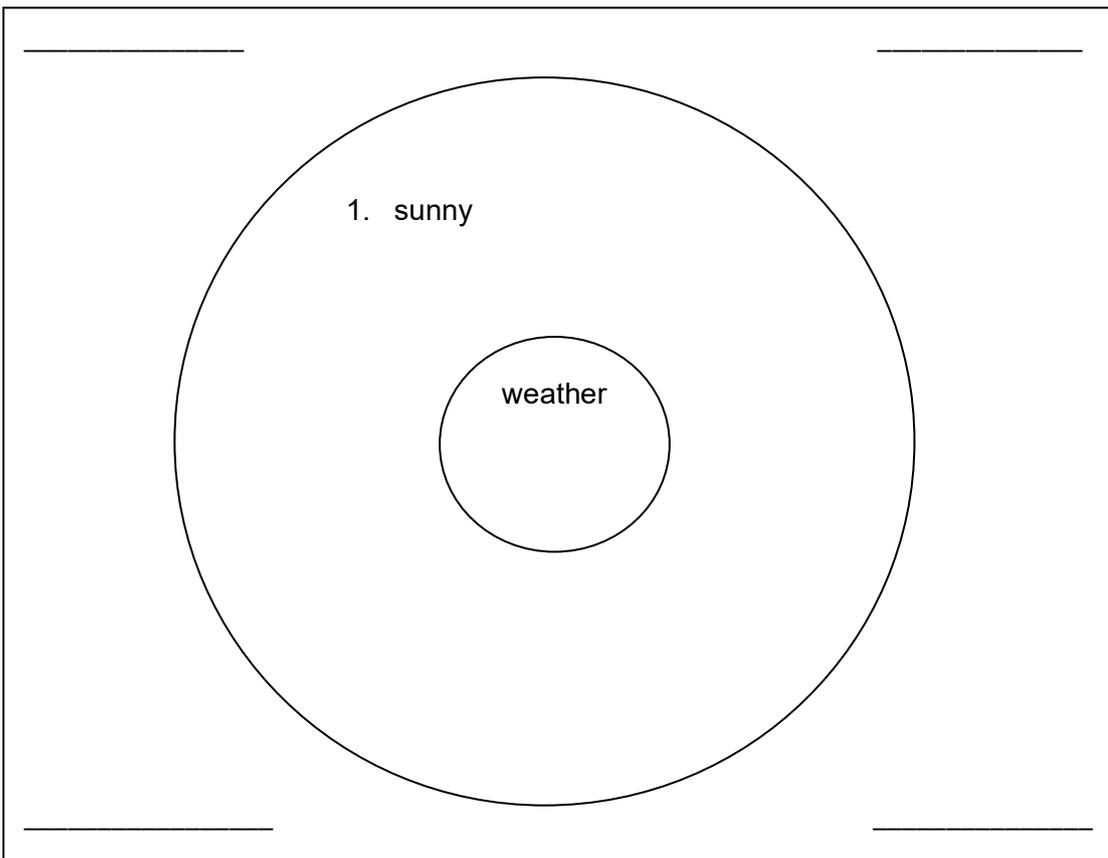
Words/Phrases I already know before listening:	Words/Phrases I didn't know while listening:	New information I learned after listening:

ACTIVITY 2.1

In pairs, talk about the weather.



Based on your discussion, list words or phrases in the circle map below.



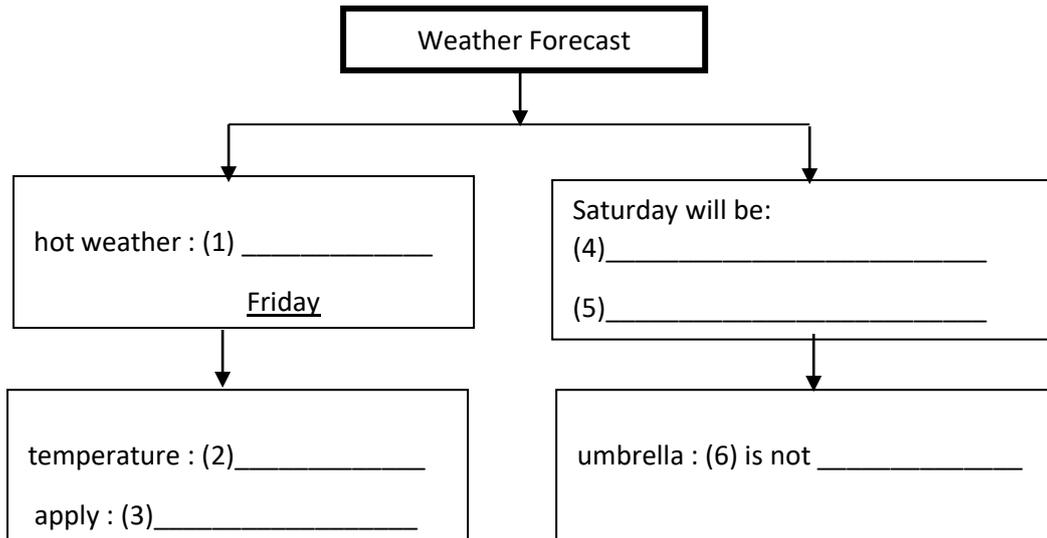
ACTIVITY 2.2

Match the word with its meaning.

expect	chiller
weather	gloomier
wear	predict
cooler	apply
cloudier	climate

ACTIVITY 2.3

You will hear a short radio weather forecast report. As you listen, complete the information in the graphic organizer below.



ACTIVITY 2.4

What is the writer's attitude when he said the statement below?

Statement	Attitude
'...so don't forget to wear sun cream!'	_____

ACTIVITY 2.5 (SPM PRACTICE)

Listen to the radio report again on weather forecast and choose the best answer from the options [A, B or C].

1. What will the weather be like at the weekend?

- A hot
- B rainy
- C chilly and cloudy

TOP TIPS

- You have to focus on the type of weather at the weekend

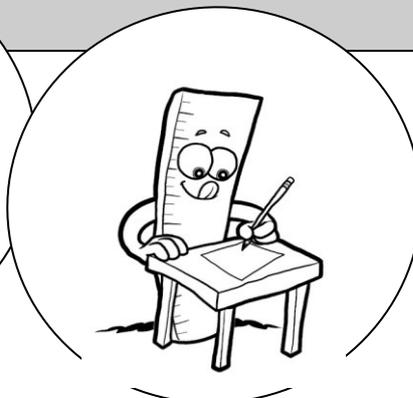
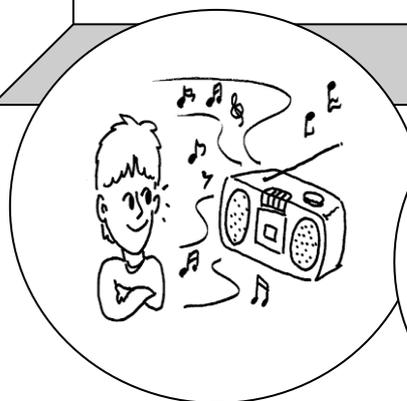
ACTIVITY 2.6

EXIT TICKET

Exit Card:

List 5 words about weather forecast that you have learnt.

1. _____
2. _____
3. _____
4. _____
5. _____



ACTIVITY 3.1

In pairs, talk about the picture. Then, share your ideas with your group members.



Complete the table below.

Things needed for holidays	Holiday activities
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

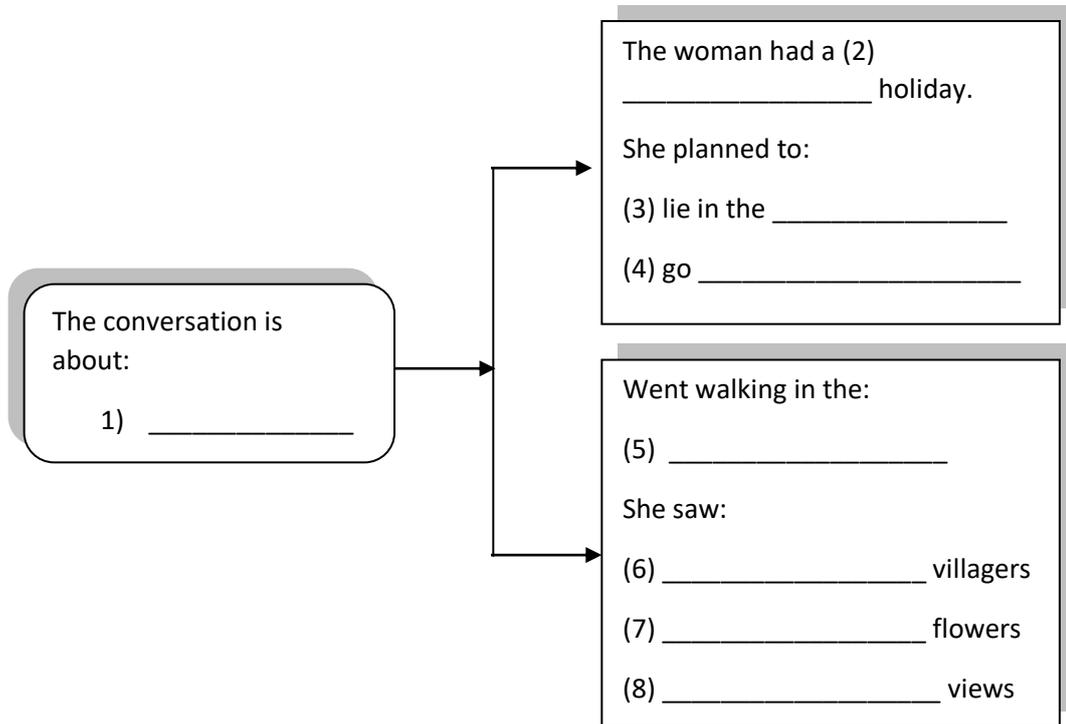
ACTIVITY 3.2

Write the meanings of the words given. You may use a dictionary.

Word	Meaning
holiday	
wonderful	
sunbathing	
occasionally	
fantastic	

ACTIVITY 3.3

You will hear a short holiday conversation between two friends. As you listen, complete the information in the graphic organizer below.



ACTIVITY 3.4

What is the woman’s opinion about the holiday? Give a reason for her opinion.

Opinion	Reason
_____	_____

ACTIVITY 3.5 (SPM PRACTICE)

Listen to the holiday conversation again and choose the best answer from the options [A, B or C].

2. What did the woman do on holiday?

- A She enjoyed swimming
- B She had sunbathing
- C She went hiking

TOP TIPS

- Your focus is on the woman’s activity that she did

ACTIVITY 3.6

EXIT TICKET

Exit Card:

List 5 words about holidays that you have learnt.

1. _____
2. _____
3. _____
4. _____
5. _____



ACTIVITY 4.1

You will hear a short conversation between a man and a woman. As you listen, complete the information in the text below.

The man was asking for his (1) _____ book and he was told that it was (2) _____ the shelf. However, he could not find it. The woman told that he might have put it (3) _____ his (4) _____ with all his other books. The woman also asked him to check the cupboard (5) _____ to the television, Finally, he realised that the book was still on the (6) _____ all the time.

ACTIVITY 4.2

What is the man's attitude when he said the statement below?

Statement	Attitude
'...Oh, here it is! It was on the shelf all the time.'	_____

ACTIVITY 4.3 (SPM PRACTICE)

Listen to the short conversation again and choose the best answer from the options [A, B or C].

3. Where is the man's book?

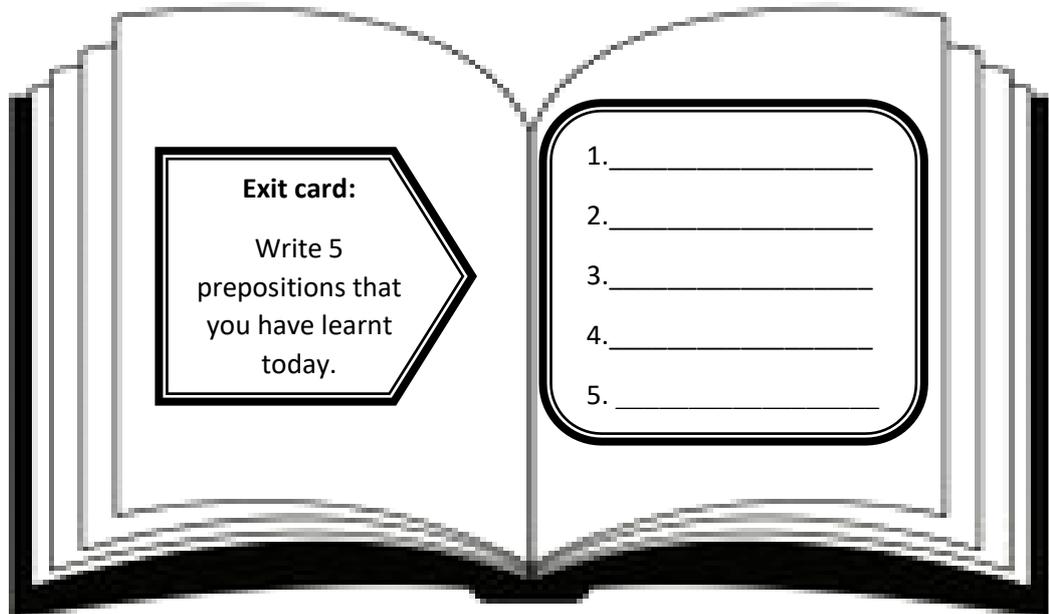
- A on the desk
- B on the shelf
- C in the cupboard

TOP TIPS

- Your focus is the location of the book

ACTIVITY 4.4

EXIT TICKET



ACTIVITY 5.1

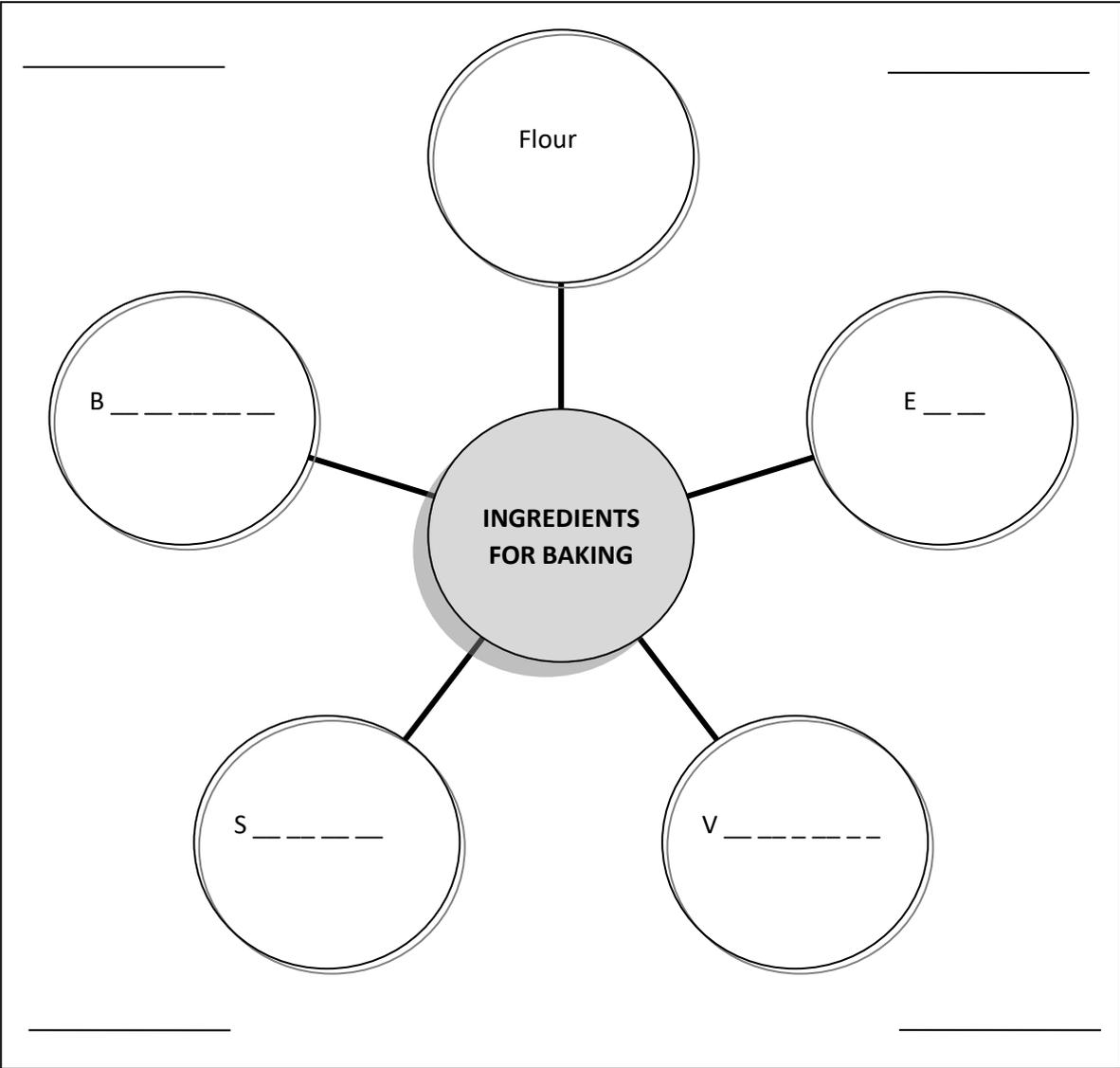
In pairs, talk about the picture. Then, discuss the ingredients needed for baking.

Recipe

INGREDIENTS:



Complete the bubble map with the ingredients needed for baking. The first letter of the word is given.



ACTIVITY 5.2

You will hear a short conversation between a man and a woman. As you listen, complete the information in the table below.

1. _____ grams of butter is needed.
2. The recipe needs _____ eggs.
3. Half a kilo of _____ is in the cupboard.
4. 200 _____ of _____ is needed for baking.

What is the conversation all about?

ACTIVITY 5.3

What is your opinion about the woman based on the conversation below?

Conversation	Opinion
Man : Alright. Are we okay for flour? Woman : I think so. There's half a kilo in the cupboard and I think we only need two hundred grams of it.	She is _____

ACTIVITY 5.4 (SPM PRACTICE)

Listen to the short conversation again and choose the best answer from the options [A, B or C].

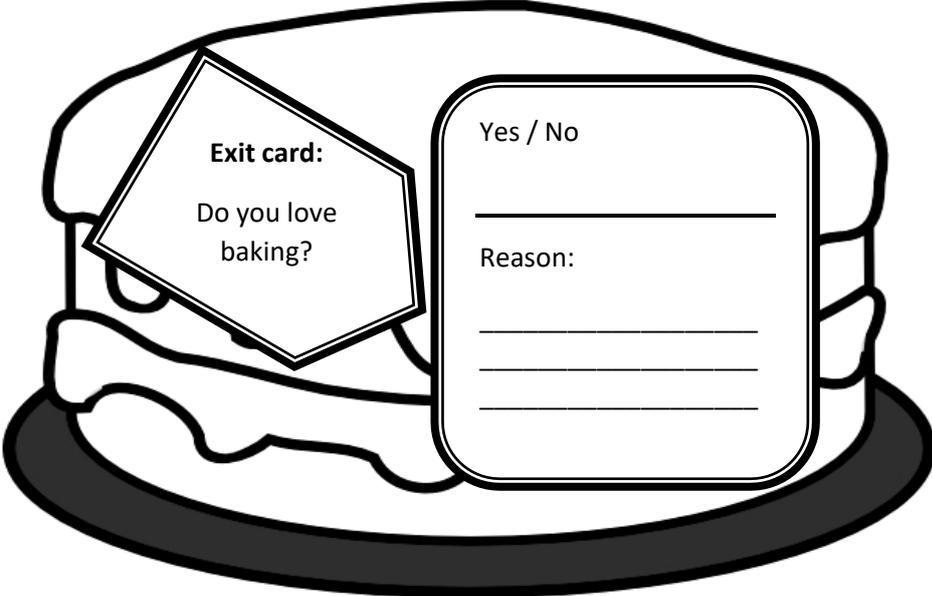
4. Which of the following ingredients do they need to buy?
- A butter
 - B egg
 - C flour

TOP TIPS

- You should focus on the name of the ingredient to be bought.

ACTIVITY 5.5

EXIT TICKET



ACTIVITY 6.1

In pairs, talk about the careers shown in the picture.



Complete the table below by listing the careers discussed in the picture above.

Careers	Careers
1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

ACTIVITY 6.2

Write the meanings of the words given. You may use a dictionary.

Word	Meaning
journalism	
lawyer	
mechanic	

ACTIVITY 6.3

You will hear a short conversation between a man and a woman. As you listen, write 'T' for 'TRUE' and 'F' for 'FALSE' for each statement given below.

NO.	STATEMENTS	TRUE / FALSE
1.	The woman's son is still studying in a university.	
2.	The son studied law initially.	
3.	The son changed the course because he followed his friends.	
4.	Reading a lot is not vital to take up law.	
5.	Journalism was the son's first course in the university.	
6.	The woman is sure that his son will become a journalist.	

ACTIVITY 6.4

What is your opinion about the statements below?

Statements	Opinion
Woman: Well, not a lot. He's finding the journalism course quite difficult.	The son is _____ _____.
Woman: I doubt it. Last time I spoke to him, he told me he's thinking of becoming a mechanic!	The woman is _____ _____.

ACTIVITY 6.5 (SPM PRACTICE)

Listen to the short conversation again and choose the best answer from the options [A, B or C].

5. What is the woman's son studying at the moment?

- A journalism
- B law
- C mechanic

TOP TIPS

- You should focus on what the son is studying now.

ACTIVITY 6.6

Identify TEN careers hidden in the word maze below.

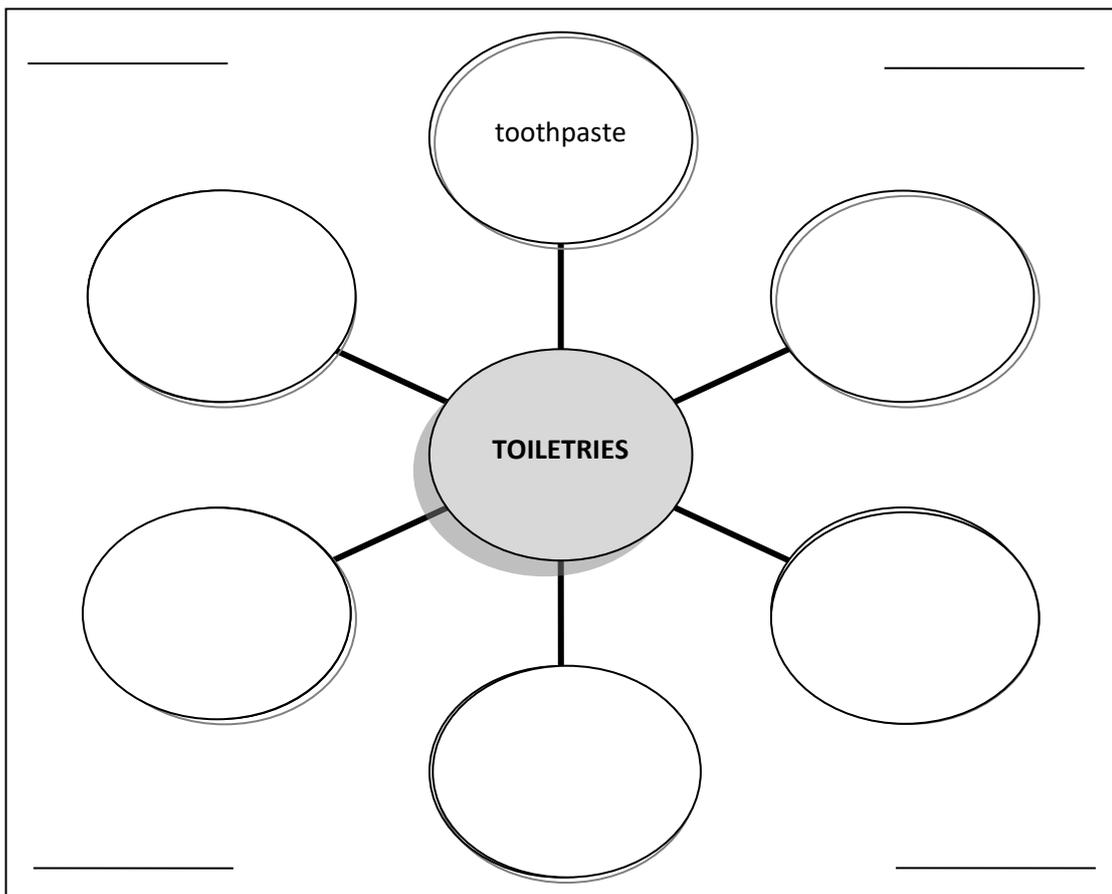
A	R	C	P	X	A	I	O	W	R
Q	D	O	C	T	O	R	P	E	E
K	M	O	K	M	E	U	Y	R	V
P	O	K	L	H	I	W	G	T	I
I	M	E	C	H	A	N	I	C	R
L	Y	A	U	L	I	U	G	H	D
O	E	O	O	N	U	R	S	E	L
T	S	I	T	R	A	M	S	F	A

ACTIVITY 7.1

In pairs, talk about the picture.



Complete the bubble map given below with toiletries needed during outing.



ACTIVITY 7.2

Write the meanings of the words given. You may use a dictionary.

Word	Meaning
shower	
suitcase	
forget	
perhaps	

ACTIVITY 7.3

You will hear a short conversation between a man and a woman. As you listen, circle the correct information for each statement given below.

No	Statements	Circle the correct information	
1.	The man wants to take a _____ first before going out.	shower	shaver
2.	The man was looking for _____.	toothpaste	soap
3.	The _____ is assumed to be put in the suitcase.	gel	towel
4.	The man brought his towel.	Yes	No
5.	The man and the woman planned to go to the _____.	beach	hotel
6.	The conversation is mainly about _____.	an outing	swimming

ACTIVITY 7.4

What is your opinion about the conversation below?

Conversation	Opinion
<p>Man : Oh no, did I forget to bring it?</p> <p>Woman: It looks like it. You'll have to use the hotel one. But perhaps you should buy a new one before we go to the beach.</p>	<p>The man and woman are very _____.</p>

ACTIVITY 7.5 (SPM PRACTICE)

Listen to the short conversation again and choose the best answer from the options [A, B or C].

6. Why does the woman say the man has to buy a new towel?
- A The hotel towel is dirty.
 - B The hotel does not provide a towel.
 - C The man needs an extra towel.

TOP TIPS

- You have to focus on the reason to buy a new towel.

ACTIVITY 7.6

EXIT TICKET

Exit Card:

List 5 words that you have learnt.

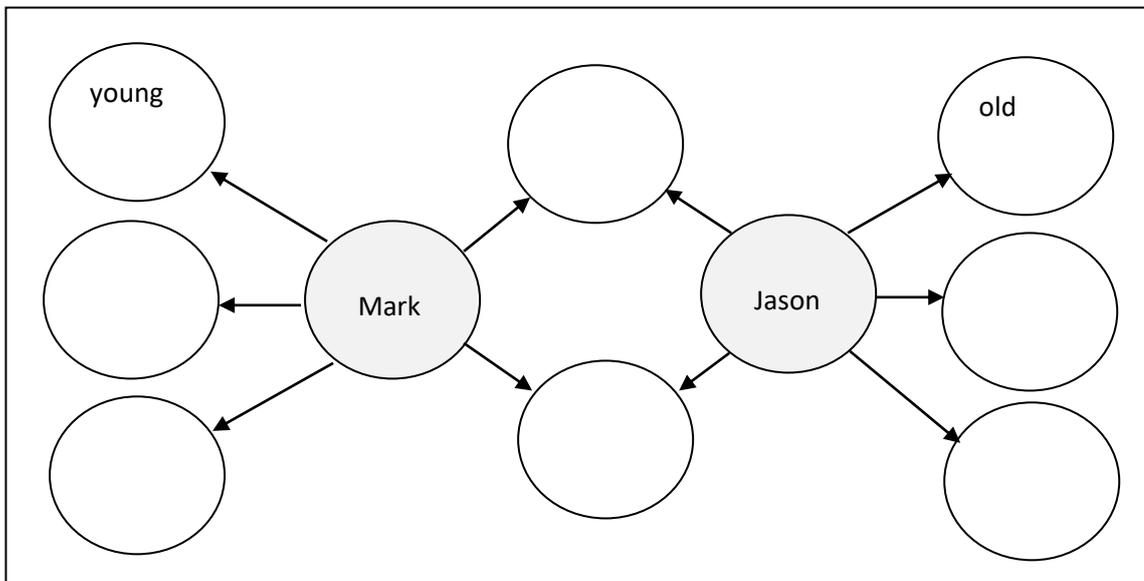
1. _____
2. _____
3. _____
4. _____
5. _____

ACTIVITY 8.1

In pairs, describe the two pictures.



Complete the double-bubble map by comparing the two characters above.



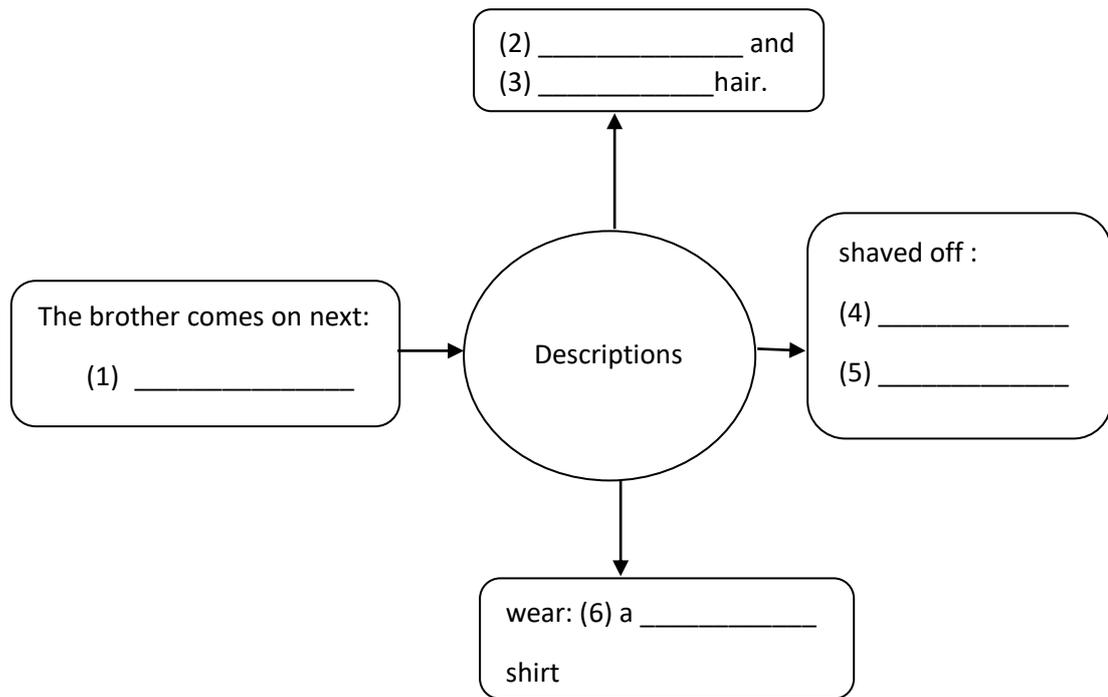
ACTIVITY 8.2

Write the meanings of the words given. You may use a dictionary.

Word	Meaning
beard	
moustache	
shaved	

ACTIVITY 8.3

You will hear a short description of a person. As you listen, complete the graphic below using the correct information.



ACTIVITY 8.4

What is the man's attitude in the statement below?

Statement	Attitude
Thanks for offering to pick up my brother from the station next Saturday.	The man is being _____.

ACTIVITY 8.5 (SPM PRACTICE)

Listen to the short conversation again and choose the best answer from the options [A, B or C].

7. Which statement can best describe the brother now?

- A He has short hair.
- B He has short hair and moustache.
- C He doesn't have beard and moustache.

TOP TIPS

- You have to focus on the brother's current appearance / look

ACTIVITY 8.6

EXIT TICKET

Exit Card:

Fill in the blanks to form meaningful words learnt today.

1. M _ _ _ s _ _ _ _ h _ _

2. _ _ e _ _ _ _ _

3. _ _ _ _ _ r

4. _ _ e _ _ _ _ n _ _ _ _ _

5. _ _ e _ _ _ _ i _ _ _ _



ACTIVITY 9.1

STUDENTS' GUIDE

ACTIVITY 9.1 (STORYBOARD)



2.

Look at the storyboard:

- Do you recognise any actors there?
- Would you enjoy the films?

1.

Look at the title of the films:

- Have you watched any of the films before?
- Can you guess what the films are about based on the titles?

Match the title of the films with the scenes from the films below:

Skyfall

The Notebook

Let the Right One In

Pride & Prejudice

The Matrix



Title of the film: _____



Title of film: _____



Title of the film: _____



Title of film: _____



Title of film: _____

ACTIVITY 9.2

STUDENTS' GUIDE

ACTIVITY 9.2 (WORD SEARCH)

1. Scan each row with your fingers
2. Find strange letters (e.g. Q, X, etc.)
3. Use a highlighter pen or light-colored pencil
4. Search for letter pairs.
5. Cross off the words in the list as you find them

Can you find 4 film genres in this word search?

A A D A K P N F Y W
I R X Y C O N N Z B
L M D J I T C V V B
R F Z T E E I N S W
J X C S A C O O Z H
O I F K D N Q B N O
F W C H M E N M W R
R R I M O I C Z H R
R O M A N C E E M O
T C Q V E S U G N R

SCIENCE

FICTION

ROMANCE

ACTION

HORROR

ACTIVITY 9.3



STUDENTS' GUIDE (ACTIVITY 9.3)



- ✓ Take time to read through the questions
- ✓ If you're unsure about an answer, wait for the second listening before making final decision.
- ✓ Making a decision too early may mean that you 'use up' an answer that belongs to another speaker.

Adapted from: <https://www.cambridgeenglish.org/Images/169044-b2-first-and-b2-first-for-schools-teaching-tips.pdf>

You will listen to the speakers talking about their favourite films. As you listen, complete the information in the table below.

1. A science fiction film.	Title of the film: Speaker _____
2. A romance based on a book.	Title of the film: Speaker _____
3. An action film.	Title of the film: Speaker _____
4. A modern vampire film.	Title of the film: Speaker _____
5. A romance.	Title of the film: Speaker _____

ACTIVITY 9.4

Circle 'True' or 'False' based on the following statements:

1. Speaker A likes Ryan Gosling. True/False
2. Speaker B thinks Skyfall is just like any other James Bond films. True/False
3. Speaker C enjoyed the film. True/False
4. Speaker D thinks the best part of the film is the soundtrack. True/False
5. Speaker E thinks the film is scary. True/False

TOP TIPS

Change the sentence into a question to listen for the right information.

e.g. Does Speaker E think the film is scary? Yes or No?

SPM PRACTICE

Listen to the speakers talking about their favourite films again and choose the best answer from the options [A, B or C].

8. What did Noah buy for Allie?
 - A an old car.
 - B an old house.
 - C an old newspaper.

9. Why didn't Allie's parents approve of Noah?

- A Noah is poor.
- B Noah is uneducated.
- C Noah is engaged to another woman.

TOP TIPS

Underline the key words or information in the sentence.

10. *Skyfall* was shot in these places except...

- A Scotland.
- B Shanghai.
- C Hong Kong.

11. What award does *Skyfall* receive?

- A the Emmy.
- B the Tony.
- C the Oscar.

12. Who is the author of *Pride and Prejudice*?

- A Charlotte Brontë.
- B Jane Austen.
- C Margaret Atwood.

13. Who plays Morpheus in *The Matrix*?

- A Laurence Fishburne.
- B Keanu Reeves.
- C Hugo Weaving.

14. *Let the Right One In* has the following versions, except...

- A Swedish.
- B American.
- C British.

ACTIVITY 9.5

EXIT TICKET

Exit **TICKET**

In the space below, write a tweet or Instagram comment that sums up today's lesson. Your comment should illustrate your understanding of the purpose of the lesson, the content and/or the skill(s). Be sure to include at least one hashtag.



PART 2

ACTIVITY 1.1

What advice can you give to your friends who are sitting for an examination? Look at the pictures below and jot down some advice for them.



You can use these phrases when giving your advice:

- Sufficient sleep
- Write notes
- Eat breakfast

ACTIVITY 1.2

Find the hidden words in the grid below. Can you find them all?

WORD SEARCH

Look for the words listed below.

T	E	M	P	T	E	D	S	A
A	S	B	R	E	A	H	L	P
N	T	R	T	N	A	Y	S	O
X	R	E	E	E	E	D	T	S
I	E	A	R	R	D	R	R	I
O	T	K	B	G	T	A	O	T
U	C	M	B	Y	A	T	L	I
S	H	W	A	V	E	E	L	V
C	E	R	E	A	L	D	L	E



Energy
Tempted
Cereal

Anxious
Positive
Stroll

Hydrated
Stretch
Break

QUESTIONS

- 1- A B C D
- 2- A B C D
- 3- A B C D
- 4- A B C D
- 5- A B C D
- 6- A B C D

ACTIVITY 1.3

Based on the listening text entitled 'Advice for Exams', decide whether the statements below are **TRUE** or **FALSE** (Put a tick or a cross in the space provided).

Then, answer the questions that follow.

DO'S AND DON'TS WHEN PREPARING FOR AN EXAM

Put a ✓ or a ✗ in the correct box.

Try to learn everything <input type="checkbox"/>	Take regular breaks <input type="checkbox"/>	Focus on the details <input type="checkbox"/>
Eat sugary food while studying <input type="checkbox"/>	Read notes repeatedly <input type="checkbox"/>	Photocopy past exam papers <input type="checkbox"/>

1. Why did the teacher suggest that the students keep a positive mind when preparing for an exam?

2. Why did the teacher say the students can't learn everything when trying to study for an exam?

3. Instead of focusing on the details, what should the students do when preparing for an exam?

ACTIVITY 1.4

Based on the listening text entitled 'Advice for Exams', choose the correct option to complete the sentences below and rewrite the correct sentences in the space provided.

<p>1. The teacher suggests eating...</p> <p><input type="checkbox"/> only apples <input type="checkbox"/> sugary food <input type="checkbox"/> fruits and cereals</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2. The teacher suggests finding a study place with a lot of...</p> <p><input type="checkbox"/> light <input type="checkbox"/> space <input type="checkbox"/> books</p> <p>_____</p> <p>_____</p>	
<p>3. The teacher understands that repeating things can be...</p> <p><input type="checkbox"/> difficult <input type="checkbox"/> uninteresting <input type="checkbox"/> tiring</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. The teacher recommends a break of five minutes every...</p> <p><input type="checkbox"/> hour <input type="checkbox"/> two hours <input type="checkbox"/> thirty minutes</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. The teacher is sure that the students will..</p> <p><input type="checkbox"/> pass their exams <input type="checkbox"/> fail their exams <input type="checkbox"/> do their best</p> <p>_____</p> <p>_____</p> <p>_____</p>

TOP TIPS

- You have to identify **synonyms of words** mentioned in the listening text to select the correct option.



ACTIVITY 1.5

While listening to the listening text 'Advice for Exams', write down the advice given by the speaker in order for students to prepare themselves for an examination. You can use the pictures below as guidance.





TOP TIPS

- As you listen to the audio, jot down **key words** first before building **sentences** to complete the task.

ACTIVITY 1.6

Attempt the task below to describe your emotions before and after sitting for an examination.

Activity 1.6

My Emotions Log Before & After an Exam

Choose three words from the list to describe how you feel before an exam.

Can't find your emotions there?

Feel free to use other words.

I think these feelings are:

- both positive
- positive and negative
- negative and positive
- both negative

I feel this way because _____

EMOTIONS LIST

angry
annoyed
anxious
ashamed
brave
calm
confused
discouraged
excited
happy
hopeful
jealous
nervous
scared
worried

What can cheer you up or help you stay happy after an exam? Write your thoughts below.

ACTIVITY 2.1

In pairs, talk about the weather shown in the picture.



Complete the table below by listing the weather you can see in the picture above.

Weather	
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

ACTIVITY 2.2

Match the meanings (a–h) with the words (1–8).

WORDS	MEANINGS
1. throughout	a. a small area
2. isolated	b. to disappear
3. a patch	c. on its own, without other similar things around it
4. drizzle	d. during all of a period of time
5. to clear up	e. in other places
6. elsewhere	f. to move so that there is space for something to enter
7. a heatwave	g. very light rain
8. to make way for	h. a period of weather that is much hotter than normal

ACTIVITY 2.3

Listen to a weather forecast. As you listen, write 'T' for 'TRUE' and 'F' for 'FALSE' for each statement given below.

NO.	STATEMENTS	TRUE / FALSE
1.	It will start raining at lunchtime today in the east.	
2.	The weather in the north-west will be worse than in the south.	
3.	There will be thunder in Leeds tonight.	
4.	Most of England will be hot this week.	
5.	Wet weather will move from the north to the south at the weekend.	
6.	It will stay hot when the rain comes.	

ACTIVITY 2.4 (SPM PRACTICE)

Listen to the weather forecast again and choose the best answer from the options [A, B or C].

1. Which statement can best describe the weather at the weekend?

- A It was cloudy and sunny.
- B It was raining with thunderstorms.
- C It was raining mostly.

TOP TIPS

- You should focus on the weekend weather.

2. Which statement is TRUE?

- A It will have light showers on the east by lunchtime.
- B It will be raining heavily by lunchtime as there are patches of cloud.
- C It will have a light rain on the east coast by afternoon because of the patches of cloud.

TOP TIPS

- You should look for one statement which is correct

3. The weather in London is expected to be...

- A raining at some places until Thursday.
- B showering mostly until Thursday.
- C raining but with a dry weather until Thursday.

TOP TIPS

- You should focus on the prediction of the weather in London

4. Below are today's weather forecasts for the north-west EXCEPT

- A It will be raining more than having sunshine.
- B There will be thunderstorms in Leeds.
- C There will be heavy showers with thunder in Manchester.

TOP TIPS

- You should look for the false statement

5. Why kind of weather is predicted in England tomorrow?

- A It will be a fine sunny morning.
- B There will be thunderstorms.
- C The temperature at certain places will be 29 to 30 degrees.

TOP TIPS

- You should focus on tomorrow's weather prediction in England

6. According to the weather forecast,
- A the rain will reach the north coast by Saturday.
 - B the temperature will be extremely hot during the weekend.
 - C the dry weather will change to a wet weather by Saturday.

TOP TIPS

- You have to identify the true statement

7. What is the speaker's attitude towards the change of the weather for the week?

- A sad
- B lovely
- C disturbed

TOP TIPS

- You have to look for the speaker's attitude

8. What can we conclude about the weather forecast reported?

- A People are reminded to be alert on the strong wind.
- B There will be a mix of wet and dry weather.
- C The weather of the week will be bad.

TOP TIPS

- You have to listen to the whole text and sum up

ACTIVITY 2.5

EXIT TICKET

Exit Card:

List 5 words about weather forecast that you have learnt.

1. _____
2. _____
3. _____
4. _____
5. _____



TOP TIPS

Find key words that might help with matching the captions.

ACTIVITY 3.1

Match the captions with pictures to create memes.

Suspicious Alpaca Knows What Really Happened

Drama Llama Loves Drama

Watch Me Walk Away Like A Vicunas Princess

What Are You Staring At, Guanaco?



TOP TIPS

Guess the feelings of the animals based on the animals' facial expressions.

Caption: _____



Caption: _____



Caption: _____



Caption: _____

ACTIVITY 3.2

STUDENTS' GUIDE (ACTIVITY 3.2)

1

Go through all the clues one by one.

Are there any that you can solve easily? If so, write the word in the crossword.

2

Check off each clue that you solve.

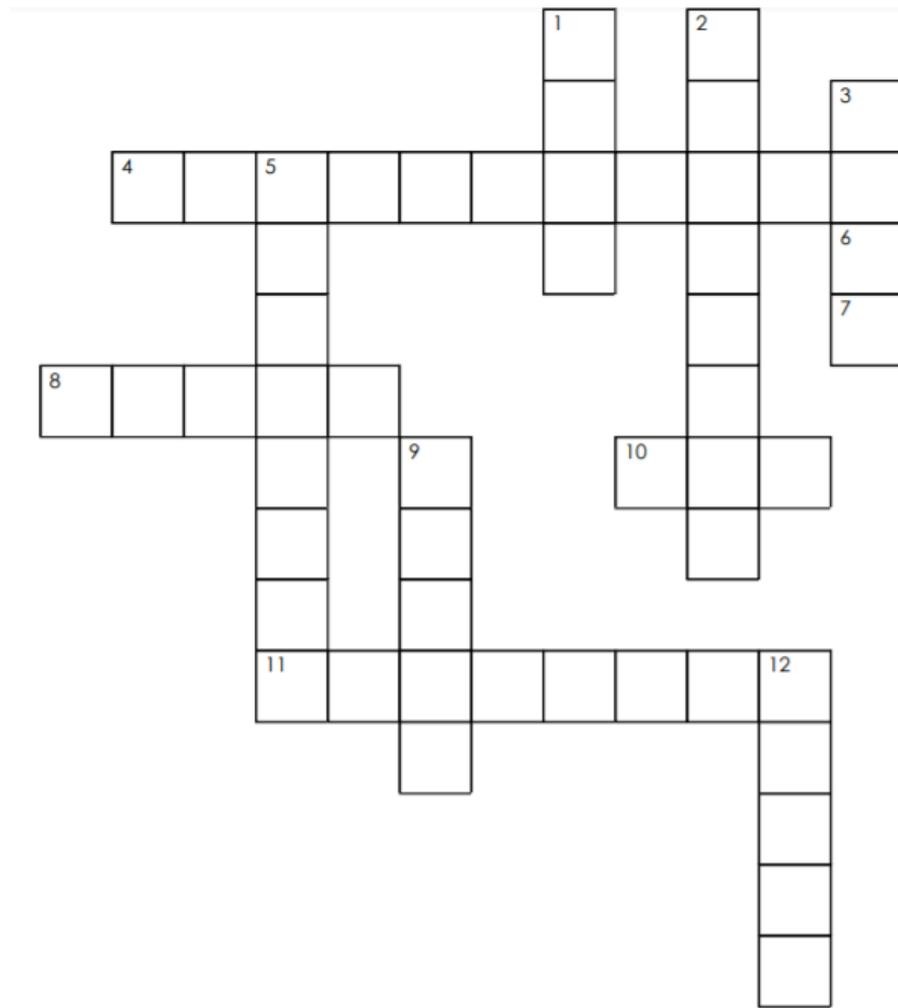
Do this with any clues that you can solve immediately. Then you can go back to the harder clues.

3

Ask for help if you're stuck.

There's no harm in asking for help if you're not sure how to solve the clues.

Solve the crossword puzzle.



Across: →

- 4. To breed or train (an animal) to need and accept the care of human beings.
- 8. Plural for cactus.
- 10. Sing with closed lips.
- 11. To walk usually for a long distance.

Down: ↓

- 1. To force saliva from your mouth.
- 2. Elegant.
- 3. Country in South America.
- 5. To treat (someone or something) badly.
- 9. A large animal of Africa and Asia that has a long neck and one or two large humps on its back and that is often used for desert travel.
- 12. A job to protect a person, place, or thing.

TOP TIPS

Look for keywords of speakers' attitude and underline them

ACTIVITY 3.3

Circle 'Yes' or 'No' based on the following statements:

1. The teenagers are disgusted by the fact that llamas can spit contents of its stomach. Yes/No
2. The teenagers think llama's smiling face is ugly. Yes/No
3. The teenagers think vicunas are beautiful. Yes/No

ACTIVITY 3.4

Complete the information in the following leaflet.

				
	LLAMAS	ALPACAS	VICUNAS	GUANACOS
Species	Related to _____.			
Habitat	Domesticated			
Personality	_____ and curious.			
Fashion	<ul style="list-style-type: none"> • Alpaca is famous for its' _____. • Ancient royalties from Latin America wore _____. 			
Service for humans	<ul style="list-style-type: none"> • Make good _____. • Carry food for _____. • _____ farms. 			

TOP TIPS

Check your answers after you're done, especially your spelling!

ACTIVITY 3.5 (SPM PRACTICE)

TOP TIPS

Think about who is speaking and what the conversation is about.

Listen to the zoo guide talking about the llamas again and choose the best answer from the options [A, B or C].

1. Where do the llamas, alpacas, vicunas and guanacos come from?
 - A Asia.
 - B South America.
 - C Europe.

2. Which is the biggest animal?
 - A Llamas.
 - B Alpacas.
 - C Vicunas.

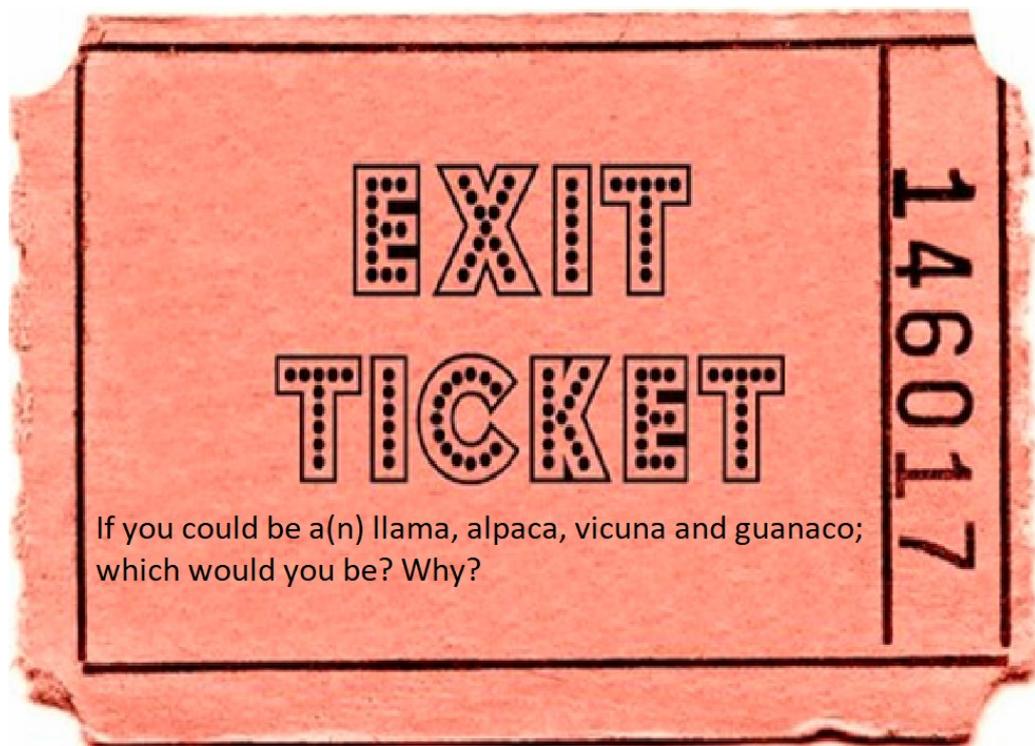
3. The following are the traits of llamas, except...
 - A gentle.
 - B fierce.
 - C curious.

4. Why is vicuna wool very expensive?
 - A It is worn by the royalty.
 - B It is even softer than alpaca wool
 - C It can only be shorn of their wool every three years.

5. Choose the correct statement about guanacos.
 - A They are smaller and weaker.
 - B They survive by licking the water off the cacti and other desert plants.
 - C They look elegant and graceful.

6. The following are the reasons why llamas hum, except...
- A They are sleepy.
 - B They are relaxed.
 - C They are stressed.
7. The llamas can help humans by
- A Carrying food for trekking.
 - B Guarding farms.
 - C All of the above.

ACTIVITY 3.6



PART 3

ACTIVITY 1.1

What do you think are these people's favourite things? Solve the riddles to discover each person's favourite thing.

My spine is stiff, my
body pale,
I'm always ready to
tell a tale.



Amy

Amy's favourite
thing is...

You can always
carry
me in your hand,
I will never ask you a
question but you
will still answer me.



Lisa

Lisa's favourite
thing is...

What do you think are these people's favourite things? Solve the riddles to discover each person's favourite thing.

I have fur but I'm not a coat,
I have claws but I'm not a bird,
I like to climb trees but I'm not a child.



Adam

Adam's favourite thing is...

I get sold in a box but I'm not breakfast cereal,
I come as a pair but I'm not glasses,
I can be shined but I'm not a flashlight,
I have a tongue but I can't speak.



Lily

Lily's favourite thing is...

ACTIVITY 1.2

Do this exercise before you listen to the listening text. Match the verbs with the correct nouns and write a – g next to the numbers 1 – 7.

1..... take	a. a designer
2..... listen to	b. your scooter
3..... watch	c. a business
4..... stroke (= move your hand gently over something)	d. films
5..... park	e. photos
6..... make it as (= be successful as)	f. the cat
7..... set up (= start)	g. music

ACTIVITY 1.3

As you listen to the listening text entitled 'My Favourite Things', match the speakers with their favourite things. Write a-e next to the numbers 1-5.



1. 
Speaker A
(Boy)



2. 
Speaker B
(Girl)



3. 
Speaker C
(Boy)



4. 
Speaker D
(Girl)



5. 
Speaker E
(Boy)

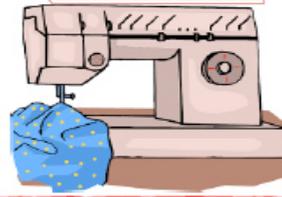




a a tablet



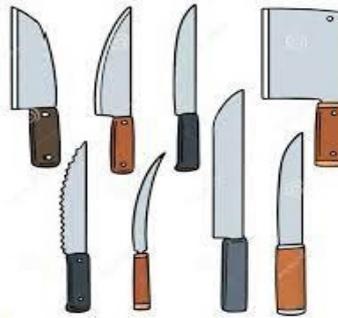
b a sewing machine



c a scooter



d a set of knives



e a cat



Score:  /5

TOP TIPS

- To match the speaker with their favourite things, **listen attentively** to their descriptions in the listening text.



ACTIVITY 1.4

Answer the following questions based on the listening text entitled 'My Favourite Things'.

1. Speaker A's mum is being _____ when she says 'Welcome back to real life'.

- A. positive
- B. sarcastic
- C. pessimistic

2. Speaker B thinks that her cat is :

- A. dependent
- B. lazy
- C. adorable
- D. oblivious

3. Speaker C says that you have to be _____ when riding a scooter as the drivers in cars and lorries might not see you.

- A. fearful
- B. tactical
- C. vigilant

4. Speaker D says that if she doesn't make it as a designer, she can set up her own alterations and customising business. This shows that she is a very _____ person.

- A. focused
- B. kind
- C. optimistic
- D. hardworking

TOP TIPS

- To determine a speaker's **attitude** or **opinions** in a listening text, try to understand what the speaker is **indirectly saying** to convey a particular message.



ACTIVITY 1.5

EXIT TICKET

After listening to the listening text, attempt the task below by filling in the blanks with your favourite things.



MY ULTIMATE COPING LIST

We go through different positive and negative emotions everyday. It is okay to have all those feelings but we must also find ways to cope.

Fill each box with the THINGS in your life that you think fit the descriptions provided.

FOR AMUSEMENT

a thing that gets stuck in my head

a thing I know a lot about

a thing from my favorite movie or tv series

TO UPLIFT

a thing I associate to freedom

a thing that gives me energy

a thing I'd like to wake me up

FOR DIVERSION

a thing that makes me feel safe

a thing that helps me think positively

a thing that inspires me

TO DISCHARGE

a thing for when I get anxious or worried

a thing when I get angry or annoyed

a thing for when I feel lonely or afraid

FOR STRONG EMOTIONS

a thing that reminds me of a good memory

a thing that makes me think of a loved one

a thing to remind me that I am loved



ACTIVITY 2.1

In pairs, talk about the picture.



Complete the table below.

Name of the important people	Relationship
1. Emiela	mother
2.	
3.	
4.	
5.	

ACTIVITY 2.2

Write the meanings of the words/phrases given. You may use a dictionary.



1. childhood	1. _____
2. lifestyle	2. _____
3. annoying	3. _____
4. hang out	4. _____
5. probably	5. _____
6. relationship	6. _____
7. took up	7. _____
8. equipment	8. _____
9. spend ages	9. _____
10. moved away	10. _____
11. similar	11. _____
12. personalities	12. _____

ACTIVITY 2.3

You will listen to five people giving their opinion about important people in their lives. As you listen, complete the graphics below using the correct information.

Speaker 1 → **The important person** →

- a. shares 1. _____ stories.
- b. bakes 2. _____ and 3. _____.
- c. eats 4. _____ and 5. _____ to be healthy
- d. attends 6. _____ class.

Speaker 2 →

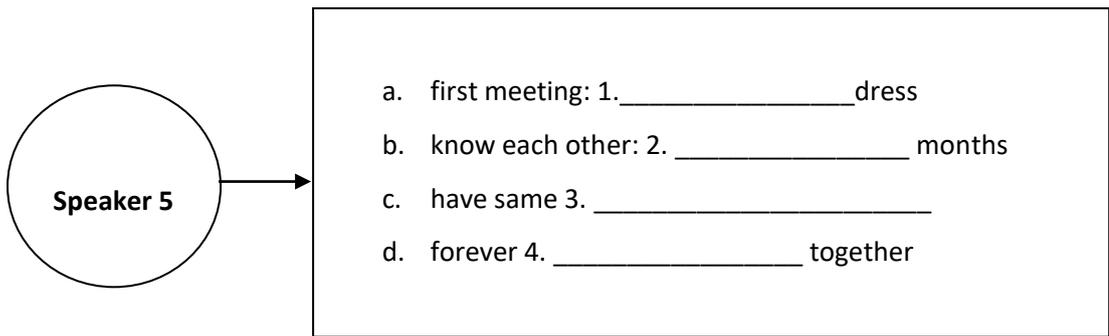
- a. during school hours, didn't 1. _____ to each other.
- b. went to 2. _____ with the important person.
- c. had a great experience of a 3. _____ life while still at school.
- d. went for 4. _____ matches together.

Speaker 3 →

- a. know each other since 1. _____ year old
- b. love 2. _____
- c. weekends: attend 3. _____
- d. good at different things: 4. _____
5. _____

Speaker 4 →

- a. both like 1. _____
- b. enjoyed making 2. _____ and 3. _____
- c. river: spent 4. _____
- d. still friends on 5. _____



ACTIVITY 2.4

You will listen again to five people giving their opinion about important people in their lives. Match the speakers 1 to 5 with the people listed A to G. Use the letters only once. There are two extra letters which you do not need to use.

- A. Brother
- B. Childhood friend
- C. Neighbour
- D. Sister
- E. Boyfriend
- F. Best friend
- G. Uncle

Speaker 1 is talking about her: _____

Speaker 2 is talking about his: _____

Speaker 3 is talking about her: _____

Speaker 4 is talking about his: _____

Speaker 5 is talking about her: _____

ACTIVITY 2.5

EXIT TICKET

Find all the hidden words related to family relationships.

My Big Family



G	R	A	N	D	F	A	T	H	E	R	Z	L	O	S
N	Y	A	J	A	D	S	D	S	U	N	C	L	E	A
G	K	K	D	A	P	T	C	X	G	D	B	T	O	E
R	A	X	S	U	R	E	G	J	R	H	T	F	C	I
A	Q	R	B	N	E	P	F	B	A	U	E	O	Q	E
N	R	J	E	T	C	M	U	T	N	S	P	R	X	Q
D	V	Q	F	A	Q	O	C	T	D	B	F	I	I	N
A	B	C	D	N	L	T	G	L	M	A	A	F	D	I
U	R	M	K	E	T	H	R	N	O	N	T	Y	M	E
G	O	J	R	P	Q	E	A	T	T	D	H	W	O	C
H	T	S	N	H	Q	R	N	K	H	K	E	H	T	E
T	H	G	A	E	M	G	D	R	E	W	R	P	H	A
E	E	A	Y	W	C	O	S	J	R	I	N	U	E	N
R	R	Z	E	G	N	C	O	Q	F	F	T	J	R	C
M	W	S	S	O	N	X	N	H	R	E	T	S	I	S

ACTIVITY 3.1

Solve the riddles based on the celebrations below.

Birthday

Graduation Party

Royal Wedding

Wedding Anniversary

Carnival

What's more precious than rubies,
More lasting than gold,
What can never be traded stolen or sold.
What comes with great effort,
Takes time but then once yours will serve
you again and again?

Name of celebration: _____

I am something, I am endless as chain.
Once you have me you are bound for life
but young girls want me. What am I?

Name of celebration: _____

We throw a party for something that
goes up but never comes down

Name of celebration: _____

You get a big one if it lasts long, but
significantly small when you're just
starting out. You sometimes celebrate it
with your partner, but it's a lot better
when you share it with everyone. What
am I talking about?

Name of celebration: _____

I love a parade, the tramping of feet,
I love every beat I hear of a drum.
I love a parade, when I hear a band
I just want to stand and cheer as they come.

Name of celebration: _____

TOP TIPS

Think about the clues
given – *parade, drum*
and *band*; what
celebration do you
think this is?

STUDENTS' GUIDE

ACTIVITY 3.2

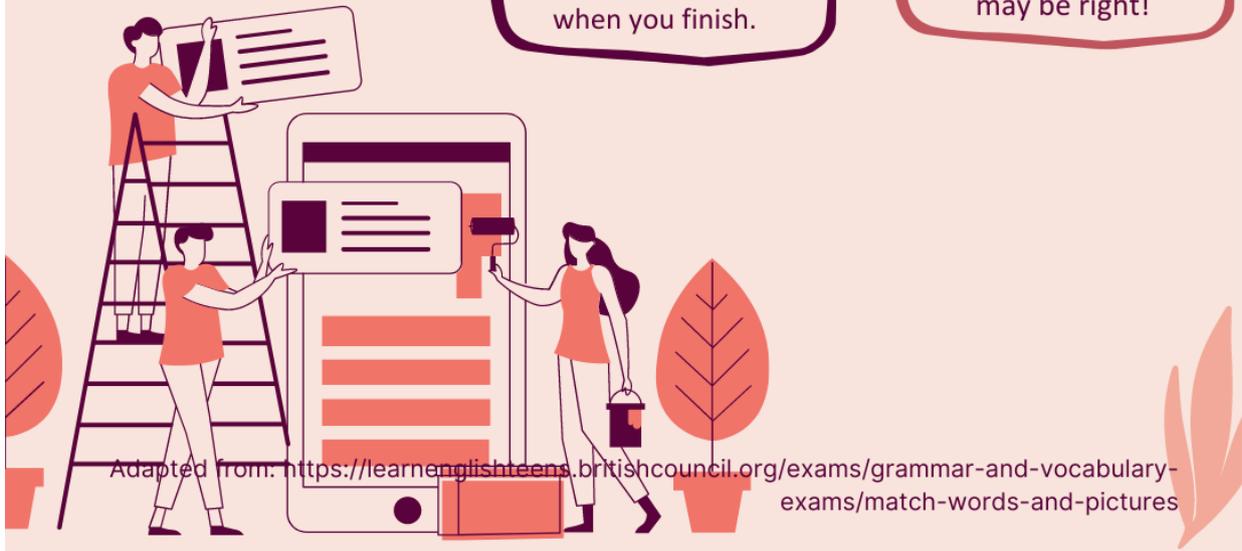
Check the instructions.

Do you have to draw a line from the word to the picture? Draw clear lines.

Start with the words you know.

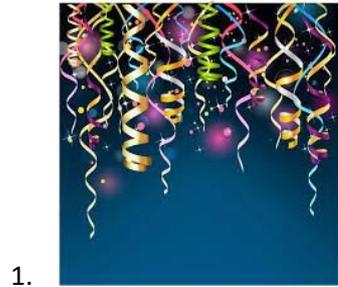
Check your answers carefully when you finish.

If you don't know a word, guess. You may be right!

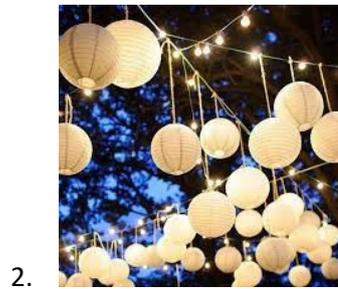


Adapted from: <https://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/match-words-and-pictures>

Match the pictures with the words/phrases.



Gramophone



Steel band



Paper streamers



Chinese lanterns



Afro-Caribbean costume

STUDENTS' GUIDE ACTIVITY 3.3

1.

Look at the words before or after the gaps. Try to predict the answers before listening to the audio.

2.

You won't always hear the exact words that you see in the questions. Listen carefully to get the answer.

3.

After listening, check your answers; especially in terms of spelling and grammar.

Activity 3: Complete the information in the following graphic organiser.

Types of celebration

Speaker A: party at school
Speaker B: Notting Hill Carnival
Speaker C: Golden anniversary
Speaker D: birthday party
Speaker E: wedding

Entertainment

Speaker A: DJ & Bands
Speaker B:
Speaker C: to 60's

Theme

Speaker A: Nostalgia
Speaker B: -Caribbean
Speaker C:
Speaker D:
Speaker E: Outdoor party

Venue

Speaker A:
Speaker B: Notting Hill
Speaker C:
Speaker D:
Speaker E:

Party Supplies

Speaker A:
Speaker B:
Speaker C:
Speaker D:
Speaker E: Tables and chairs

ACTIVITY 3.4

Answer the following questions.

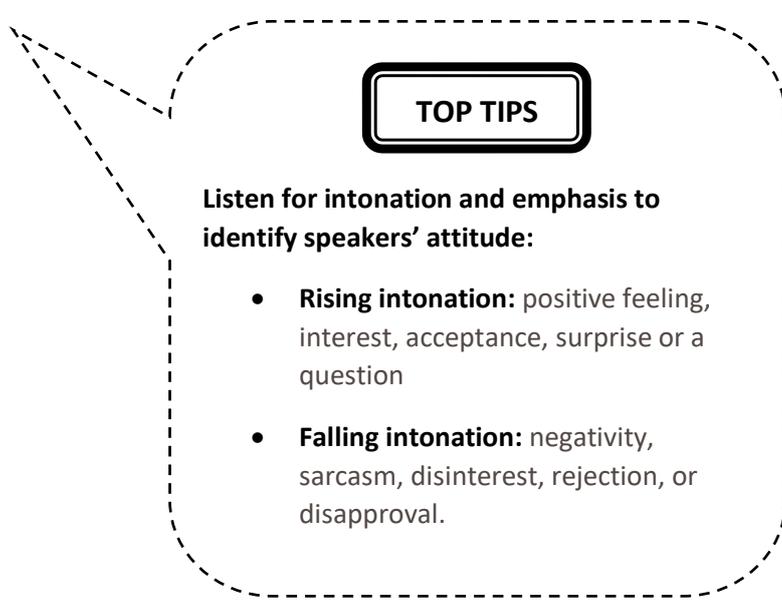
1. Speaker A is...
 - a. Sad
 - b. Excited
 - c. Indifferent

2. Speaker B is mostly...
 - a. Depressed
 - b. Cautious
 - c. Enthusiastic

3. Speaker C is....
 - a. Worried
 - b. Anxious
 - c. Delighted

4. Speaker D is...
 - a. Nervous
 - b. Elated
 - c. Scared

5. Speaker E is...
 - a. Terrified
 - b. Overjoyed
 - c. Relieved



TOP TIPS

Listen for intonation and emphasis to identify speakers' attitude:

- **Rising intonation:** positive feeling, interest, acceptance, surprise or a question
- **Falling intonation:** negativity, sarcasm, disinterest, rejection, or disapproval.

ACTIVITY 3.5 (SPM PRACTICE)

Listen to the speakers again and choose from the list (I to X) what each speaker says. There are two answers for each speaker. The first one has been done for you.

- I. I will see people dressed in amazing costumes.
- II. I am going to decorate the venue with Chinese lanterns and have projections on the wall.
- III. I am worried about someone on Facebook spoiling the surprise.
- IV. I am going to be careful of people stealing things.
- V. I am going to listen to old-fashioned music played on an old-fashioned machine.
- VI. He is in one of the bands that are playing.
- VII. She is going to taste food from all over the world.
- VIII. He is going to celebrate with the whole family.
- IX. She is organising a party for her two best friends.
- X. She is going to make sure there is no traffic on her street.

Speaker A	II & VI
Speaker B	
Speaker C	
Speaker D	
Speaker E	

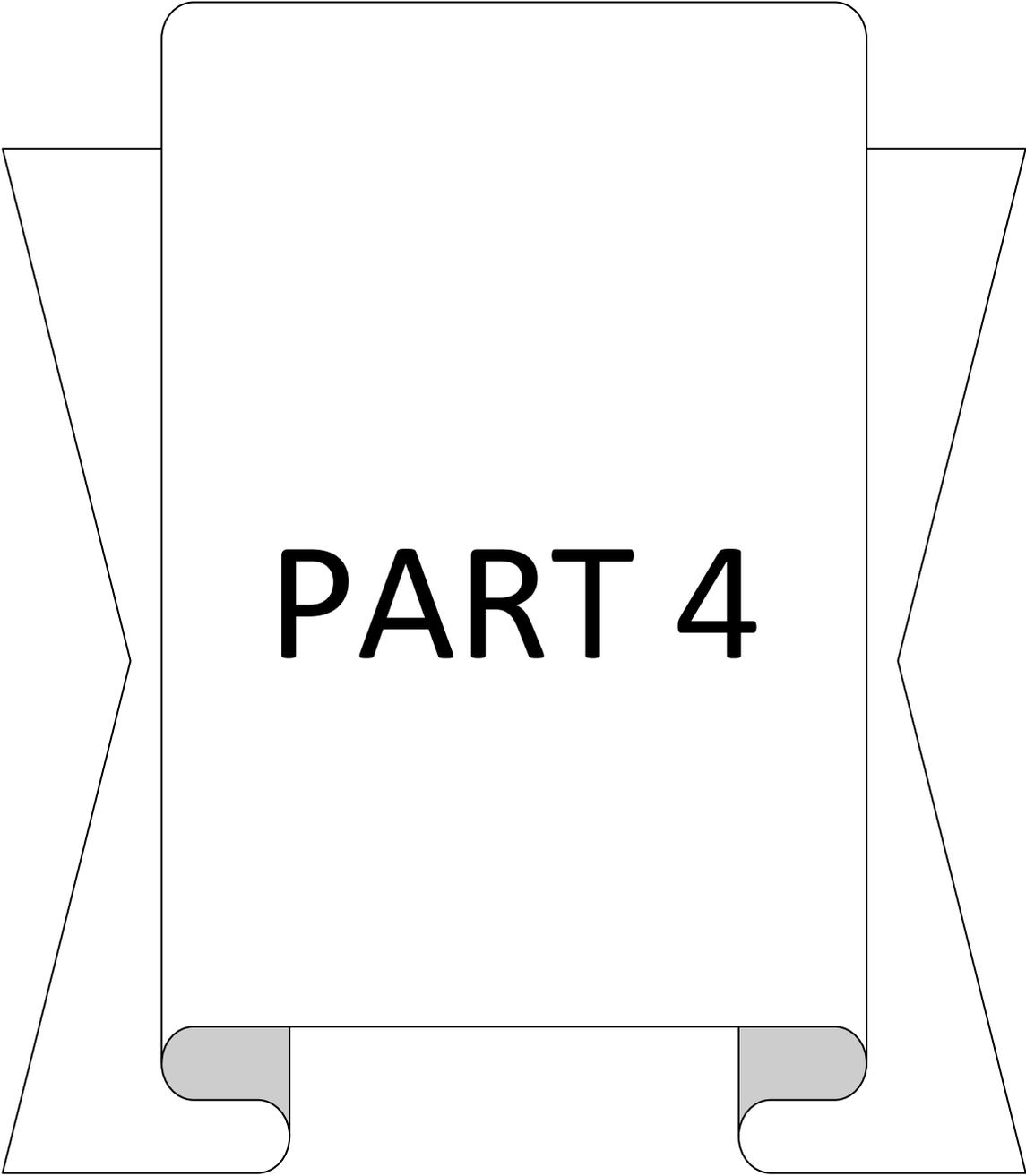
ACTIVITY 3.6

EXIT TICKET

How do you feel about today's lesson?



Why?



ACTIVITY 1.1

In pairs, talk about the picture.



Write at least 10 words / phrases related to Summer Holidays.

Summer Holidays

1. beach

ACTIVITY 1.2

Words/phrases	Meanings
1. operated	
2. decided	
3. staff	
4. turn away	
5. exciting	
6. adventure	
7. babysitters	
8. deposit	

ACTIVITY 1.3

You will hear a radio interview with the manager of a summer activity course.

As you listen, write 'T' for 'TRUE' and 'F' for 'FALSE' for each statement given below.

NO.	STATEMENTS	TRUE / FALSE
1.	This year, the course will run for seven weeks.	
2.	The problem faced last year was that there were too few workers.	
3.	This year, for the first time children will do creative activities.	
4.	Molly doesn't think children will come for six weeks because their parents will want to spend time with them.	
5.	The course isn't open to teenagers because Molly thinks they should spend time with young people of a similar age.	
6.	It is important that parents of children attending the course inform Molly about any food the child cannot eat.	

ACTIVITY 1.4

You will hear again the radio interview and as you listen, complete the sentences below with **no more than one word**.

1. The summer course _____ for the first time last year for a six week period from the middle of July until the end of August.
2. We were actually very _____ last year by the number of people interested in the course.
3. There was such a lot of rain that we couldn't go outside as often as we wanted to, but had _____ for that.
4. We also considered providing some more exciting adventure sports like rock climbing and _____.
5. There'll be different things to do every week, so the kids won't be _____ the same activities over and over again.
6. Few people organise activities for teenagers because they are seen as difficult to _____.
7. I think they just don't get the _____ to do the creative things they used to do when they were children, like painting and team games.
8. We do need to know if the child has any special needs regarding their _____.

ACTIVITY 1.5

You will hear again the radio interview and as you listen, complete the paragraph below with **no more than one word**.

Molly Taylor is arranging a summer course for children. This year the course is planned to be conducted for (1) _____ weeks. Last year's course was not really fully a successful one as the number of (2) _____ was insufficient besides having poor weather. This year, creative classes and (3) _____ sports are planned. The kids can enjoy fun-filled activities too in which every week, (4) _____ kinds of things will be done by the children. Those who are interested to take part, kindly informed to print out the (5) _____ and pay the (6) _____.



ACTIVITY 1.6

You will listen to the radio interview again on Summer Course shared by Molly Taylor.

For questions **1 to 10**, fill in the missing information in each numbered space.

Use **no more than one word** for each space.

Molly Taylor is organising an activity course for the (1) _____ holidays. Last year, the duration was six weeks from mid-July till the end of (2) _____. This year, it will be conducted for seven weeks because some schools will end their term (3) _____. Molly, being an organiser, was (4) _____ with last year's participant's interest towards the summer activity course and that had caused them refuse to accept some of them.

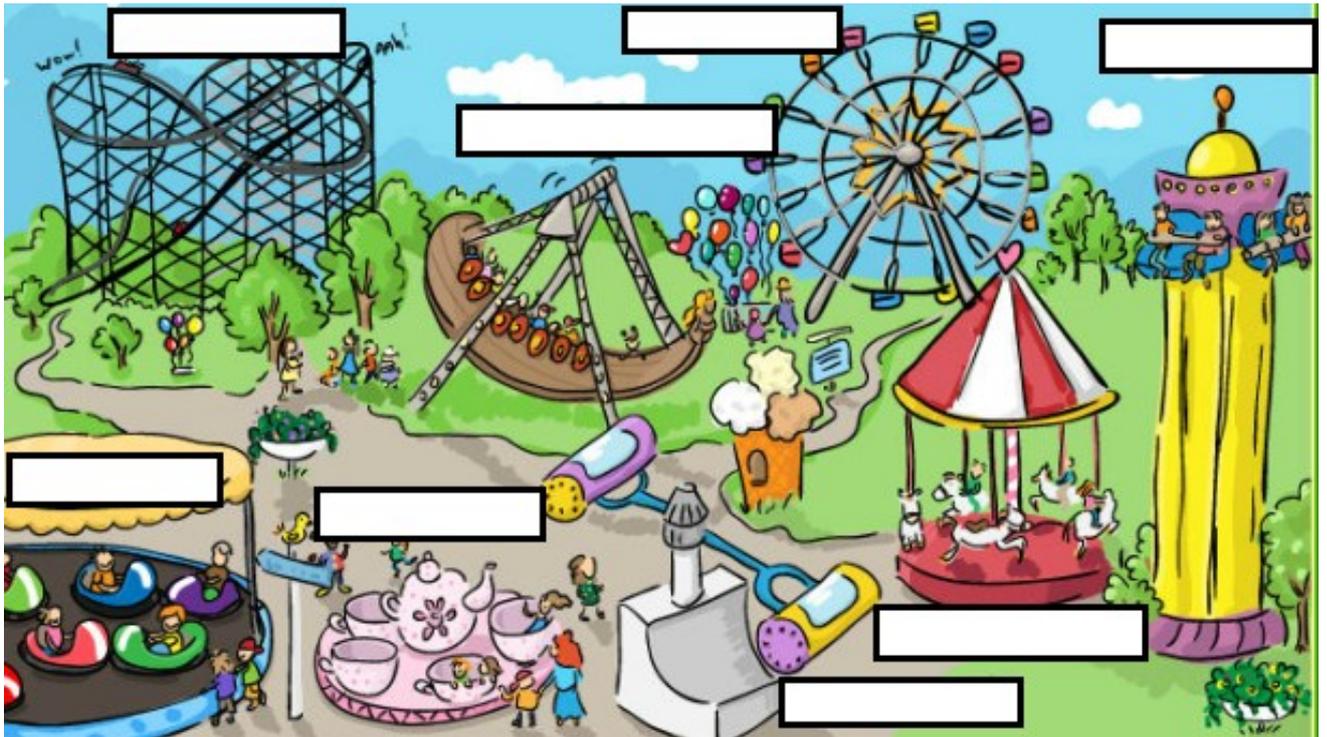
One of the activities for this year is creative classes which will be conducted by the music (5) _____ besides having some fun projects. Many children are expected to join as the (6) _____ is affordable. Molly also explains that creative activities are planned as according to her children don't get the (7) _____ as they used to when they were small. Molly is also not allowing the teenagers to join together as she doesn't want them to become the (8) _____ for the little ones.

Those who are interested need to print out an (9) _____ form from the link given. They are expected to settle the (10) _____ promptly as many have started booking their places. The children's special needs on food are also crucially needed.



ACTIVITY 2.1

Label the rides on the amusement park below based on the words below:



Freefall ride

Spinning ride

Ferris wheel

Merry-go-round

Swinging ship ride

Teacup ride

Bumper car

Rollercoaster

ACTIVITY 2.3

Complete the information in the following graphic organiser.

Main Idea

..... around the world.

DETAILS

The best theme park(s):

- in Florida.
- in Ohio, USA

Examples of Attractions

- rollercoasters.
- water slides.
- animatronic dinosaurs.
-
- Meeting characters from books.

Asian Theme Parks

- Disneyland,
-, Hong Kong.
- Lotte World,
- Universal Studio,

The future is China

Name of theme park: 12.

Attractions:

13. World's rollercoaster.	15. rides.
14. World's Ferris wheel.	16. zoo.

ACTIVITY 2.4

Listen to the radio interview about theme parks and fill in the blanks.

1. **Interviewer:** Good morning. Today we're going to about theme parks and we're going to from Andy Wells who has written a guide to theme parks around the world. Welcome to the programme, Andy.

Andy: Hi, it's good to be here.

2. **Interviewer:** I bet. So, what's the number one theme park in the world?

Andy: That all depends what you're looking for. In terms of numbers, it has to be Magic Kingdom at Disney World in Florida, the most famous theme park. But the most popular park for people who like rides is Cedar Point in Ohio, USA. It has the biggest number of in one park, 17, and three water rides. There are lots of other attractions too. Last year they introduced 50 dinosaurs. You know, life-size models that and look

3. **Interviewer:** What other have you seen recently?

Andy: I've just been to The Wizarding World of Harry Potter at the Islands of Adventure in Orlando, Florida. It's! You know those shops that sell magic sweets and things in the Harry Potter books? Well, they have those, just like you've imagined. There's a fantastic of Hogwarts School where you meet characters from the books. It's so well done.

ACTIVITY 2.5

Listen to the radio interview again about theme parks and fill in the blanks.

Some of the famous theme parks in Asia include in Tokyo, Ocean Park in; which features a lot of animals and South Korea's pride; World – has the world's biggest theme park. Universal Studios in has a planned expansion of the New York section and Sesame Street ride. China is also catching up with their Kingdom with their rollercoaster and tallest wheel, as well as rides and a zoo.

ACTIVITY 2.6

Listen to the radio interview again about theme parks and fill in the blanks.

Andy Wells is the author of a (1)..... to theme parks around the world. He travels round the world regularly; visiting theme parks. It is an (2)..... job that requires hard (3)..... at the same time.

According to Andy Wells, the most (4)..... theme park is Disney World in Florida. For adrenaline junkies, however, the most (5)..... park for them is Cedar Point in Ohio, USA. There are (6)..... rollercoasters and (7)..... water rides. 50 animatronic dinosaurs were also introduced in the park last year.

His most recent visit brought him to The Wizarding World of Harry Potter at the (8)..... of Adventure in Orlando, Florida. There were even shops that sell (9)..... sweets and the things; just like in the Harry Potter books. He also enjoyed meeting (10)..... from the books by joining a tour of Hogwarts School there.

ACTIVITY 2.6

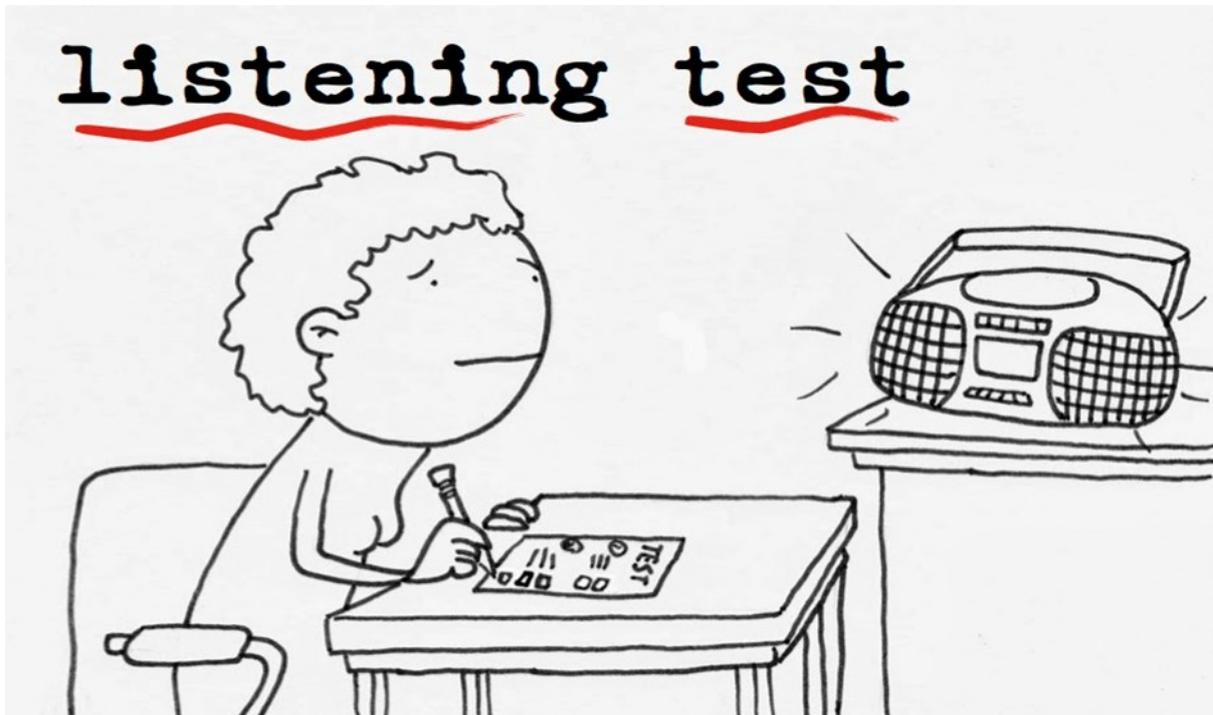
EXIT TICKET



If you could visit one of the theme parks, which would you choose? Why?

ACTIVITY 3.1

What can you say about the picture? Do you think sitting for a listening test or examination is difficult? Why or why not?



Yes, I think a listening test is difficult because...	No, I think a listening test is easy because...
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

ACTIVITY 3.2

Match each word with its synonym.

1. expert	a. recap
2. confess	b. taxing
3. stressful	c. chances
4. repeat	d. professional
5. opportunities	e. <u>admit</u>

ACTIVITY 3.3

Based on the listening text entitled 'An Interview about Listening Skills', decide whether the statements below are TRUE or FALSE (Put a tick under the right column).

Statements	TRUE	FALSE
1. Gabriella thinks, in some situations, people can find speaking easier than listening.		
2. According to the interviewer, asking for someone to say the same thing again is one way to solve the problem.		
3. Gabriella's strategy for managing important conversations sounds strange to the interviewer at first.		
4. The interviewer finds speaking the most difficult.		
5. Gabriella's idea involves asking a lot of questions.		
6. The interviewer finds speaking the most difficult.		

ACTIVITY 3.4

Match the expressions given with their meanings.

1. I can't think.	a. I wanted to get out of it.
2. I won't be upset.	b. I'm still lost.
3. I wanted to escape.	c. I can take it.
4. I was really nervous or afraid.	d. I get you!
5. I still don't understand.	e. My brain shuts down.
6. I understand what you're saying!	f. I came out in a cold sweat.

ACTIVITY 3.5

What attitudes do the speakers show in the statements below?

No.	Statement	Attitude
1.	Presenter: I hope you've got the answer, Gabriella, because I'm coming out in a cold sweat just thinking about either of those situations!	The speaker feels _____.
2.	Gabriella: Thanks for having me!	The speaker feels _____.
3.	Presenter: Am I just really strange and bad at listening? Tell me, honestly, I can take it.	The speaker feels _____.
4.	Gabriella: But, obviously that's not going to help if it's a conversation with high stakes . It might have important consequences. I mean, if you're just chatting with a stranger at the bus stop, it doesn't matter. But imagine you're at a government office or a bank, trying to find out what paperwork you need to get your ID or open a bank account. What can you do then?	The speaker feels _____.
5.	Presenter: I get you ...	The speaker feels _____.

TOP TIPS

- Identify the **idioms** used and think of their meanings

TOP TIPS

- You have to listen to the **speaker's intonation** to determine his or her attitude



ACTIVITY 3.6

You will listen to the radio interview again on listening skills shared by Gabriella. For the blanks numbered **1 to 10**, fill in the missing information. Use **no more than one word** for each space.

Presenter: So, today's _____ (1) teacher is Gabriella, a university English teacher from Leeds. Gabriella, hi and thanks for joining us today.

Gabriella: Thanks for having me!

Presenter: So, I have to _____ (2) today's topic is something I am really bad at: listening. Most people say speaking is the most _____ (3) part of learning a new language but, for me, with my B1 German, speaking isn't so bad. At least I'm in control of it. But listening ... woah ... people speak so fast and it's like my _____ (4) just shuts down. Am I just really _____ (5) and bad at listening? Tell me, honestly, I can take it.

Gabriella: No, you're not strange. In fact, it's really _____ (6). You know, in exams most people do pretty well in speaking compared with listening. Of course, exams are a different situation from real life because in an exam you can't ask for something to be _____ (7) or explained. You usually have just one or maybe two _____ (8) to listen to the dialogue and then it's gone.

Presenter: Right, but in real life I feel stupid always saying, 'Sorry, can you repeat that, please?', especially if I still don't understand even when they repeat it. And people out there listening, I hope you don't do this – quite often the person just repeats what they said _____ (9) as fast and I'm still lost!

Gabriella: They do, don't they? In real life, you've got two _____ (10). One is to pretend to understand and get out of the conversation as fast as you can.

Presenter: Yep, sounds familiar!

Module Builders

Rokiah binti Ahmad
Ketua Penolong Pengarah Kanan Bahasa
Jabatan Pendidikan Negeri Johor

Ermy bin Mohd. Kasah
Penolong Pengarah
Jabatan Pendidikan Negeri Johor

Chew Jian Yong
SMK Sri Kukup, Pontian

Sheikh Fauzi bin Ali
SMK Nitar, Mersing

Junisah binti Mohd. Fadzli Kalimuttu
SMK Indahpura 1, Kulai

Siti Zubaidah binti Masini
SMK (P) Temenggong Ibrahim, Batu Pahat

Nor Azura binti Sedik
SMK Sri Mersing, Mersing

Puspha A/P Kandasamy
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Shadzrena Mohd. Shariff
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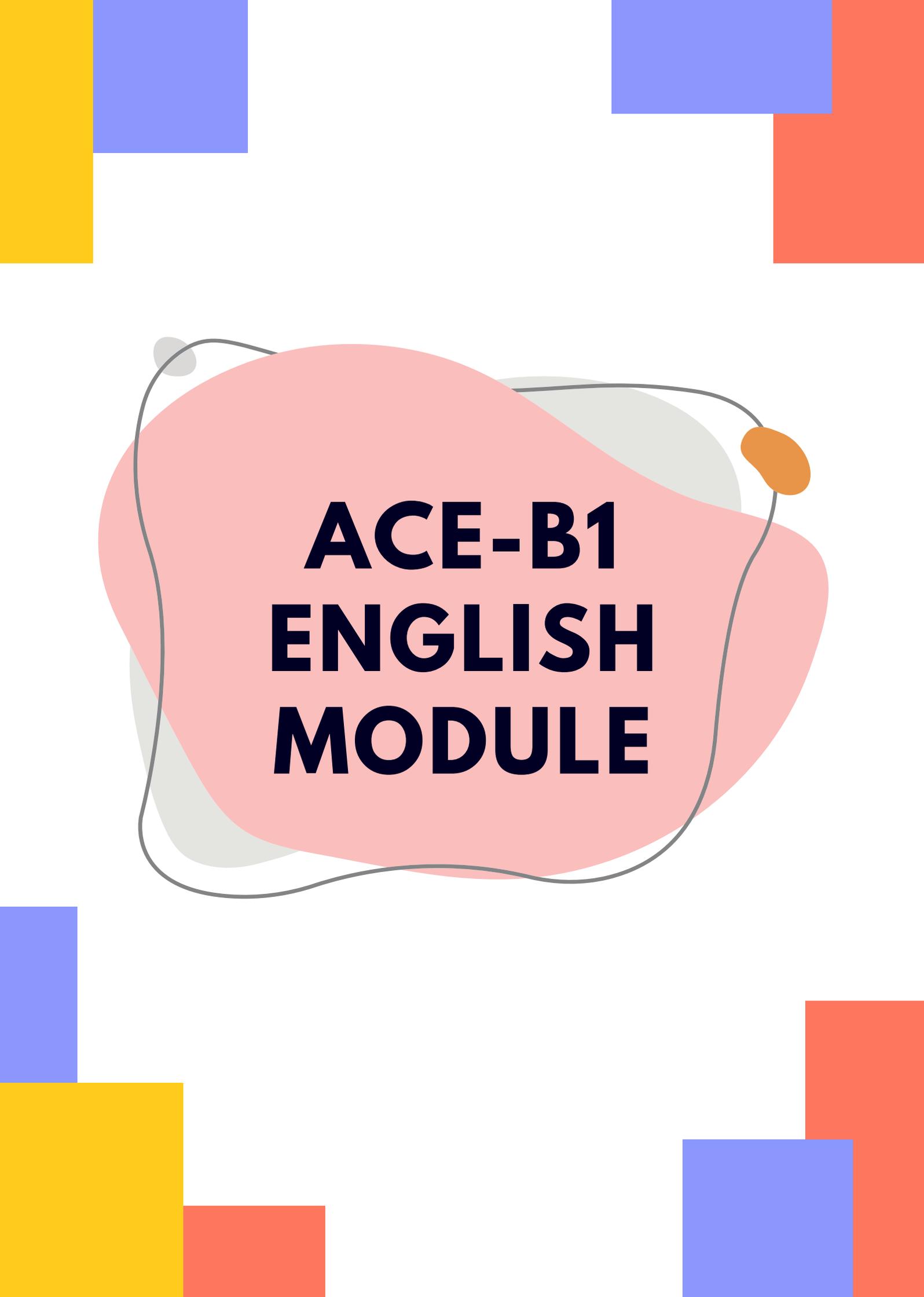
Suriati Mokhtar
SMK Dato Ahmad Arshad, Segamat

Muhammad Fadhli bin Mufti
SMK Layang-Layang, Kluang

Nur Syakirah Isabel binti Abdullah
SMK Taman Puteri Wangsa, Johor Bahru

Vicknes Nambiar Gopal Krishnan
SMK Taman Scientex, Pasir Gudang

Hanif bin Nor Azahar
SK Tengku Mariam, Batu Pahat



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