



# MODUL empowerLEARNING BAHASA INGGERIS EDISI GURU

# PRA-KATA

## **PROGRAM empowerNCER AKADEMIK**

Program empowerNCER Akademik merupakan program pembangunan modal insan oleh Pihak Berkuasa Pelaksanaan Koridor Utara (NCIA). Manakala pihak Universiti Teknologi MARA (UiTM) sebagai Penyedia Perkhidmatan yang bertujuan untuk memberi pendidikan bersifat intensif bagi meningkatkan pencapaian dan kecemerlangan akademik pelajar. Pelajar-pelajar yang terlibat dalam program ini merupakan daripada golongan keluarga B40 yang bakal menduduki peperiksaan awam, Sijil Pelajaran Malaysia (SPM) pada tahun 2022.

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# MODUL 1



- Tenses
- Adjectives vs Adverbs
- Prepositions
- Reading Comprehension
- Gapped Text

## PART 1: GRAMMAR PRACTICE

### Let's learn tenses (verbs)

**Simple Present Tense** – to show general or habitual actions.  
 (clues in sentences – **every, always, usually, regularly, daily**)



- My mother cooks dinner **every** night.
- Sam and his brother usually play football at the school field.

**Present Continuous Tense / Present Progressive** – to show an action in progress or in the future. (am / is / are + ing)

- My mother is cooking dinner **now**.
- The boys are playing football at the school field **at the moment**. [action in progress]

**Present Perfect Tense** – to emphasize the result of an action (has, have) - to share an experience, a change or a continuing situation – has connection with a situation in the past that still continues in the present.

- My mother has improved in her cooking **since the pandemic**. [result of an action]
- The students have informed their teacher about the incident.

**Present Perfect Continuous Tense** – to show the duration of an action – a past action recently stopped – a past action still continuing. (has been / have been + ing)

- My mother has been cooking **all day**. [duration]
- The boys have been playing football in the field **for 3 hours**. [action still continuing]

**Simple Past Tense** – to show an event that happened in the past.

- My mother cooked dinner **last night**.
- The boys played football at the field **this morning**.

**Past Continuous Tense** – an action that was happening at a particular moment in the past. (was/were + ing)

- My mother was cooking dinner **when I reached home**. [was cooking – action in progress at that time]
- **While** I was reading, I heard the doorbell.

**Past Perfect Tenses** – shows an action which was completed before a specific time in the past, without a clear mention of when. (had)

- My mother had cooked dinner **before her meeting**.
- **By the time we arrived** the station, the train had left.

**Past Perfect Continuous Tense** – for an action in progress up to a specific time or another action in the past. (had been + ing) – similar to Past Perfect but the action is longer.

- My mother had been cooking dinner since the lock down.
- The boys had been playing for hours. [still in progress]

## Future Tense – known as the ‘will’ tense – to make predictions

- My mother will cook dinner tonight.
- The boys will play football if the rain stops.

**Future Continuous Tense – to state an action happening in future. (will be + ing)**

- My mother will be cooking dinner for the guests **later**.
- The boys will be playing football at the school field **when we meet them**. [playing - in progress]

**Future Perfect Tense** - shows action in the future before another action in the future. (will have + perfect tense)

- My mother will have cooked dinner **by the time the guests arrive.** [before the guests arrive]
- The boys will have played football **when we reach the school in the evening.**

**Task 1 – Circle the correct answers.**

## Task 2: Fill the table with the commonly used tenses

Simple Present	Present Continuous (am/is/are)	Simple Past	Past Continuous (was/were)	Present Perfect (has /have)	Future Tense (will)
bring/brings	is bringing	brought	was bringing	has brought	will bring
eat					
	are taking				will take
		ran	were running		
tell					
	am meeting			have met	
		drove			will drive
leave					
			was cycling		
do / does					will do
			was writing		
cry				has cried	
	is flying				
come					will speak
		went			
			was sleeping		
	are getting				will catch
		saw			
think					

### Task 3: Fill the table with Present Continuous Tense (affirmative and negative)

### Example:

- a) While her son vacuums, Madam Annie is washing her car. (wash) - **affirmative**
- b) They are not currently planning for their trip to Singapore. (not plan) - **negative**

1. They don't know what the teacher \_\_\_\_\_ about! (talk)
2. The children don't realise that their mother \_\_\_\_\_. (not go)
3. The wind \_\_\_\_\_ through the window. (blow)
4. Joseph \_\_\_\_\_ for our daughter's hand. (ask)
5. Your mother knows you \_\_\_\_\_ the truth. (not speak)
6. Fatin \_\_\_\_\_ his side against you. (take)
7. I \_\_\_\_\_ my promise to tell you. (not break)
8. They \_\_\_\_\_ her a fair chance. (give)
9. Ravi \_\_\_\_\_ around without his raincoat. (run)
10. The teacher discovers Teck Soon \_\_\_\_\_ to her. (not listen)

#### **Task 4 – Complete the passage by choosing the correct verbs.**

Everyone has to sit for exams regardless of which school they go to. Most students feel pressured when it (1)\_\_\_\_ to exams. There is no escape from exam anxiety for students. What is exam anxiety? Students (2)\_\_\_\_ an intense feeling of fear and panic before and during an exam. Studies (3)\_\_\_\_ that students who struggle with exam anxiety get lower grades than their peers. Sometimes, it also (4)\_\_\_\_ students' self-esteem, confidence and motivation which will eventually affect their mental health.

Therefore, it is vital to learn some tips to manage exam anxiety. One way is to prepare ahead of time. (5)\_\_\_\_ lessons each day and using practice exam papers help students gain confidence. Besides, they also need to get enough rest, balanced nutrition and exercise. When things get overwhelming, (6)\_\_\_\_ out for social support can ease students' worries.

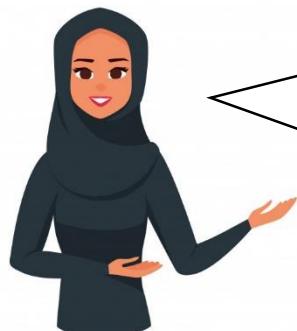
1. a) come	b) comes	c) came	d) is coming
2. a) experience	b) experienced	c) experiences	d) have experienced
3. a) show	b) showed	c) will show	d) have shown
4. a) lowers	b) lowered	c) will lower	d) has lowered
5. a) Revise	b) Revises	c) Revising	d) Revised
6. a) reach	b) reaches	c) reached	d) reaching

**Task 5 – Complete the passage by choosing the correct verbs.**

Misra recently went on a hilltop getaway with her classmates. Since there were six of them, they (1) \_\_\_\_ a whole apartment beside a farm. Misra was really excited to spend time with her ex-classmates after a year of not seeing one another. Upon (2) \_\_\_\_ at the apartment, they were awestruck by the sight of the old massive building. It was surrounded by lush flowering plants and huge tall trees. Apparently, the apartment (3) \_\_\_\_ vacant for almost two years due to the pandemic.

An elderly couple (4) \_\_\_\_ out to unlock their booked apartment and handed them the keys. After (5) \_\_\_\_ their luggage in the rooms, they gathered in the dimmed living room. “Let’s take some pictures outside, girls,” suggested Misra. Then, they took a stroll outside to watch the sun set. It was extremely wonderful to see the mist (6) \_\_\_\_ in, making the air damp and chilly. All of a sudden, Misra saw a shadowy figure at the window of their apartment. Not wanting to alarm anyone, she (7) \_\_\_\_ quiet about it, thinking it was just her imagination. After dinner, they sat around the fire place chatting and laughing about their school times. As they were about to call it a day, they (8) \_\_\_\_ a loud knock on the front door. Misra’s face was as white as a sheet. She told them about the shadowy figure at the window, and the girls were terrified. Janice, the tallest of all, bravely walked towards the door. When she opened it, there was no one there. They could not sleep the whole night. Holding a torch each, they patiently waited for dawn.

1. a) book	b) booked	c) will book	d) have booked
2. a) arrived	b) have arrived	c) arriving	d) will arrive
3. a) is	b) was	c) will be	d) has been
4. a) come	b) came	c) was coming	d) has come
5. a) unpacked	b) have unpacked	c) was unpacked	d) unpacking
6. a) rolls	b) rolled	c) rolling	d) was rolling
7. a) kept	b) has kept	c) will keep	d) was kept
8. a) hear	b) heard	c) have heard	d) were hearing



When answering a Rational Cloze, read the text carefully. **Identify the tense** used. Remember, at times there may be a mix of tenses in the text. Read multiple times and check your answers to avoid careless mistakes.

## Adjectives vs Adverbs

An **adjective** is a part of speech that modifies a noun or pronoun. Adjectives usually tell what kind, how many, or which about nouns or pronouns. It describes how things (nouns) look, smell, feel, taste or sound.

An **adverb** is a part of speech that modifies another adverb, a verb, or an adjective. It is often recognized by the suffix **-ly** at the end of it.

ADJECTIVES	ADVERBS
The <b>angry</b> man shouted at his neighbour.	The lady shouted <b>angrily</b> at her son.
Ram is always <b>careful</b> on the road.	The child crossed the busy road <b>carefully</b> .
Shaheen is a shy and <b>quiet</b> girl.	The shy girl sat <b>quietly</b> at the corner.
The children were <b>excited</b> to play outside.	The children played at the park <b>excitedly</b> .
Miss Tan was <b>patient</b> with her noisy child.	The woman took care of her child <b>patiently</b> .
They were <b>anxious</b> to know their results.	The girls waited for their results <b>anxiously</b> .
Danny carried the <b>heavy</b> luggage upstairs.	It rained <b>heavily</b> last night.

### Task 6: Fill in the gaps with the words in the box

loud	patiently	easily	hard	politely	tightly
quiet	sweetly	heavy	slowly	safely	panicky

Malini is a shy girl. She doesn't make friends \_\_\_\_\_. One afternoon, as she was walking back from school on a \_\_\_\_\_ road, she felt someone was following her. She turned around \_\_\_\_\_ but she couldn't see anyone. Sweat trickled down her cheeks, as she quickened her pace. Then, she heard a \_\_\_\_\_ car horn that made her jump. It was her neighbour, Uncle Lim. "Do you want a ride, Malini?" he asked her \_\_\_\_\_. She smiled \_\_\_\_\_ and refused the offer. Suddenly, she heard the \_\_\_\_\_ footsteps again. Feeling \_\_\_\_\_, she ran as fast as she could into a nearby shop. From there, she peeped out of the window but there was no one around. She waited \_\_\_\_\_ for about 10 minutes and decided to continue walking back home. She prayed \_\_\_\_\_ so that she would reach home \_\_\_\_\_. As soon as she reached the gate, she hugged her mother \_\_\_\_\_.

## Prepositions

A **preposition** is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object.



A preposition is **typically** (not always) followed by a **noun or pronoun**. This can be a noun (including proper noun), pronoun, noun group or gerund (verb in noun form):

- **noun** (*home, table, love*) – They are in love.
- **proper noun** (*Penang, Karim, Metro Hospital*) – *I went to Kuala Lumpur*.
- **pronoun** (*them, you, him, us*) – *She spoke to him*.
- **noun group** (*my first job, our study group*) – *I was poor before my first job*.
- **gerund** (*painting, swimming, shopping*) – *She is passionate about painting*.

Prepositions form a small but important word class, being very frequently used. In fact, the prepositions **to, of, in, for, on, with, at, by, from** are all in the top 25 words in English.

- **prepositions of place** – *in the cupboard, behind the tree, over my head*
- **prepositions of time** – *on Tuesday, in 2020, during the day, at noon*
- **prepositions of movement** – *past the street, through the tunnel, across the road*

**Rule:** A preposition is always followed by a “noun”. It is **never** followed by a verb.

### Task 7: Circle the correct answers.

- 1) My uncle started working \_\_\_\_ 2012.  
 a) in                    b) on                    c) at
 

Let's try this simple exercise on **Prepositions**
- 2) Salmi arrived \_\_\_\_ the school gate late this morning.  
 a) over                    b) in                    c) at
 


- 3) We can always rely \_\_\_\_ our teachers for good advice.  
 a) from                    b) in                    c) on
- 4) After my cat's death, I felt miserable, but I soon got \_\_\_\_ it.  
 a) about                    b) over                    c) on
- 5) Jun Meng and his brother get \_\_\_\_ very well with each other.  
 a) along                    b) on                    c) in
- 6) My cousin, Adam was born \_\_\_\_ 8<sup>th</sup> of June 2015.  
 a) on                    b) in                    c) at

7) My sister is very fond \_\_\_\_ music.  
 a) with      b) at      c) of

8) Are you familiar \_\_\_\_ the woman in that office?  
 a) with      b) in      c) about

9) The little boy hid \_\_\_\_ the cupboard and no one could find him.  
 a) on      b) in      c) over

### Common Prepositional Phrases

By	For	In	On	At
By hand	For a reason	In time	On the road	At high speed
By force	For the benefit	In demand	On sale	At the end
By luck	For hire	In debt	On the air	At risk
By accident	For granted	In danger	On a diet	At a discount
By land	For good	In disguise	On a journey	At a time
By air	For a change	In favour of	On average	At sight
By all means	For real	In fear of	On schedule	At a loss

### Task 8: Fill in the gaps with the correct prepositions.

1. My sister is capable \_\_\_\_ doing the dishes by himself.
2. The teachers were so proud \_\_\_\_ their students who won the contest.
3. Amin could not sleep as he was really nervous \_\_\_\_ the results.
4. The pupils who were responsible \_\_\_\_ the task came early that morning.
5. My parents were pleased \_\_\_\_ my artwork.
6. We were all prepared \_\_\_\_ our answers before the teacher came.
7. Halim was never serious \_\_\_\_ the project, so he failed.
8. I felt ashamed \_\_\_\_ myself for cheating in the exam.
9. My neighbour was furious \_\_\_\_ the quarrel that night.
10. Anna felt grateful \_\_\_\_ all the gifts she received.

Practice  
makes  
Perfect



**Task 9: Read the passage carefully and choose the correct answers.**

The residents of Taman Murni (1) \_\_\_\_ with water disruption for the past 6 months. They claimed that their problem (2) \_\_\_\_ with the construction of the new apartments in the area. The water disruption has disturbed the lives (3) \_\_\_\_ all the residents in Taman Murni. They demand the local government to look (4) \_\_\_\_ their grievances and to find a solution to their (5) \_\_\_\_.



1) A. lived	B. has lived	C. was living	D. has been living
2) A. starts	B. started	C. was started	D. has started
3) A. of	B. in	C. about	D. with
4) A. out	B. under	C. after	D. into
5) A. anger	B. woes	C. interest	D. joy

**Task 10: Read the passage carefully and choose the correct answers.**

Litter is a waste of paper. Everyone should play a role (1) \_\_\_\_ preventing litter and become a part of something that will impact this generation. Litter is bad for animals and peoples. Plastic waste (2) \_\_\_\_ thousands of animals each year. Turtles, seals and dolphins often mistake plastic waste (3) \_\_\_\_ food. It is important to stop littering (4) \_\_\_\_ it wastes our natural resources. When cans and bottles are (5) \_\_\_\_ on the roadside instead of being recycled, more resources must be used to create cans and bottles from new materials. Littering has negative effect (6) \_\_\_\_ everything. Litter is a preventable source of pollution. We should all play our parts to save the environment.

1) A. in	B. on	C. by	D. for
2) A. kill	B. kills	C. killed	D. has killed
3) A. as	B. into	C. with	D. for
4) A. and	B. but	C. when	D. because
5) A. kept	B. sold	C. discarded	D. dispatched
6) A. in	B. on	C. with	D. of

It is important to take note on the use of **Prepositions** in the passage as they are commonly tested in this part of your Reading assessment. In the above text, **questions 3 & 6** are testing you on prepositions.



## PART 2: READING COMPREHENSION

Now, let's go to **Part 3** of the Reading Paper which is the Comprehension task. First, here are some techniques of answering comprehension questions. Study the **WH questions** below, and you'll find that it's not that difficult to look for the answers.



WH Question	Explanation
<b>Who</b>	<ul style="list-style-type: none"> <li>Someone, people – eg: my brother, the child, his parents...</li> <li>A name – eg: Hamid, Siti, Rajesh, Gary...</li> <li>An occupation / description – eg: the postman, his neighbours the noisy girl, the old woman, my teacher...</li> </ul>
<b>What</b>	<ul style="list-style-type: none"> <li>Something / an object (can be singular or plural)</li> <li>Eg: The clock, his cats, Fendy's bag, the wooden door</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>A specific place – in Singapore, to Penang, at Metro Clinic</li> <li>A general place – at the back of the house, behind the school, in the library, from the social media, outside the mall</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>A specific time – at 3 o'clock, at half past 5 in the evening</li> <li>A specific day / date – last Friday, on the 3<sup>rd</sup> of May</li> <li>Month / year – in June, last December, in 2022, since 1998</li> </ul>
<b>Why</b>	<ul style="list-style-type: none"> <li>Provides a reason – <b>because</b> it was raining heavily, <b>because</b> she forgot her textbook, <b>to</b> teach him a lesson, <b>so that</b> they can study together, <b>for</b> her safety</li> </ul>
<b>How</b>	<ul style="list-style-type: none"> <li>Provides an explanation – by a school bus, through the window, by saving her pocket money</li> </ul>
<b>How long</b>	<ul style="list-style-type: none"> <li>Shows a duration of time – for six hours, the whole day, since morning, for an hour, since 7 am</li> </ul>
<b>Is / Are / Was / Were</b>	<ul style="list-style-type: none"> <li>Answered with a <b>Yes / No</b></li> <li>Eg: Is the woman your mother? Yes, she is Are they your relatives? No, they aren't. Was it raining last night? Yes, it was.</li> </ul>
<b>Do / Does / Did</b>	<ul style="list-style-type: none"> <li>Answered with a <b>Yes / No</b></li> <li>Eg: Do you love gardening? Yes, I do. Does Sally cycle to school? No, she does not. Did it rain last night? Yes, it did.</li> </ul>
<b>Will / Would</b>	<ul style="list-style-type: none"> <li>Answered with a <b>Yes / No</b></li> </ul>
<b>Has / Have / Had</b>	<ul style="list-style-type: none"> <li>Eg: Will they go for the trip? Yes, they will. Has she eaten her lunch? No, she hasn't. Would you join the marathon? Yes, I would.</li> </ul>

Let's practise.

**Task 1: Read the short text carefully and choose the correct answers.**

Since Sheema was a little girl, she loved collecting dolls. Her family and friends always bought her dolls for her birthdays. By the time she finished high school, she had about almost a 200 dolls that she needed a big room to store them. After a few years of working, she had the interest to search for unique dolls in junk shops and on e-bay. The first unique doll she bought on Lazada cost almost RM250 but it was simply beautiful.

- 1) **What** was Sheema's hobby?  
a) celebrating birthdays      b) collecting dolls      c) buying dolls
- 2) **Who** bought the dolls for her?  
a) her family and friends      b) a little girl      d) Jasmine
- 3) When she started working, **where** did she search for **unique dolls**?  
a) From the malls      b) from her room      c) from junk shops



**Tips:** Questions usually **follow the order** of the reading text. Look for **clues** if you are unsure of your answers. For **Question 3** – the words '**unique dolls**' give you the hint that the answer is somewhere in that line. Also notice, for Question 3, the word '**where**' is in the middle, which gives you a hint that the answer is related to **a place**.

**To understand questions, you need to know how to ask them. Based on the same reading text, let's learn how to ask questions. Look at the examples below:**

- a) **Who** loved collecting dolls?  
Sheema loved collecting dolls. → (who – refers to a person/ people)
- b) **What** did she receive for her birthdays?  
She received dolls. → (what – refers to something)

In reading comprehension, it is important to **understand** the questions carefully, so **read and reread**, look for **clues** and then choose the correct answers.



## Task 2: Read the short text carefully and choose the correct answers.

Karina was driving to work one morning when she saw a commotion by the roadside. She wasn't sure what was happening but people were crowding the area. Looking at the people with helmets and bikes parked on the shoulder of the road, she presumed there were all from the group of motorcyclists. She was about to step on the accelerator when her eyes caught the sight of a body lying on the road. "An accident!" she mumbled, as she stopped her car beside the road and grabbed her stethoscope from the back seat. The place was in a chaos, people were panicking, and some looked dumbfounded as their faces were pale.

1) Where was Karina going that morning?  
a) To the office      b) To work      c) Back home

2) What made Karina guess the people crowding there, were motorcyclists?  
a) Their helmets      b) Their dumbfounded faces      c) Their cars

3) Why did she stop her car?  
a) To grab her stethoscope  
b) To find out about the commotion  
c) To check on the victim lying on the road

4) From the text, we know that Karina ....  
a) was a doctor.  
b) was panicking.  
c) was late for work.

Study the highlighted Wh Questions and the keywords to find your answers.

Study the highlighted **Wh Questions** and the **keywords** to find your answers.

**Question 4**, is a thinking question where the answer is not directly shown. For such questions, please read the text a few times before choosing your answer.



**Task 3: Read the short text carefully and choose the correct answers.**

You are going to read an extract from a story. For questions 1 to 4, choose the correct answer (A, B, C or D)

I was alone in Villa Nabila, which is said to be one of the Johor's top five scariest locations. It was about half an hour to noon. However, the temperature plummeted. Despite my intense concentration on the intricate faded designs on the plaster cornices, I was acutely aware of the rapidly declining room temperature. As I brushed my palms on my forearms, goosebumps appeared on my skin. I moved my gaze to a nearby window, supposing the colder temperature was due to the passing cloud cover. Instead, the early afternoon sun caught my gaze. The room was entirely empty except for me. I got an odd sensation. A chill ran down my spine.

A few years back, several teenagers who trespassed the 50-year-old structure had claimed to have seen wandering apparition of a small child. In too dark situations and using only mobile phone lights to move, they saw a glimpse of the child running before one of the girls in the group screamed hysterically. I read the news about, felt curious and wanted to find out. I planned to explore the place with Kassim, my best buddy. We promised to meet at the entrance of the villa, but Kassim didn't turn up today. So, I decided to give it a go because it was in the afternoon.

I started to break out in a cold sweat and my knees became wobbly. Luckily for me, I heard people's voices hollering and laughing. I inched to the window and saw of a group of hollering youngsters on their BMX bicycles just outside of the entrance. I shouted and waved frantically at them through the window that was ajar, hoping that one of them would see me. But it was in vain.

1. In paragraph 1, why does the writer use the phrase 'goosebumps appear on my skin'?

- a) He felt cold as it was about to rain.
- b) He was terrified for no apparent reason.
- c) He was sweating because it was a hot day.
- d) He was captivated by the interesting designs on the villa ceiling.



Goosebumps

2. In paragraph 2, what did the teenagers see in the villa?

- a) A ghost of a child
- b) Mobile phone lights
- c) A hysterical girl
- d) The news about Villa Nabila



Look at the underline sentence in paragraph 2. There are the highlighted keywords. Use the keywords to decide on the answer.

3. In paragraph 2, what had caused the writer to enter the villa alone?
  - a) He was tired of waiting for Kassim.
  - b) He saw a wondering spirit of a child.
  - c) He knew he would be fine as it was still afternoon.
  - d) He knew he would be fine as there were teens on BMX bicycles outside.
  
4. In paragraph 3, what does the phrase 'in vain' mean?
  - a) Successful
  - b) Without success
  - c) Proud
  - d) In agony

**Task 4: Read the short text carefully and choose the correct answers.**

*You are going to read an extract from an article. For questions 1 to 4, choose the correct answer (A, B, C or D)*

The Influence of Social Media on Teenagers' Shopping Habits.

How long do you spend on social media each day, and what do you do when you do? We used to utilise social media to remain in contact with our ever-growing circle of friends, but it appears that platforms like Instagram and Facebook have evolved into virtual marketplaces where we can easily purchase a variety of things.

When you follow your favourite social media figures, you'll notice that a sponsored post that quietly advertises particular things is buried behind the curtain of amusing and relatable material. These celebrities with enormous followings are paid a hefty sum to advertise such products in the hopes of attracting teens like us into making a purchase.

Teenagers like you and me, on the other hand, prefer to shop for fashionable clothing online. New clothing, regardless of whether you are a female or a boy, are an affordable indulgence that will improve our confidence when we put them on. Furthermore, these influencers would serve as catalogue models for us, and their creative captions would persuade us to not only buy the outfits, but also to share our own postures and postings.

Adults may think it's a trivial activity but rummaging through mum and dad's wardrobe may reveal the fashion trends they followed at the time.

Shopping for clothes may be a classic adolescent pastime, but social media is a novel approach to influence our purchasing habits nowadays!

1. A reason why people use social media is...
  - a. To spend time
  - b. To buy new clothes
  - c. To advertise products
  - d. To keep in touch with friends

**Look for these highlighted keywords.**

Utilise = use  
 remain in contact = To keep in touch with another person

2. In **paragraph 2**, what influences teenagers to **shop through social media**?
  - a. Celebrities who advertised in the social media.
  - b. Friends who influenced each other.
  - c. Sponsored posts by social media influencers.
  - d. Catalogues post by social media influencers.
  
3. In **paragraph 3**, what items teens tend to buy through social media?
  - a. Trendy clothes
  - b. Affordable indulgence
  - c. Outfits
  - d. Relatable material
  
4. Why is buying new clothes important to teens?
  - a. It boosts their popularity.
  - b. It enhances their buying power.
  - c. It increases their confidence.
  - d. It makes them influential.

Can you spot the **keywords**?

The more you practise, the more confident you'll be!

Keep trying!



**Task 5: Read the short text carefully and choose the correct answers.**

*You are going to read an extract from an article. For questions 1 to 4, choose the correct answer (A, B, C or D)*

Malaysia is a food **haven**. Look around you and you'll Malaysians enjoying their food whether it is nasi lemak, fried koey teow or nasi kandar. However, we also have a **bad habit** of throwing food away. A study conducted by the Solid Waste and Public Management Corporation revealed that as much as 3000 tonnes of edible food are discarded daily.

Concerned two women, **Jocelyn Lee and Andrea Tan**, have stepped forward and tried to reduce such waste as much as they can in their own way. They realised that a lot of food that goes into the landfill is not just edible but still has health benefits. They wanted this healthy and nutritious food to be put to good food. As a result, they founded a company called the Pit Stop Community Café. They conduct what they describe as 'food rescue' operations.

They do this by collecting everything possible from various sources. This includes unsold vegetables from the market that are still in good condition and packaged food from manufacturers and retailers that are near expiry but still unspoilt. The 'rescued' food is then cooked to serve around 150 to 200 homeless and urban poor. These people get a hot meal six days a week at the café's premises in the heart of Kuala Lumpur. Food that is not used up at the café is given to Pit Stop's partners for distribution to orphanages, refugee homes and soup kitchen.

The two women have established an operating procedures to ensure food that keeps coming to help the intended people. They have informed partnerships with various food producers, soup kitchen and non-governmental organisations (NGO) in the Klang Valley. For example, they work with one organic milk producer who gives them excess milk that is near expiry but still in good condition. Then they put a call to their partners like soup kitchens, orphanages, and refugee homes to find out who wants chilled milk. If there are positive responses, they arrange to send the milk to them.

1. In paragraph 1, what is a bad habit of Malaysians?
  - a. Wasting away food
  - b. Storing food
  - c. Eating too much food
  - d. Stashing food
  
2. In paragraph 2, according to the write, Jocelyn Lee and Andrea Tan
  - a. Have a bad habit of throwing food away
  - b. Wanted healthy food to be uses effectively
  - c. Established a company called the 'Pit Stop Community Café'.
  - d. Stepped forward to cook healthy and nutritious food for others
  
3. In paragraph 3, what does the writer say about Jocelyn and Andrea's effort?
  - a. They take leftover from the premises
  - b. They use processed food to create 'rescue food' for the homeless
  - c. They sell the food to the homeless, orphanages and refugee homes.
  - d. They look for fresh and packaged food and turn it into 'rescued' food.'
  
4. In paragraph 4, the following statements are true about Jocelyn and Andrea's tasks except
  - a. Looking for those who need chilled milk
  - b. Asking the needy to search for their own food
  - c. Establishing an operating procedure to ensure the food keeps coming.
  - d. Forming partnership with various food producers, soup kitchens and NGOs.

Can you spot the **keywords**?

The more you practise, the more confident you'll be!

Keep trying!



**PART 3: GAPPED TEXT**

Now, let's look at **Gapped Text**. It's a reading assessment to check on your **ability to connect ideas in a passage**. Six sentences will be removed from the passage and you need to fill the gaps choosing 6 out of 8 sentences that best fit the gaps. Let's practice with a paragraph first. Remember to always **read the rubric** for every task to understand how to answer.



**Let's practice!**

**Read the paragraph about the importance of sleep. Two sentences have been removed from the paragraph. Choose from the sentences A to D the one which fits each gap.**

Sleep helps to fuel your brain and your body. Teenagers need more sleep because their bodies and minds are growing quickly. **1** To be at your best, you need **between 8 and 10 hours of sleep** daily. **2** They are more likely to **struggle in school** and have trouble with memory. This will also affect their concentration in the lesson.

- A. They feel lethargic during the lesson.
- B. Those with lack of sleep may be worn-out the next day.
- C. Many teenagers do not get sufficient sleep.
- D. Most teenagers prefer staying up late to play online games.



For Gapped Text, it's important to read the sentences **before and after each gap** to look for clues. Identify **key words or linkers** which will help you in your choice of answers. After choosing an answer, **reread** the paragraph to check.

For **Gap 1**, the **sentence after** is about the **hours of sleep needed** by teenagers. So what is your guess? Look at **Gap 2**, the **sentence after** that is about the **effect of insufficient sleep**. Can you guess the correct answer? Did you choose C for Gap 1 and B for Gap 2? If yes, bravo!



Practice makes perfect. Let's try the next paragraph.

**Task 6: Read the two paragraphs about doing charity jobs. Four sentences have been removed from the paragraphs. Choose from the sentences A to F the one which fits each gap.**

There are a lot of charities that raise fund to help the poor and the poor, the elderly and the homeless. As students, we can actively collaborate with non-profit organisations through societies in schools. 1 Projects such as Marathons, Charity dinner, Jumble Sales and Food Fair are effective for fund-raising projects. The non-profit organisations can act as partners by supporting the students and provide them with the funding.

2 They can visit an elderly person in his home or deliver shopping groceries to a disabled person. 3 With the help of the organisation, students can have a food bank project to help the needy. Being able to help those in need gives students to achieve a greater sense of personal satisfaction and growth. 4

- A. Throwing rubbish and moving the lawn can be a great help for them too.
- B. Besides, students can also carry out voluntary activities to help their community.
- C. Schools can organise more charity projects.
- D. Such a humane practice should be instilled among all youngsters.
- E. They can collect fund through activities by their societies.
- F. One good way to raise fund is by organising community projects.



Look at **Gap 1**, the sentence after is **showing examples**. Can you guess the answer that fits Gap 1? **Gap 2** is at the **beginning of a paragraph** and will usually have a linker (Furthermore, Besides, etc). And the sentence after that starts with '**They**' which refers to **students**. Which is the answer? These are some good tips for Gapped Text exercises.



Now try the Gapped Text task below, **follow the tips** shared and do your best! Don't forget to **read the rubric (instruction)**.

**Task 7: Read the paragraph about tips to stay safe on the Internet. Six sentences have been removed from the paragraph. Choose from the sentences A to H, the one which fits each gap.**

The Internet is amazing and we all use it every day to communicate, to learn and to search for any sort of information. However, sometimes some people use it the wrong way or for the wrong reasons.

1  Remember to never reveal your personal information like your full name, home address or phone number. Always check your social media settings. 2  Change the settings so that only your added friends can view them. You are advised to change your passwords in every three months to protect your devices from hackers.

Cyberbullying is another issue and this includes nasty messages, rumours posted on the social media or embarrassing pictures. 3  You can also delete or block their messages. Never add strangers to your social media account. If the cyberbullying does not stop, seek help from your parents or teachers.

Another important reminder is to be alert of virus attack. 4  If you don't know who the sender is, delete it straight away! And never open an attachment if you're not sure who it's from. 5  Never download apps that look suspicious or come from a site you don't trust.

Last but not least, online shopping. 6  Before making any payment using your credit card, ensure the seller or the site is a genuine one and not a scammer. Remember all the tips shared and be safe on the internet.

A. Sometimes emails which appear in your inbox can contain viruses.
B. Never post pictures of yourself or your loved ones on public.
C. People you meet online are not always truthful, they may use a fake account.
D. Apart from that, you need to be vary about what you download from the internet.
E. If someone sends you horrible messages, ignore them
F. Here are some tips to stay safe on the Internet, especially for children and teenagers.
G. Some fake websites have misspellings or bad grammar in their addresses.

H. Nowadays, everyone is becoming an online shopper as it's really convenient.

**Task 8: Read the paragraph about the importance of co-curricular activities. Six sentences have been removed from the paragraph. Choose from the sentences A to H, the one which fits each gap. There are two extra sentences which you do not need to use. Write your answers in your answer sheet.**

### Co-curricular Activities

Every activity in school life plays a vital role in the development of students. Co-curricular activities are an essential part of school life and helps in enhancing the learning process of students at school. 1 By this way, every student gets to learn beyond subjects. It covers all aspects of a child's development may it be mental, social or physical. It is in this content that extra-curricular activities are becoming more and more important.

2 They fuel your learning by stimulating creative thoughts, improving your social and organisational skills, developing your interests and talents, and offering you the chance to switch off and do something you really enjoy.

Firstly, they provide a safety-valve for students to escape from the pressures of the examination-orientated curriculum. Learning nowadays has become increasingly competitive and everyone is afraid of being left out in the paper chase. Students are obsessed with examinations that they become nervous wrecks. 3 As the saying goes, "All work and no play makes Jack a dull boy." Likewise, if a student is only interested in book learning, he will become bored mentally. 4

Secondly, it revolves the development of positive and desirable qualities in our students. Education is not just a process of imparting knowledge or transmitting information, but it is an all-round process aimed at developing law-abiding, responsible and wholesome citizens for the future. 5 It is the activities the student participates that helps him in progressing mentally, socially, physically and emotionally. In a competitive game between two teams, a student learns to play his part and to be cooperative with others in order to win the game as a team. 6

- A. There are many reasons as to why extra-curricular activities are essential.
- B. Never post pictures of yourself or your loved ones on public.
- C. They are compulsory activities which are important for every student to participate as they are designed and balanced with academic curriculum.
- D. Learning in the classroom alone does not provide enough for the development of such qualities in students.
- E. Therefore, he would find difficulties in socialising as he gets emotionally disturbed as well.
- F. Hence, it is through this inter-mixing outside the classroom that such invaluable qualities like friendship, cooperation and responsibility are inculcated.
- G. Extra-curricular activities are thus a form of relaxation to reduce anxieties among students.
- H. Nowadays, everyone is becoming an online shopper as it's really convenient.

## ANSWERS – MODULE 1

### GRAMMAR PRACTICE

#### Task 1: (Tenses)

1) C    2) B    3) C    4) A    5) B    6) B    7) A    8) A    9) B    10) C

#### Task 2: (Tenses)

Simple Present	Present Continuous (am/is/are)	Simple Past	Past Continuous (was/were)	Present Perfect (has /have)	Future Tense (will)
bring/brings	is bringing	brought	was bringing	has brought	will bring
eat	is eating	ate	were eating	have eaten	will eat
take	are taking	took	was taking	have taken	will take
run	am running	ran	were running	have run	will run
tell	are telling	told	was telling	has told	will tell

#### Task 3: (Present Continuous Tense)

1) is talking    2) is not/isn't going    3) is blowing    4) is asking    5) are not /aren't speaking  
 6) is taking    7) am not breaking    8) are giving    9) is running    10) is not/ isn't listening

#### Task 4: (Rational Cloze)

1) B    2) A    3) D    4) A    5) C    6) D

#### Task 5: (Rational Cloze)

1) B    2) C    3) D    4) B    5) D    6) C    7) A    8) B

#### Task 6: (Adjectives & Adverbs)

easily, quiet, slowly, loud, politely, sweetly, heavy, panicky, patiently, hard, safely, tightly

#### Task 7: (prepositions)

1) A    2) C    3) C    4) B    5) A    6) A    7) C    8) A    9) B

**Task 8: (adjectives + prepositions)**

1) of      2) of      3) about      4) for      5) with  
6) for      7) about      8) of      9) about      10) for

**Task 9: (Rational Cloze)**

1) D    2) B    3) A    4) D    5) B

**Task 10: (Rational Cloze)**

1) A    2) B    3) A    4) D    5) C    6) B

**READING COMPREHENSION**

**Task 1 –** 1) B    2) A    3) C

**Task 2 –** 1) B    2) A    3) C    4) A

**Task 3 –** 1) B    2) A    3) C    4) B

**Task 4 –** 1) D    2) A    3) A    4) C

**Task 5 –** 1) A    2) C    3) D    4) B

**GAPPED TEXT**

**Task 6 -** 1) F    2) B    3) A    4) D

**Task 7 -** 1) F    2) B    3) E    4) A    5) D    6) H

**Task 8 -** 1) C    2) A    3) G    4) E    5) D    6) F

# MODUL 2



- Verbs
- Email Writing
- Guided Writing
- Extended Writing
- Article Writing
- Review Writing
- Report Writing
- Narrative / Story Writing

## WRITING

### Verbs (action words)

Notes:

#### 1) To move quickly

dashed	scurried	bolted	hustled	breezed	whizzed	scooted
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Hi students, here is a list of some useful verbs for effective story writing.



**Dashed (dash)** – to go somewhere in a hurry

Sample sentences:

- Aini **dashed** out the door when she saw the snake.
- The child **dashed** frantically to the playground.

**Frantically** (adverb)  
here means in extreme emotion – full of excitement

**Scurried (scurry)** – to move quickly with small steps

Sample sentences:

- The mouse **scurried** across the floor.
- The girls **scurried** for shelter when it started raining.



**Bolted (bolt)** – to move very fast due to being frightened

- The pickpocket **bolted** when he saw the police.
- Frightened by the car horn, the dog **bolted**.

**Hustled (hustle)** – to push or force someone along

- The teacher **hustled** the children to the field.
- The man grabbed her arm and **hustled** her into the van.

**Breezed (breeze)** – to walk somewhere quickly and confidently, without worry

- The lady **breezed** in the office at 11 and greeted everyone with a smile.
- Mahmud **breezed** up to the police officer and asked for directions.

**Whizzed (whiz)** – to move or do something very fast, usually on a vehicle

- I looked out my window and saw the children **whizzed** by on their bicycles.
- The express train **whizzed** past the station.

**Scooted (scoot)** – to go quickly

- Suddenly, my father **scooted** down the stairs.
- The boy **scooted** over the bridge on his skateboard.

## 2) To speak softly

whispered	murmured	stammered
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**Whispered (whisper)** – to speak very quietly using the breath

**Sample sentences:**

- My mother **whispered** something in my ear.
- “Keep your voice down,” I **whispered** fearfully.

**Murmured (murmur)** – to speak or say something very quietly to oneself.

**Sample sentences:**

- The child **murmured** something in his sleep.
- The injured man **murmured** something before he passed out.

**Stammered (stammer)** – to speak / say something with unusual pauses, because of fear

- Maria often **stammered** when speaking English in front of her class.
- Ganesh **stammered** when introducing himself to the new girl in school.

## 3) To walk

stroked	tiptoed	roamed
---------	---------	--------

**Strolled (stroll)** – to walk in a slow relaxed way, for pleasure

**Sample sentences:**

- After lunch, Jamil **stroked** at the park nearby his house.
- The couple **stroked** along the beach, watching the beautiful sunset.

**Tiptoed (tiptoe)** – to walk on your toes, in order not to make a noise

**Sample sentences:**

- My aunt **tiptoed** quietly into the room to check on her baby.
- My brother **tiptoed** upstairs so as to not wake anyone.

**Roamed (roam)** – to walk or travel without a purpose or direction

**Sample sentences:**

- The beggar **roamed** the street barefooted, looking for food.
- The visitors **roamed** around the town.

#### 4) To shout or say something loudly in anger or in fear

screamed	yelled	bawled
----------	--------	--------

**Screamed (scream)** – to cry or say something loudly in anger, fear or excitement.

**Sample sentences:**

- The old man **screamed** at the children for being too noisy.
- The passengers **screamed** when the bus swirled on the highway.

**Yelled (yell)** – to shout or make a loud noise in anger, fear or excitement.

**Sample sentences:**

- My mother **yelled** at me angrily when I broke her favourite vase.
- The lady **yelled** at the salesman for being rude to her.

**Bawled (bawl)** – to cry or shout noisily usually in anger.

**Sample sentences:**

- The nanny **bawled** at the mischievous twins to sit down.
- The rude boy **bawled** at the girls standing in front of him.

Source: <https://www.wordhippo.com/>



Practice makes perfect! Try the next task to check your understanding. Categorise the words according to their meaning

**Practice 1 - Fill in the gaps with the best verb from the box.**

tiptoed	stammered	dashed	yelled	whispered	scooted	bolted	roamed
---------	-----------	--------	--------	-----------	---------	--------	--------

It was a cloudy afternoon, Mat and his best friend, Ram decided for an adventure together. They planned to check out an abandoned bungalow not too far from their houses. Mat quickly grabbed some stuff and \_\_\_\_\_ out of the door before his father saw him. As he was cycling towards Ram's house, a dog barked at him. "Oh no!" he panicked. He \_\_\_\_\_ along a narrow path which was a short cut. Just then, he saw Ram waiting along the path. "Are you ready for out adventure?" Ram asked with a smile. Then, they both cycled towards the old bungalow. It looked shabby, the grass was overgrown. When they got to the door, it opened by itself. They \_\_\_\_\_ quietly into the house and saw that it was covered with cobwebs. They switched on their flashlights and \_\_\_\_\_ around the house. Suddenly, they heard some footsteps behind them, followed by a shrieking laughter. "Who was that?" Ram \_\_\_\_\_ softly to Mat. But, Mat was nowhere to be seen. Ram gulped feeling scared. "M-mat, wh-where are y-you?" he \_\_\_\_\_ in fear. Just then, he saw a shadow in front of him. "Hi Ram, do you want a candy?" a voice came. When he turned around he saw Mat hiding under the table. "Let's get out of here!" Ram \_\_\_\_\_ and they both \_\_\_\_\_ out of the strange bungalow not turning back.

**Practice 2: Let's practise sentence writing using the correct tenses**

**Nouns (Subject)** – uncle, children, Hasyim, cousins, old woman, parents, friend, Mr.Lim

**Verbs** - bring, watch, eat, drive, play, walk, write, meet (you may choose your own verbs)

**Object** – the apples, a storybook, bag, the field, the office, the village, the school

**Simple Present Tense (every day / every Monday / daily / every week etc)**

Eg: My friend, Salmi **brings** her bag to school every day.

- a) Hasyim **plays** \_\_\_\_\_
- b) My cousins **\_\_\_\_\_** \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

**Present Continuous Tense (now / at the moment)**

Eg: My cousin, Amy **is watching** a cartoon in the room now.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

**Simple Past Tense (yesterday / last week / this morning / 3 days ago etc)**

Eg: My brother **played** football at the park yesterday.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

**Present Perfect Tense**

Eg: The children **have met** their grandparents in the village.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

**Future Tense (next week / this Friday / tonight / this weekend/ etc)**

Eg: My uncle **will drive** to Kelantan this weekend.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

**How about writing a short paragraph using Simple Present Tense?**

# My Best Friend

My best friend **is** Johan. He **is** thin and tall. All my classmates **like** him as he **is** very friendly, helpful and smart boy. Johan **enjoys** reading and playing badminton. Every evening, we **play** badminton together. On weekends, we always **read** books at the school library. Sometimes, we **watch** movies together and after that we **have** our favourite burgers at McDonald. I **am** glad to have a best friend like Johan.

Present Tense is usually for sharing about someone or something. Be careful with the use of **singular and plural verbs here.**



**Practice 3:** Based on the sample, write an email (of about 80 words) to Mandy sharing  about your best friend, Johan. You may use the short text above.

Hi Mandy,

How are you? I hope you're feeling good. Guess what? I've got a new best friend who just moved from Kuantan, Pahang. His name is Johan.

Johan is

## SPM PAPER 2 – WRITING

**You will have to write 3 essays of different genres / formats**

**Part 1 (Compulsory task)**

Candidates have to write an email to a friend in **about 80 words**

**Part 2 (Compulsory task)**

Candidates have to write an essay in **about 125 - 150 words**

**Part 3 (Candidates have a choice of task)**

This part has three questions or tasks to choose from. The tasks types may include **an article, a review, a report or a story** and candidates have to **choose one**. They have to write **about 200 - 250 words**.



**For any writing task you need to determine three main aspects:**

- **The purpose** – why you are writing
- **The reader** – who is going to read your writing or for whom it is meant
- **The format** – e.g. formal or informal letter, report, article, review or a story

**In writing tasks, marks are usually awarded using the following criteria:**

- 1 **Content – C** (requirements of the questions, task fulfilment)
- 2 **Communicative Achievement – CA** (appropriate tone of the writing, elaborations of ideas, able to hold target reader's attention)
- 3 **Organisation – O** (organising and presenting the ideas logically, paragraphing, a smooth flow using connectors and cohesive devices appropriately)
- 4 **Language – L** (appropriate and varied use of vocabulary and expressions and correct grammar, varied structures)

Component	Timing	Number of items/parts	Task types	Weighting	CEFR main focus
<b>Writing</b> Paper Code: 1119/2	1 hour 30 minutes	3 items 3 test parts	<ul style="list-style-type: none"> <li>• short communicative message (email)</li> <li>• guided writing (essay)</li> <li>• extended writing task (report, review, article or story)</li> </ul>	25% of overall candidate grade	B1-B2 CEFR range

## PART 1 – EMAIL WRITING (20 Marks)

Let's focus on Email Writing. Here are some useful notes.

Friendly openings	Useful Phrases	Closing Lines
Hi, how's life? Hello, how are you? How are you feeling? Hi, it's great to hear from you!	It's been quite long. I really missed you. I hope you're feeling great. I hope you're in the pink. Sorry for the late reply. I've been busy with exams.	That's all for now. I've got to go now. Goodbye for now. Waiting for your reply. See you soon. Take care, bye!
Responding to news	Giving suggestions	Accepting / Rejecting invitations
That's awesome! Wow, I'm so happy for you! I'm so sorry to hear that. Don't be too stressed up. Take a chill pill, buddy. I'm really proud of you. That's an amazing news!	How about trying....? Why not you try....? If I were you, I would.... Why don't you....? Perhaps, you should...	Of course, I'll be there! I'd definitely attend... Count me in! Sure, I'd love to join you... I'm sorry, I can't make it. I'm sorry, I have to turn down your invite. Unfortunately, I'll have to...



Let's try writing emails now. Use the suggested phrases when writing your email

## USES OF HIGH FREQUENCY CONNECTORS AND COHESIVE DEVICES IN ESSAYS

	PART 1 (EMAIL)	PART 2 (GUIDED WRITING)	PART 3 (EXTENDED WRITING)
<b>Cause and effect</b>	because so for since	therefore thus hence because of this consequently	as a consequence results in brings about for this reason is caused by
<b>Contrast</b>	but	however even so yet although instead on the other hand	in spite of on the contrary alternatively whereas despite this nevertheless conversely
<b>Comparison</b>	like just as.. too also	in the same way similarly even though	equally in comparison likewise identically
<b>Illustration</b>	for example such as	for instance as an example to show that	in other words as revealed by in the case of this can be seen in to illustrate namely
<b>Addition</b>	and also again first, second finally, last	in addition furthermore besides moreover as well as	in addition to additionally not only...but aside from this apart from this along with
<b>Conclusion</b>	finally lastly	in conclusion to conclude overall	to sum up on the whole evidently to summarize in short
<b>Sequencing</b>	first second next finally, lastly	next after that then before after	subsequently
<b>Emphasising</b>	mainly especially	in particular indeed clearly generally	above all significantly notably

**Practice 4:**

You received an email from **your friend, Ajay** who wants to go on a **family holiday**.

Hi,

How's life? Dad has finally agreed to take my family for an island trip. As you are always telling me about the thrilling moments you have during your trips, I would like you to suggest a fun island trip for my family holiday. Is there any good hotel you would like to recommend? Share some exciting activities we can do there. What are the things I need to take along for this island trip?

I'll be waiting for your reply. Bye!

Provide minimum 2

Ajay

Content Points	Elaborations of ideas
A fun island	
A good hotel	
Exciting Activities	
Things needed	



Study the email question above. Can you spot the **Content points**? The highlighted words are the Content points you need to have in your reply email to Ajay. Discuss with your classmates and plan your ideas well. Write your ideas in the table below. Always spare some for **planning** before you write, but do not take too long to plan.

Let's study the **Assessment Scale** for Email Writing



**WRITING (20 marks) – PART 1 ASSESSMENT SCALE**

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	<p><b>All content is relevant</b> to the task. Target reader is <b>fully informed</b>.</p>	<p>Produces a text that communicates <b>straightforward ideas</b> using the <b>conventions of the communicative task</b> <b>reasonably appropriately</b>.</p>	<p>Uses <b>simple connectors</b> and a <b>limited number of cohesive devices</b> appropriately.</p> <p><i>* Besides, Moreover, Therefore,</i></p>	<p>Uses <b>basic vocabulary</b> appropriately.</p> <p>Uses <b>simple grammatical forms</b> with <b>a good degree of control</b>.</p> <p>While errors are noticeable, <b>meaning can still be determined</b>.</p>
4	<b>Performance shares features of Scores 3 and 5</b>			
3	<p><b>Minor irrelevances</b> and/or omissions may be present. Target reader is <b>on the whole informed</b>. <i>(*ONE content point missing)</i></p>	<p>Produces a text that communicates <b>simple ideas in simple ways</b>.</p>	<p>Text is connected using <b>basic, high frequency connectors</b>.</p> <p><i>* and, but, because</i></p>	<p>Uses <b>basic vocabulary</b> reasonably.</p> <p>Uses <b>simple grammatical forms</b> with <b>some degree of control</b>.</p> <p>Errors may <b>impede meaning</b> at times.</p>
2	<b>Performance shares features of Scores 1 and 3</b>			
1	<p><b>Irrelevances and/or misinterpretation</b> of the task may be present. Target reader is <b>minimally informed</b>. <i>(* 2 content points missing)</i></p>	<p>Produces <b>isolated short units</b> about simple and concrete matters, not always communicating successfully.</p>	<p>Production <b>unlikely to be connected</b>, though punctuation and simple connectors (e.g. and) may be used on occasion.</p>	<p>Produces basic vocabulary of <b>isolated words and phrases</b>.</p> <p>Produces few simple grammatical forms with <b>only limited control</b>.</p>
0	<p>Content is <b>totally irrelevant</b>. Target reader is <b>not informed</b>.</p>	<b>Performance below Score 1</b>		

Are you done with your planning of the Email to Ajay? **Let's write the email now.** You can read the sample Email below as a guide when you write your email. Remember to **respond** to Ajay's excitement at the beginning.



Hi,

**How's life? Dad has finally agreed to take my family for an island trip.** As you are always telling me about the thrilling moments you have during your trips, I would like you to **suggest a fun island trip** for my family holiday. Is there **any good hotel** you would like to recommend? Share **some exciting activities** we can do there. What are the **things I need** to take along for this island trip?

I'll be waiting for your reply. Bye!

Ajay

Sample Email

Hi Ajay,

**I'm feeling great here. Wow, I'm so happy for you. Of course, I'll share and I bet you'll really love this island!**

You should go to **Pangkor Island** as it's really a beautiful place for a family holiday. **Besides**, it's not too crowded like Penang or Langkawi. I suggest you stay at **Coral Beach Hotel** as it's just beside the beach. Isn't that amazing? **As for the activities**, your family will surely love the **island hopping**. Oh yes! Don't forget to try the **banana boat ride** as it's really thrilling. **Before I forget**, do bring along your **sunscreen lotion** as it's quite hot there. **Also**, don't forget your **slippers and beach wear**, you need to be comfortable.

**That's all from me. I hope you will have a *whale of a time* with your family. Don't forget to post some lovely pictures on Instagram. Bye**

Shamsul

Opening -  
Respond to  
Ajay's  
excitement

Notice every  
Content point  
has an  
**elaboration of  
ideas**

**A whale of a  
time** means  
an enjoyable  
time

Closing line

Study the reply above. The highlighted words are the **Content Points**. Notice also the **tone and ideas** for the **Communicative Achievement**.

An email should have a **friendly, informal** tone. Can you spot the **Cohesive Devices** in bold and the underlined **Connectors**? The **Language** include the grammar, vocabulary and structures.



Let's try another Email Question. Read carefully, can you spot the **Content Points**? With a friend, do some planning for the elaborations



**Practice 5:** You received an email from **your cousin, Farah** who is busy with her homework and exams.

Hi Maria,

How's life? Lately, I've been so stressed up studying for my exam. I feel worn out and lack of energy. Please share some tips on how to stay fit and active. What's the best daily routine to follow? What is the best diet plan to ensure I get enough energy and at the same time stay healthy?

I'm really looking forward to your response. Thanks!

Farah

**Opening - Respond to Farah's problem**

Content Points	Elaborations of ideas
Tips to stay fit & active	
Best daily routine	
Best diet plan – enough energy & stay healthy	



Are you done with your planning? **Let's write the email now.** You can read the sample Email as a guide when you write your email.

**Sample Email**

Dear Farah,

How's life? Still stressed up? You need to relax and take a chill pill. From your email, looks like you've been overworked. That's not very good, my friend.

Let me share some of my precious tips on staying active and healthy. First, you need to have good time management. Divide your time for your school work and leisure activities. Don't overwork yourself! I suggest you spend at least half an hour cycling or jogging in the evenings. Make that a routine. Perhaps, we can cycle together, wouldn't that be fun? Besides, you should never skip your meals especially breakfast. Why not have a slice of toast with omelette before going to school? That'll keep you energised. Also, remember to eat a lot of fruits and drink a lot of water. Moreover, sleeping early at night will keep you fresh in the morning.

I hope these tips are helpful. Let's plan for a jog time together. Take care!

Maria

Opening -  
Respond to  
Farah's  
problem

Best daily routine

Stay fit and  
active

Best diet plan

Closing line



Read the sample email above. Notice the friendly and informal tone? Ideas are well elaborated, not too lengthy. The ideas have a good flow using Cohesive Devices and Connectors. Structures are varied and straightforward. Follow these reminders and I'm sure you'll be an expert in email writing!

**Practice 6:** You received an email from **your friend, Adam** who needs your advice on which course should he join during the school holiday.

Hi Kim Leng,

Hope you're feeling good. I'm so happy that it's our school break. I wish to join a short course during this holidays. I'm quite confused whether to choose the guitar class, the baking class or the Mandarin class? Can you suggest a suitable one for me? Why do you think I should join that class? How can the class benefit me?

I'll be waiting for your reply. Bye!

Adam

Discuss with a partner and in **about 80 words**, write a reply to Adam.

## PART 2 – GUIDED WRITING (20 Marks)

### Suggested layout

Introduction	
Body Paragraph 1 (Task 1)	
Body Paragraph 2 (Task 2)	
Body Paragraph 3 (Task 3)	
Conclusion	

### Some tips for you

Before Writing
• Read and understand the task.
• Highlight and circle keywords.
• Take enough time to think about your opinion and how you will support it.
• Make notes and plan.
When Writing
• Express your ideas using formal language.
• Use the right tense.
• Use a mixture of short and long sentences so the reader won't be interrupted by too many full stops.
• Use good adjectives, cohesive devices, and adverbs.
After Writing
• Check your tenses.
• Proofread your essay.

**WRITING (20 marks) – PART 2 ASSESSMENT SCALE**

Scale	Content	Communicative Achievement	Organisation	Language
5	All content is <b>relevant</b> to the task.  Target reader is fully informed.	Uses the conventions of the communicative task to <b>hold the target reader's attention</b> and communicate straightforward ideas.	Text is <b>generally well organised</b> and coherent, using a <b>variety of cohesive devices</b> .	Uses a range of everyday vocabulary with occasional inappropriate use of <b>less common lexis</b> .  Uses a range of <b>simple and some complex</b> grammatical forms with a good degree of control.  <b>Errors do not impede communication.</b>
4	<b>Performance shares features of Bands 3 and 5</b>			
3	Minor irrelevances and/or <b>omissions</b> may be present.  Target reader is on the whole informed.	Produces a text that communicates <b>straightforward ideas</b> using the conventions of the communicative task reasonably appropriately.	Uses <b>simple connectors</b> and a limited number of <b>cohesive devices</b> appropriately.	Uses <b>basic vocabulary</b> appropriately.  Uses <b>simple grammatical forms with a good degree of control</b> .  While errors are noticeable, <b>meaning can still be determined</b> .
2	<b>Performance shares features of Bands 1 and 3</b>			
1	Irrelevances and/or misinterpretation of task may be present.  Target reader is <b>minimally informed</b> .	Produces a text that communicates <b>simple ideas in simple ways</b> .	Text is connected using <b>basic, high frequency connectors</b> .	Uses <b>basic vocabulary</b> reasonably.  Uses <b>simple grammatical forms with some degree of control</b> .  <b>Errors may impede meaning at times.</b>
0	Content is <b>totally irrelevant</b> .  Target reader is not informed.	<b>Performance below Band 1</b>		

### Practice 1:

Your class has been discussing how teenagers enjoy a variety of free-time activities, and your teacher has assigned you the task of writing an essay about how you spend your free time. *Write your answer in 125 -150 words in an appropriate style.*

In your essay, you should write about:

- what is **your** favourite activity
- **reasons for your choice**
- how **frequent** you do the activity

1. When the question uses '**you**', students should use the pronoun, **I**.
2. State at least **2 reasons** because it is in **plural**.
3. You have to write about how often you do your hobby because of the word '**frequent**'.



Write your essay using all the notes and give reasons for your point of view.

### Sample Answer

Other words for **free-time activity** → Pastime, hobby

leisure pursuit

Whether it's athletics, music, or art, I feel that engaging in positive activities benefits teenagers in a variety of ways. In my spare time, I enjoy a variety of activities. **Reading is my favourite pastime.**

**First**, since my grandfather was a bookworm, I began to appreciate reading. He owned a large library of books in a variety of genres, including literature, science, art, fiction, and nonfiction. I inherited the most priceless treasure after his death, which had been carefully guarded until now.

I normally spend hours reading every night and reflecting on the facts provided in each type of book now that I have a vast library of my own. I recall my grandfather, who was engrossed in his reading, reviewing the poems of John Keats, Robert Frost, and Shakespeare, as I sit quietly in an armchair in the house library with a book open on my knee. I can still hear his rich voice reciting lines from poets, his face glowing with raptures and ecstasy.

**Introduction** - answering the first question:  
**What's your favourite activity?**

**The first reason** for your choice

**How frequent** you do the activity

**Second**, through books I see many countries rise and fall. Kings and presidents pass before my eyes, and I can follow the history of nations. Each book has a story to tell me of remote countries and strange people. I am greatly indebted to books indeed. **Moreover**, for me, a good book is not only a true companion but also a well-experienced teacher guiding me through my life. **In addition**, it has the miracle to relieve my suffering and hardship and reveal to me strange and new horizons.

**In conclusion**, I believe that my pastime is beneficial because it broadens my knowledge, soothes my thoughts, and improves my self-esteem. Reading books, in my opinion, can also aid in the moral and intellectual development of a man's personality. I hope that all of my pals like reading as much as I do.

**The second** reason for your choice

**The third** reason for your choice

**The fourth** reason for your choice

**Conclusion:** The benefits of his favourite free-time activity and hope – overall sum up

#### Transition words/ Linkers / Cohesive devices – add coherence (a good flow of ideas)

First

Second

Moreover

In addition

In conclusion

Read the sample essay above. Notice how **the content points** are inserted? Ideas are well elaborated, not too lengthy. The ideas have a good flow using **Cohesive Devices and Connectors**. Structures are varied and straightforward. Always refer to the Assessment Scale to know how to improve on your essays.



## Practice 2

You must answer this question. Write your answer in **125-150 words** in an appropriate style.

Your class has been discussing birthday gifts and your teacher has asked you to write an essay about buying a suitable birthday present for a person that you love.

In your essay, you should write about:

- What you would buy
- reasons for your choice
- where you would buy it

Write your essay using all the notes and give reasons for your point of view.

## Let's Plan

## A person that you love

father

mother

### A sibling

## A grandparent

## A best friend

A person that  
you love. When is  
the birthday?

## Reasons for buying it. (at least 2 reasons)

## Where to buy?

## Conclusion + hope

## Practice 3

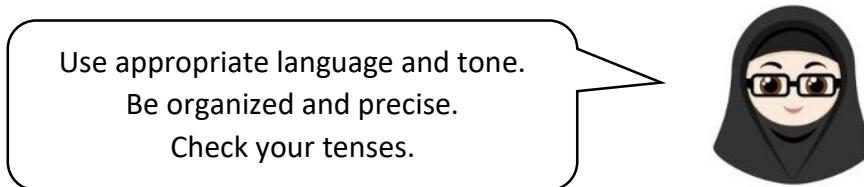
You must answer this question. Write your answer in **125-150 words** in an appropriate style.

Your class has been discussing the **value of friendship**, and you are required to write an essay about how you view friendship.

In your essay, you should write about:

- what a real friend means to you
- why we need friends
- how we should treat our friends

Write your answer using all the notes and give reasons for your point of view.



## Definition/ meaning of a true friend

## Why we need friends?

How should  
we treat our  
friends?

## Conclusion

Planning an essay before you write is really important to generate good ideas. However, do not take too long for planning. The more you read and practise, the better your ideas will be. Keep writing!



## PART 3 – EXTENDED WRITING (20 Marks)

In Part 3 the candidates **must** complete **one** of the three tasks presented to them on the question paper:

- It could be either **an article, a story, a review or a report**
- Use the appropriate **genre (tone / format)**
- The length is about **200 – 250 words**
- The CEFR level is **B2**



### Tips & Reminders

- Read and understand all **three** questions carefully.
- **Highlight or circle** the keywords for each question.
- Make the **best choice** and stay focused; know the **format** well.
- Make sure you know the **purpose of writing** and who the **audience** is.
- **Plan** your answer well, use a mind map and write within the suggested time.
- Write in a **variety of sentence structures**, make your writing as **interesting** as possible.
- Use **vocabulary effectively**
- Ensure there is a **good flow**; use cohesive devices and connectors appropriately.
- Write in **paragraphs** and separate the points well.
- Start with a **topic sentence**, then **elaborate** with good **examples**.
- After writing, check tenses (present or past tense), punctuation and spelling!
- Ensure you **time yourself** well and do not take too long for an essay.



**WRITING (20 marks) – PART 3 ASSESSMENT SCALE**

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	<p><b>All content is relevant</b> to the task.</p> <p>Target reader is <b>fully informed</b>.</p>	Uses the conventions of the communicative task <b>effectively to hold the target reader's attention</b> and communicate <b>with ease</b> , fulfilling all communicative purposes.	Text is <b>well-organised</b> and coherent, using a <b>variety of cohesive devices</b> with <b>generally good effect</b> .	<p>Uses a range of vocabulary, including <b>less common lexis</b>, appropriately.</p> <p>Uses a range of <b>simple &amp; complex</b> grammatical forms with control and flexibility.</p> <p>Occasional errors and <b>slips</b> may be present.</p>
4	<b>Performance shares features of Scores 3 and 5</b>			
3	<p><b>Minor irrelevances</b> and/or <b>omissions</b> may be present.</p> <p>Target reader is <b>on the whole informed</b>. <i>(*ONE content point missing)</i></p>	Uses the conventions of the communicative task to <b>hold the reader's attention</b> and communicate <b>straightforward ideas appropriately</b> .	Text is <b>generally well-organised</b> and coherent, using a <b>variety of cohesive devices</b> .	<p>Uses a range of everyday vocabulary with occasional <b>inappropriate use of less common lexis</b>.</p> <p>Uses a range of <b>simple and some complex</b> grammatical forms with a good degree of control.</p> <p>Errors <b>do not impede</b> communication</p>
2	<b>Performance shares features of Scores 1 and 3</b>			
1	<p><b>Irrelevances</b> and/or misinterpretation of task may be present.</p> <p>Target reader is <b>minimally informed</b>. <i>(* 2 content points missing)</i></p>	Produces a text that communicates <b>straightforward ideas</b> using the conventions of the communicative task <b>reasonably appropriately</b> .	Uses <b>simple connectors</b> and a <b>limited number</b> of cohesive devices appropriately.	<p>Uses <b>basic vocabulary</b> appropriately</p> <p>Uses <b>simple</b> grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
0	<p>Content is <b>totally irrelevant</b>.</p> <p>Target reader is <b>not informed</b>.</p>	<b>Performance below Score 1</b>		

**Articles** are found in magazines and newspapers.

The following can be found in the form of an article: Descriptions of people, places, buildings, objects, festivals, ceremonies etc. Article writing serves to inform, guide, provide information, and compare and contrast.



#### STEP-BY-STEP GUIDE TO WRITING AN ARTICLE EFFECTIVELY

STEP 1 – ANALYSE	STEP 2 – PLAN	STEP 3 - PRESENT
<ul style="list-style-type: none"> <li>• Read the instructions and stimuli and make sure you understand them.</li> <li>• Highlight the bullet points that have been provided.</li> <li>• Determine the most important words, phrases, or tasks. This will allow you to concentrate on the most relevant parts of your content.</li> <li>• Comprehend what the topic of the paper should be.</li> </ul>	<ul style="list-style-type: none"> <li>• Answer the question</li> <li>• Make use of all of the bullet points provided to help you write your response.</li> <li>• Extend on the points you've already made.</li> <li>• Wherever possible, use reasoning and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange your paragraphs in a logical order so that your article reads easily, and apply the proper cohesive devices.</li> <li>• Use a wide range of vocabulary.</li> <li>• Use both short and extended sentences in your writing.</li> <li>• Write your essay in the proper format.</li> <li>• Ensure the word count is between 200 and 250 words.</li> </ul>

## Practice 1

Write your answer in 200 – 250 words in an appropriate style.

You saw a notice on the school bulletin board.

Article submissions are now available!

### STAY IN SHAPE AND STAY HEALTHY!

Obesity is becoming a growing concern, as evidenced by this notice posted on the bulletin board outside the school resource centre.

- What are **your thoughts** on the topic of adolescent obesity?
- What could be **the root cause of the problem**?
- **How** can teenagers **maintain** their health?

Write an article for us that answers these questions. Our future newsletter will feature the finest article.

Write your essay.

Read the question on **the article writing** carefully. Can you spot the content points? Discuss with a partner and do some planning before you write.



Content Points	Ideas
<b>Introduction – your thoughts on Obesity (What is obesity?)</b>	
<b>Root cause of the problem</b>	
<b>Ways to maintain (suggestions)</b>	

## SAMPLE ANSWER

Linkers	First	Second	Moreover	In addition	In conclusion
<b>OBESITY AMONG TEENAGERS</b>					
		By: Suria Binti Kamal			
					A catchy title & writer's name
					What are your thoughts on the topic?
					The causes of the problem
					How teen maintain health?
					How teen maintain health?
					Conclusion Sum up

Is obesity in teenagers a serious issue? Obesity is serious because of the physical and psychosocial effects of being overweight, particularly those connected with peer pressure and bullying. However, overweight teens' mental distress is not the only issue; their unhealthy lifestyle can lead to major health problems like cardiovascular disease and diabetes.

**First**, the main causes of the unfavourable health trend are a sedentary lifestyle and unhealthy eating choices. Fun, interesting activities and nutritious foods are the only ways to create a healthy school atmosphere and lifestyle. To avoid ostracising those with a problem, proper leadership and student involvement are required to develop effective weight control programmes appealing to all teens, regardless of weight.

**Second**, aerobics and yoga are excellent examples of weight-loss activities because there are no variations in athletic ability between overweight and normal-weight youth when participating in these activities. Such activities could be done after school or as a distinct optional course offered during the school day, allowing all teenagers to participate. **Moreover**, students should also be more aware of the dangers of being overweight, therefore health lessons should have a bigger impact on this topic. Because many today's adolescents live unhealthy lives, lunch is often their first meal of the day.

**In addition**, this is a fantastic opportunity to encourage teens to eat well, introduce them to appealing, healthy meals that are high in vitamins and proteins but not bland and include these items in both the school breakfast and lunch.

**In conclusion**, the only way for improvements to occur is for student leaders and schools to put in a concerted effort to reverse bad health trends and put an end to obesity and overweight conditions that are afflicting an increasing number of Malaysian youths.

## Practice 2

Write your answer in 200 – 250 words in an appropriate style.

You see this notice on the board outside the school library

### Articles wanted!

#### Indoor vs Outdoor Sports

- What is meant by indoor and outdoor sports?
- What are the advantages of each?
- What is your preference? Give your reasons.

Write us an article answering these questions. The best article will be displayed in the school magazine.

Write your essay.

Read the question carefully. Discuss with a partner and do some planning before you write.



Content Points	Ideas
Introduction – what are indoor & outdoor sports?	
Advantages of outdoor sports	
Advantages of indoor sports	
Your preference and reasons	

**SAMPLE ANSWER****Outdoor or Indoor Sports: Which is Better?**

By: Anita Mui

Football, tennis, hockey, athletic events, and cycling are just a few of the many outdoor sports available. The open-air feel of the great outdoors is contrasted with the safe and secure environment of a gymnasium and sports arena, which houses indoor activities like badminton, squash, and wrestling. However, which is preferable in the famous athletic debate between outdoor and indoor sports?

First, nothing compares to the natural outdoors for some people. Second, outdoor sportsmen appreciate the natural surroundings and are prepared to face whatever Mother Nature throws at them. Moreover, players learn to adjust to their surroundings and ignore such weather circumstances to stay completely concentrated on the game, whether it's snow in the middle of a major football game or rain interrupting a baseball game. Long-distance runners, for example, who persevere in the sweltering heat understand that success is sweeter after a long journey.

On the other hand, other athletes do not enjoy playing in these diverse weather situations. They appreciate the comfort and safety of a gymnasium. Playing inside has several advantages. For one thing, an athlete can rely on the sport; they know that their game will be played regardless of the weather. They know that the arena will be clean, that they will be able to play their sport without having to worry about certain elements like the sun in their eyes, and that the game will not be cancelled due to the weather conditions. To summarise, indoor sports are dependable regardless of the time, place, or weather.

As a hockey player, I appreciate the feeling of the sun on my face and the breeze in my hair. I enjoy the rays of the morning sun, especially when celebrating a hockey victory while wet to the bone and knowing it was all worth it! I get claustrophobic at gyms. I have nothing bad to say about badminton or basketball, but I do feel restricted when I watch them. I've accepted the fact that I exclusively enjoy outdoor sports.

In a nutshell, there is no apparent 'winner' in this dispute, despite the contrasts between indoor and outdoor sports. The real answer is determined solely by the preferences of each individual. Therefore, I pose the following question to all readers: Which is better: outdoor or indoor sports?

Title & writer's name

Meaning of outdoor & indoor sports

Advantages of outdoor sports

Advantages of indoor sports

Your preference and reasons

Conclusion – sum up

Now, you can practise writing an article on your own. Just follow the guidelines given to help you. Discuss with a partner and plan your article well.



### Practice 3

*Write your answer in 200 – 250 words in an appropriate style.  
You saw this announcement on your favourite food blog.*

Send Us Your Articles!

#### My favourite Food

- What type of food do you like?
- How is it made?
- Why is it your favourite?

Write us an article answering these questions. The best article will win a voucher worth RM 30 from Manis Café.

Write your essay.

### Guidelines

- o Write a **title and writer's name**
- o Name the **food**
- o **Description** of the dish: Appearance, Texture, and Taste of the Dish
- o How is the food **prepared**?
- o Why is it your favourite? - Explain in detail.

Content Points	Ideas
<b>Name of food</b> <b>Origins (where is it popular)</b>	
<b>Description – appearance, taste</b>	
<b>How is it prepared?</b>	
<b>Why is it your favourite?</b> <b>Give reasons</b>	

#### Practice 4

Write your answer in 200 – 250 words in an appropriate style.

You see this notice on the board outside the school library

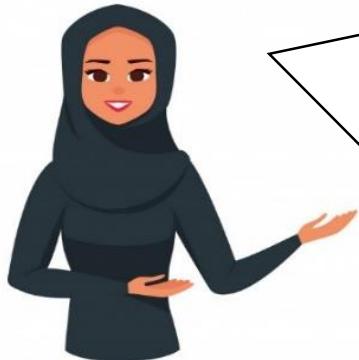
<p><b>Malaysian Updates</b></p> <p><b>YOUR ARTICLE IS NEEDED</b></p> <p>We invite our readers to give their opinions by writing an article on the following subject:</p> <p><b>BULLYING</b></p> <p>How serious a problem is bullying in your school and what can be done to stop bullying at school?</p>	<p>The best article will be published in the next issue of our magazine.</p> 
--	--

#### Guidelines

- o Write a title and writer's name
- o Define bullying
- o Who is a bully? What do bullies do?
- o Who is the bullied?
- o Is bullying common at your school? Is it serious? Why?
- o What can be done to stop bullying? Explain in detail.

Content Points	Ideas
<b>What is bullying? Where does bullying usually happen?</b>	
<b>Who is a bully? What does a bully do? Types of bullying</b>	
<b>Who is bullied? Why?</b>	
<b>Is it serious? What can be done?</b>	

## REVIEW WRITING



A review is a **short description** of a film, play, book, etc. It is either formal or informal in style, depending on the readers it is addressed to. **The purpose of writing writings review is to give information and analysis, to persuade, to give opinion / judgement and reasons.** There are reviews of a movie, TV program, book, place, product, service, food. It could be positive review or negative review (depending on the question). It should be written in present tense or past tense depending on the context.

### COMMON TYPES OF REVIEWS

1. Film reviews
2. Book reviews
3. Place review
4. Product reviews

#### 1. FILM REVIEWS

A good review should consist of:

<b>An introduction</b>	In which you give all the background information of the story (Setting, type, correct this, etc.)
<b>Main body</b>	Consists of two or more paragraphs in which all the main points of the plot are presented in time sequence as well as comments on the action, plot, character development, directing, etc.
<b>A conclusion</b>	The writer recommends or does not recommend the film/ performance etc., give reasons.

**SOME TIPS FOR YOU**

1. Use **vocabulary** specifically related to films.
2. Say **what happens** in the film
3. **Don't** give away the ending!
4. Talk about **different aspects** of the film.
5. Use **a variety of** adjectives and descriptive phrases.
6. Finish by saying whether you would **recommend** the film or not, and **why**.

Helping Words	
<b>WORDS THAT SHOW STRONG POSITIVE REACTIONS:</b> <ul style="list-style-type: none"> <li>i. Engaging</li> <li>ii. Engrossing</li> <li>iii. Epic</li> <li>iv. Exciting</li> <li>v. Heart-warming</li> <li>vi. Magnetic</li> <li>vii. Memorable</li> <li>viii. Satisfying</li> <li>ix. Unforgettable</li> <li>x. Superb</li> <li>xi. Touching</li> <li>xii. Vivid</li> </ul>	<b>WORDS THAT DESCRIBE AN ADVENTURE FILM</b> <ul style="list-style-type: none"> <li>i. Action-packed</li> <li>ii. A lot of fight scenes</li> <li>iii. Great special effects</li> <li>iv. Exciting</li> <li>v. Boring</li> <li>vi. Full of violence</li> <li>vii. Predictable</li> <li>viii. Confusing</li> <li>ix. Senseless</li> <li>x. Slow-moving</li> </ul>

## Practice 1

Write your answer in **200 – 250 words** in an appropriate style.

You recently watched a film and you would like to write a review to be published in a magazine.

### MOVIE REVIEWS REQUIRED

Have you **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

Write your **review**.

Read the question on **a film review** carefully. Can you spot the content points? Discuss with a partner and do some planning before you write, and remember the tips for a review writing!



Content Points	Film Review
Introduction – basic details about the film (title, main character, etc)	
A short synopsis of the film (don't be a spoiler – never reveal the ending)	
What you like about the film? Why? Settings? Actors? Music? Action?	
Lessons learnt	
Would you recommend? Why?	

## SAMPLE REVIEW (Film)

### Review of the film Skyfall

**Skyfall** is one of the year's top action movies. It was released in 2012 and stars Daniel Craig as James Bond, as well as Spanish actors. Raul Silva, the film's villain, is played by actor Javier Bardem.

The story revolves around a brilliant computer hacker who is also an ex-spy. He wants to exact vengeance on the company where he used to work, and this is something James Bond must avoid. There are numerous options. Bond follows him around the world, resulting in thrilling action scenes. Will he be able to stop him before it's too late?

Istanbul, Shanghai, and other cities are featured in the film. It is surrounded by Macau, London, and Scotland, giving it an international atmosphere. The soundtrack is fantastic and contains the theme song 'Skyfall,' performed by Adele, an English artist. The acting is also of a very high calibre, and Bardem gives a stunning and memorable performance in his role.

From the film, I learned that no matter how difficult a mission is, we must persevere until the end. Then only we will enjoy the fruit of our hard work. Not only that, I learned that justice would prevail in the end. Good will overcome bad.

Even if you don't enjoy action films, I would recommend this film to you. The plot of this film is fantastic. It keeps my attention since it is suspenseful and keeps me on the edge of my seat until the very end. I am confident that you will not be disappointed if you see it.

Background of the story

A short synopsis of the plot (storyline)

Settings & other interesting details of the

Lessons learnt from the film

Would you recommend it? Why?



Read the sample review above. Are the **content points** fulfilled? Is it written in the correct **tone**? Is the review **coherent** (has a good flow of ideas)? What **tense** is used? How can you improve the review? Discuss with a partner and write a similar film review. Good luck!

Now, let's move on to a **Book Review**, which is quite similar to a film review.



## 2. BOOK REVIEWS

A good book review should consist of:

<b>An introduction</b>	In which you introduce the title, and author, and give a brief synopsis of the book.
<b>Main body</b>	Consists of two or more paragraphs regarding <ul style="list-style-type: none"> <li>• what is the story about?</li> <li>• what do you like about the book (strengths)?</li> <li>• what you don't like about it (weaknesses) – if relevant to the question</li> </ul>
<b>A conclusion</b>	Recommends or does not recommend the book and give reasons (why other people should read the book)

HELPFUL ADJECTIVES TO DESCRIBE A BOOK			
Action-packed	Believable	Charming	Dark
Addictive	Brilliant	Complicated	Devious
Adventurous	Breath-taking	Creepy	Dynamic
Amusing	Boring	Charismatic	Deceptive
Astonishing	Biographical	Complex	Diverse
Awe-inspiring		Conversational	Educational
		Captivating	
		Comforting	

### LIST OF HELPFUL VOCABULARY

- **A must-read** = something that people should read
- **A page-turner** = so exciting that you want to read it quickly
- **Intriguing** = fascinating
- **Gripping** = interesting in a way that holds your attention
- **Suspenseful** = builds a feeling of anticipation for what is next

### TO RECOMMEND A BOOK

- (Book title) is an excellent resource for...
- (Book title) is highly recommended...
- (Book title) is particularly suitable for ...
- (Book title) should appeal to those who enjoy....

### TO NOT RECOMMEND A BOOK

- I can't bring myself to finish it - cannot force myself to complete it
- Dull - boring
- Mediocre - of poor quality
- Not my cup of tea - not to my liking

### Practice 2

Write your answer in **200 – 250 words** in an appropriate style.

You recently read a book and you would like to write a review to be published in a monthly newsletter.

#### BOOKS HEAVEN

Has a book you thoroughly **loved and enjoyed as a child**?

Review your favourite childhood storybook and **why you think it remains relevant for children today**. Send your reviews to [editor@bookheaven.com.my](mailto:editor@bookheaven.com.my).

Your review will be published in our monthly newsletter.

Write your review.

Read the question on **a book review** carefully. Can you spot the content points? Discuss with a partner and do some planning before you write, and remember the tips for a review writing!



Content Points	Book Review
<b>Introduction - Favourite childhood storybook</b> – basic details about the book (title, genre, characters, setting)	
<b>A short synopsis of the book – plot / storyline</b> <b>(don't be a spoiler – never reveal the ending)</b>	
<b>Why it remains relevant for children today? What you like about the book?</b>	
<b>Would you recommend? Why?</b>	

**SAMPLE ANSWER**

Have you ever longed to travel to a mythical kingdom filled with monsters and magic by passing through a wardrobe that turned out to be a magical portal? That's not where I'd go, but that's where this novel takes you, and it's a thrilling ride. In his most beloved work, **"The Lion, the Witch, and the Wardrobe,"** author C.S Lewis takes you on a thrilling adventure filled with magic, mystery, and betrayal.

The title, author, and a brief synopsis of the book.

Overall, the book is excellent; it is a delightful children's story that has been passed down through generations. It **relates the narrative of sibling betrayal and how four youngsters**, on their own, save a country in turmoil by conquering their trials and tribulations.

What is the story about?

I liked this book for a variety of reasons, the most important of which was that it was **a simple and easy book to read**, with a clear comprehension of what was going on. Another factor was that the book was well-written, **with cliffhangers** at the conclusion of each chapter, making you want to read more. **The characters** in the novel are all appealing, including Edmund, who betrays his siblings at times but eventually comes around and aids his family in defeating the White Witch.

What do you like about the book (strengths)?

Finally, I think **"The Lion, the Witch, and the Wardrobe,"** remains relevant to the children today because **it teaches important lessons about the importance of family.** I **would recommend** the book to those who love adventures and like reading a quick story.

Recommendation and reasons



Read the sample book review carefully. Notice the **elaborations** of points given. Also, ensure the **tone** is of a review and NOT a story. Can you spot the **cohesive devices and connectors** used?

Can you write a similar review of a book you have read? Discuss and write with a partner.

### 3. PLACE REVIEWS

#### A RESORT REVIEW

A good place review should consist of:

<b>An introduction</b>	In which you give all the background information of the resort (name, location)
<b>Main body</b>	Consists of two or more paragraphs in which all the main points of the plot are presented. Here, you should describe the strengths and weaknesses of the place.
<b>A conclusion</b>	Do you recommend the place and make sure you give reasons.

#### **SOME TIPS FOR YOU**

Information to be included
The <b>name of a place</b> that you have visited recently
The <b>location</b> of the place you want to review
What you <b>like</b> about the place (strengths)
What you <b>don't like</b> about the place (weaknesses)
What you did <b>do</b> on the day you visited the place (activities)
The <b>reasons</b> why you recommend the place

Helping Words	
<b>WORDS THAT EMBRACE A PLACE</b> <ul style="list-style-type: none"> <li>• Alive - Full of life</li> <li>• Attractive - Pleasing; charming</li> <li>• Beautiful - Having qualities that are pleasing or appealing</li> <li>• Bustling - Full of life, energy</li> <li>• Calm - Peaceful; free from stress</li> <li>• Charming - Fascinating; likeable</li> <li>• Cosmopolitan - Appealing to people from all across the globe</li> <li>• Enchanting - Delightful; fascinating</li> </ul>	<b>WORDS TO EXPRESS DISLIKE FOR A PLACE</b> <ul style="list-style-type: none"> <li>• Bleak - Gloomy; sombre</li> <li>• Boring - Dull; uninteresting</li> <li>• Creepy - Causing feelings of fear or disgust</li> <li>• Crowded - Filled to capacity</li> <li>• Deserted - Abandoned; uninhabited</li> <li>• Desolate - Empty; bleak</li> <li>• Dull - Boring; lacking zest</li> <li>• Expensive - Costly; having a very high price</li> </ul>

<ul style="list-style-type: none"> <li>• Fascinating - Alluring; captivating</li> <li>• Fresh - Something newly made and full of vigour</li> <li>• Homey - Cosy; inviting</li> <li>• Inspiring - Enlivening; motivating</li> <li>• Lively - Full of life and spirit</li> <li>• Peaceful - Calm; friendly</li> <li>• Picturesque - Scenic; beautiful</li> <li>• Unspoiled - Untouched by man; pure</li> <li>• Vibrant - Full of life; energy</li> </ul>	<ul style="list-style-type: none"> <li>• Horrifying - Frightening; disgusting</li> <li>• Nightmarish - Resembling a bad dream</li> <li>• Polluted - Dirty: contaminated</li> <li>• Rundown - In poor condition</li> <li>• Stormy - Turbulent; tempestuous</li> <li>• Touristy - Of or for tourists, suggesting tastelessness</li> <li>• Ugly - Visually unpleasing</li> </ul>
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### Practice 3

Write your answer in **200 – 250 words** in an appropriate style.

You recently visited a place and you would like to write a review to be published.

#### REVIEW NEEDED

What is **a recent place you visited** that you would **recommend** to your **classmates**? Submit a review of the place and tell us **what you liked** about it. Our school publication will publish the best review.

Write your review.

Content Points	Book Review
<b>Introduction – a recent place you visited</b> <b>Details of the place – location, how to get there</b>	
<b>Why you liked the place?</b> <b>Why will it be suitable for your classmates?</b>	
<b>What are the activities and facilities available?</b>	
<b>Would you recommend?</b> <b>Why?</b>	

## SAMPLE ANSWER

### A Review of Green Bay Resort

**Green Bay Resort** Is a heaven-on-earth location where its visitors can put their minds and soul at ease. **It is about 15km away from Port Dickson.** So, let's get away from the rush and bustle of city life and take a journey to a beautiful bay with crystal clear water. Green Bay Resort is **a charming and tranquil oasis** where you will have a wonderful time. **The entire staff is friendly**, which adds to the overall experience.

Green Bay Resort is hidden from sight. You will be delighted to discover it once you arrive. The resort's concept is so unique that it is both **environmentally friendly** and yet maintains modern conveniences. The villas are located on the beach, so you can enjoy the **fresh wind and hear the waves**. **Moreover**, this resort, also, offers **unlimited internet access** which enables its visitors to mix business with pleasures. My classmates will surely love this facility.

**Besides**, the **open-air beach restaurant**, Taro-Taro serves meals to visitors. Malay, Chinese, and Western **cuisines** are all available. **Breakfast** is also available as a buffet. **Barbecue** is provided on Saturday nights. **However**, **the only weakness is that it doesn't cater vegetarian meals.** **Consequently**, my vegetarian friend had to drive to the nearest town to get vegetarian food.

**Apart from that**, nature offers us a variety of land and water activities to keep us occupied. **Jungle trekking** was my favourite activity there as it gave me a bird's eye view of the entire island. **On the next day**, I tried my hand at **scuba diving**. It gave me a wonderful experience while enjoying the view of the gorgeous coral reefs. **Other than that**, the resort also offers activities like **sailing or kayaking**. Finally, we took in the breathtaking sunset.

Green Bay Resort has left a lasting impression on me. It has everything that I needed during my vacation. I **would strongly recommend my classmates** to pay a visit to the location as it is a great place to chill and have a good time. You should not hesitate to visit Green Bay Resort as a holiday destination.

Name & location of the place

What you like about the place (strengths)

Facilities

weakness

Activities you did there

The reasons why you recommend the place

Can you write a similar review of a place to visit? Maybe this time for **a family holiday**. Discuss with a partner and write the review.



#### 4. PRODUCT REVIEWS

A good product review should consist of:

<b>An introduction</b>	In which you give its brand, made, description
<b>Main body</b>	Consists of two or more paragraphs in which all the main points of the product are presented. Here, you should describe the strengths and weaknesses of the product.
<b>A conclusion</b>	Do you recommend the product? Make sure to give reasons.

#### SOME TIPS FOR YOU

Information to be included
The <b>brand of a product</b> that you have bought/used recently
The <b>description</b> of the product you want to review
<b>What you like</b> about the product (strengths)
What you <b>don't like</b> about the product (weaknesses)
The <b>reasons why you recommend</b> the product

#### Practice 4

*Write your answer in 200 – 250 words in an appropriate style.*

*You recently purchased a product and you would like to write a review on it.*

#### REVIEW WANTED

Have you lately purchased a **mobile phone**? Write a review of the phone, including why you purchased it, how easy it is to use, and whether you would recommend it to others.

*Write your review.*

## SAMPLE ANSWER

### A PRODUCT REVIEW

I opted to acquire a new smartphone after losing my previous one. For a variety of reasons, the iPhone 11 was the one that drew my attention.

The Apple A13 Bionic CPU powers the iPhone 11. The smartphone has a 6.1-inch Liquid Retina IPS LCD capacitive touchscreen with a resolution of 828 x 1792 pixels. Scratch-resistant glass is used to safeguard the device's screen.

**First and foremost**, I believe this phone offers outstanding value for money because of its large storage space, security features, and camera quality. The specifications are comparable to those of considerably more expensive phones in my opinion. **Moreover**, large-screen phones do not appeal to me. Another advantage is that it may be carried in a pocket.

**Furthermore**, the nicest part about it, in my opinion, is its practicality and convenience. Even for someone who isn't used to using an iPhone, like me, would have no trouble with it. **In addition**, as photography is my hobby, iPhone 11 enables video shots with its conventional wide-angle camera because of its optical image stabilisation. Not only that, but I believe it also meets my needs because it allows me to check my emails, send text messages, listen to music, and surf the web.

**On the other hand**, a disadvantage of the iPhone is Apple controls both the software and the hardware. Thus, it is considered a closed environment which limits connectivity with devices of other brands. Despite all its weaknesses, I won't trade my iPhone 11 for other mobile phones in the world.

All things considered; I believe this phone represents the best value for money on the market. It appears to be both user-friendly and economical, therefore I would recommend it.

The **brand** of the product

**Description** of the product

What you like about the product (**strengths**)

The weakness

The **reasons** why you recommend the product

Can you write a similar review of a product you bought? Can you think of other products? Discuss with a partner and write the review.





Now, you can try to answer other practices on your own. Read the **useful guidelines** given. Do some planning before you write. All the best.

### Practice 5

You recently saw this notice in a magazine *and you would like to write a review on it.*

#### Reviews required

Have you ever been to a public park before? Send us your review of the facilities and activities there. Say what you enjoyed about the park. Would you recommend the park to your friends? Why?

The best reviews will be published in our health magazine.

*Write your review in **about 200 - 250 words** in an appropriate style*

#### Guidelines

- Provide the **name of the public park, location** and **year of establishment**.
- Is it **free**? Do you need to pay for **the entrance fee**?
- What **types of equipment and facilities** can be found there? Playground, static bikes, monkey bars, acupuncture path, etc.
- What are the **activities**? - Zumba, jogging, kite flying, picnic etc.
- What did you **enjoy** about the park? Was it the facilities, the crowd, the location? - Explain in detail.

### Practice 6

You recently saw this notice in a magazine.

#### REVIEWS REQUIRED!

Have you read any interesting book lately? Send us your book review. Say what is interesting about the book. Would you recommend the book to your friend? Why?  
The best reviews will be published in our newsletter.

*Write your answer in **200 – 250 words** in an appropriate style.*

#### Guidelines

- Provide the **title** of the book, its **author**.
- **Where** did you buy it?
- What is the **genre** of the book?
- What is it about?
- Did you **enjoy** reading it? What was interesting about the book? - Explain in detail.
- Would you **recommend** it? Why?

## REPORT WRITING

Report is a **formal account** of an event or situation. There are several types of reports such as a **complaint, school report, a report to the principal, a report of an event or a report to share suggestions**. Refer to the [Download Textbook Page 92](#), for further tips on Report Writing.



### Types of Reports

- Reports on activities / events - ( sports day, school trips, visits, workshops)
- Reports to express dissatisfaction, make complaints, give suggestions
- Reports on incidents or problems – ( unhygienic canteen, unconducive library, bully case, vandalism, cheating in the exam )
- Reports on a suggestion of a project or activity

What are the characteristics between an Article and a Report?

Article	Report
Includes the writer's opinions	Involves factual information
Usually semi-formal tone	Formal tone
Usually no idioms / expressions	Strictly NO idioms / expressions
Addressed to public readers	Addressed to a specific person (principal, manager, counsellor, etc)
Specific details	Specific details
Active Structures	Mostly Passive structures
Writer's name & A title	Writer's name & A title



Can you spot the differences? Yes, it's mainly on the tone, which is very **formal** and straightforward. The details are very **specific** too.

Study the Report Question below. Can you detect the **content points** needed in your essay?



### Practice 1

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

Your teacher has asked you to write about your classroom and suggest ways in which you could make it more pleasant. Write your **report** in about **200 – 250 words** in an appropriate style.

### Reports Wanted My Ideal Classroom

- What **3 changes** do you want in your classroom?
- **Why** do you want those changes?

**The best suggestion will be taken into consideration for implementation**

To:  
From:  
Subject:  
Introduction → Aim of the report  
Paragraph 2 → Sitting arrangements  
Paragraph 3 → Reading Corner  
Paragraph 4 → Class decorations  
Conclusion → Recommendations



Let's plan the report.  
The report should be  
in about 5 paragraphs.  
For the content points  
remember →

- T. Topic sentence**
- E. Elaborations**
- E. Examples**



#### Quick questions:

- Q1. **Who** are you writing the report for? → your teacher
- Q2. **Why** are you writing it? → to have a better classroom
- Q3. **What** style should it be written in? → formal

## SAMPLE REPORT (a suggestion)

To: Mrs. Tan Lee Hua, Class teacher 5C3

From: Mohd. Farhan Bin Mahmud

### Ideas for an Ideal Classroom

The aim of this report is to suggest some interesting ways to make Class 5C3 a more pleasant classroom for learning. After a thorough class discussion, we have decided on these ideas below.

**First of all**, it is felt that the current **sitting arrangement** is not conducive and does not allow for group interactions. So, tables should be arranged in fours to allow group discussions and activities during lessons. **Moreover**, it would be a good idea to change group members every week to allow better interaction among the classmates. **By this way**, new ideas can be encouraged.

**Secondly**, we strongly suggest to **have a reading corner** at the back of the class. A few students have agreed to contribute old storybooks and magazines. There is an old rack that can be repainted and those books can be arranged neatly. For those who have completed tasks given during lessons, can sit and read at the reading corner. **Through this way**, good reading habits can be cultivated among the students. **Besides**, we have enough class fund to even get small round tables to ease reading.

**Last but not least**, it is suggested that we **decorate the class** with bright curtains. Attractive posters of useful quotes can be created and hung on the walls too. This would enhance the class environment and allow a positive mood to learn. **Additionally**, our written essays and projects can be displayed on the class bulletin board for all to read too.

**On the whole**, it is hoped that our recommendations and ideas **would be accepted**. **If so**, we would be delighted to start work and change the image of our class to a more positive and favorable learning environment. This will surely encourage better interactions and involvement among the classmates. Hence, learning will also be much more enjoyable.

Reported by

Mohd. Farhan Bin Mahmud  
Class Monitor of 5C3

Report Format

Introductory Paragraph

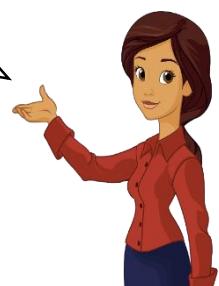
Point 1 –  
Sitting Arrangements

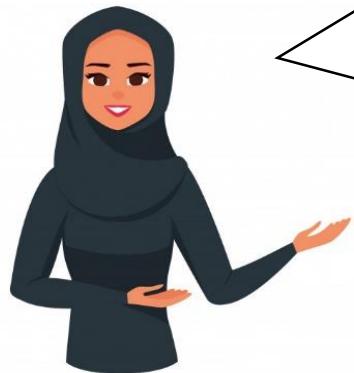
Point 2 –  
Reading Corner

Point 3 –  
Class Decorations

Closure  
Recommendations & hope

- T. Topic sentence
- E. Elaborations
- E. Examples





Let's make a quick checklist:

- Is the task requirement fulfilled? **C ✓**
- Appropriate style? Tone? Formal? **CA ✓**
- Were there elaborations? Examples? **CA ✓**
- Is the report well-organised? **O ✓**
- Vocabulary/ grammar – what tense was used? **L ✓**

Always refer to the Assessment Scale to improve further:

**C = CONTENT ✓**

Respond to **ALL** the requirements of the question.

**CA = Communicative Achievement ✓**

Appropriate tone, formal or informal, hold reader's attention, correct format/genre

**O = Organisation ✓**

Paragraphing / connectors (and, but, because, Firstly, Next) / cohesive devices (Furthermore, Moreover, Additionally, However, In conclusion)

**L = Language ✓**

Vocabulary (lexis) & Grammar / Structures / Spelling

1. **Read** the question well
2. Do some **planning** before writing
3. Think of **explicit ideas** and **elaborate** well
4. Show **maturity** in your ideas, wide knowledge
5. Appropriate **style and tone** – formal
6. Effective use of language – **vocabulary & structures**
7. Organise your **paragraphs** – linkers & cohesive devices



Let's try another **Report** question. It's a report on a school trip. Discuss with a partner and plan your report before writing



## Practice 2

You see this notice outside the school library

The Welfare Club of your school has just organized **a visit to the Mawar Spastic Kids Home**. As the secretary of the club, you are required to write a report of the visit for your teacher advisor.

Your report must include:

- What is the **objective** of the visit?
- What **activities** were held at the home?
- What **benefits** were gained by the club members?

Write your report.



### Quick questions:

Q1. **Who** are you writing the report for? → \_\_\_\_\_  
 Q2. **Why** are you writing it? → \_\_\_\_\_  
 Q3. **What** are the content points needed? → \_\_\_\_\_

Always read and understand the essay questions thoroughly, highlight the **important requirements**.

Content Points	Elaborations of ideas
<b>Objective of the visit</b> [ <b>Why did the club plan this trip?</b> ]	
<b>Activities</b> [ <b>minimum 2</b> ]	
<b>Benefits</b> [ <b>minimum 2</b> ]	

**SAMPLE REPORT (on a school trip)**

To: Puan Salmi binti Bahrin,  
Teacher Advisor of the Welfare Club  
From: Ganesh Raja

A Visit to the Mawar Spastic Kids Home

On the 4<sup>th</sup> June 2022 which was a Saturday, 25 students of the Welfare Club visited Mawar Spastic Kids Home in Jeniang, Kedah. We were accompanied by 2 teacher advisors, Madam Rani Mukherji and Mr Sabri bin Amri. The bus departed from school about 8 am.

The **objective** of the visit was to donate new clothes, school bags and some basic food items to the children there. Besides, the aim was also to spend some time with the children and help out with some cleaning around the home.

When we arrived at the home, we were welcomed by the management and the children were so delighted to see all of us. Each of us were given a stalk of pink rose. We were so touched with their sweet gestures. The children at the home were aged between 5 to 15 years of age. Then, we were all ushered to the main hall and our club members distributed the new clothes and school bags to each and every child. The food items were given to the management of the home.

After lunch, **we played some games** like Passing the Parcel and Musical Chairs with the children. Although a few children were unable to follow the games, we all had a whale of a time together. After the games, Farah, our club president taught the children how to make paper planes using coloured papers. We took many pictures of their products. In the evening, we **helped to clean the area**, some washed the toilets while the others wiped the window panes. Surprisingly, the elder children prepared tea and baked some butter cookies for tea time. Then, we sat together to **have tea and chatted**. Additionally, some children **performed a lovely Malay traditional dance** for us.

Before leaving the home, we hugged the children and shook hands with them. We really had a wonderful time with the special children from Mawar Spastic Home. Through the experience, we have **learnt to be more appreciative towards life**. Moreover, we **felt good to be involved in charity work to help the less fortunate**. The club members have decided to make routine visits every 6 months to spend more time with the children there.

Reported by,

Ganesh Raja.

Secretary of the Welfare Club

Are you confident in writing a Report now? Always read and understand the questions well. Do some planning before you start writing.



### Practice 3: Report on a school event

Your school recently held **an English Week** to encourage students to use English often.

As the Secretary of the English Language Society, you have been asked to write a report on the event for your teacher advisor.

- The venue and duration of the event
- The objective of the event
- Activities held
- Benefits
- Further suggestions

*Write your report in **about 200 – 250 words** in an appropriate style.*



Study the report question above. Can you spot the **Content points**? Discuss with your classmates and plan your ideas well. Always spare some for **planning** before you write, but do not take too long to plan. Good luck!

Content Points	Elaborations of ideas
Venue and duration of the event	
The objective	
Activities held [minimum 2]	
Benefits (minimum 2)	
Further suggestions	

### Practice 4: Report on a complaint

You are the Head Prefect of your school. You have been asked to write a report to the principal on the students' complaints about the canteen.

Your report should include:

- Reasons for these complaints
- Your recommendations on how to solve the problem.

Write your report.

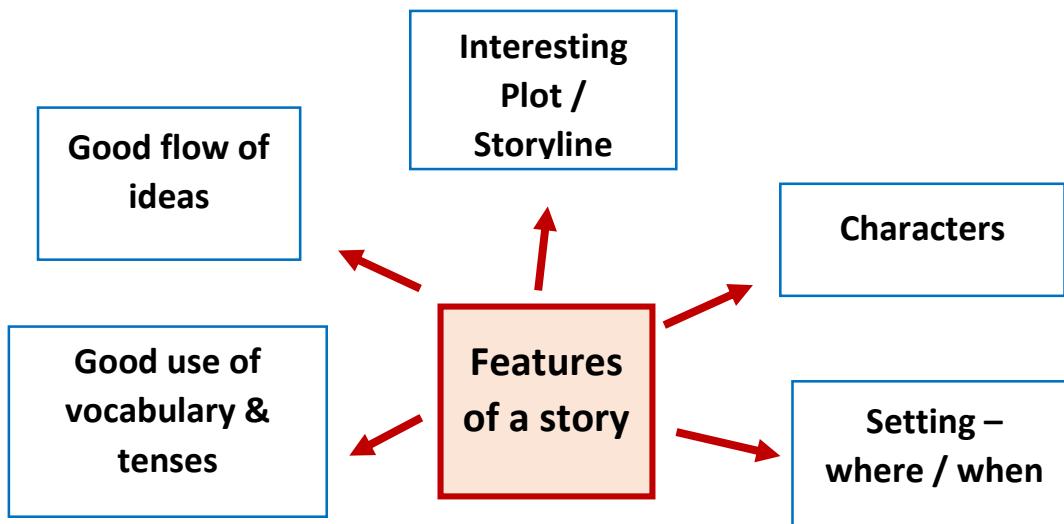
*Write your report in **about 200 – 250 words** in an appropriate style.*

Study the report question above. It is a report **on a complaint**. Discuss with your classmates and plan your ideas well.



Content Points	Elaborations of ideas
Introduction – details	
Types of problems in the canteen	
Recommendations for further improvements (minimum 2)	

## STORY / NARRATIVE WRITING



Be **unique** at the same time **logical**  
when you write a story



## PLANNING A GOOD NARRATIVE / STORY

Theme	Is there a message you wish to convey to the readers?
Plot / Storyline	How will the story begin? How to make the story interesting? What will be the conflict (best part) of the story? How will the conflict be resolved? How will the ending be? What can readers learn from the story?
Characters	Who is the protagonist (main character)? The minor characters? What do they look like? What are their characteristics? What are their relationships? How would you portray the characters through your words?
Setting	When and where did the story take place? Are there more than one setting? How would you describe the settings?
Language	What style and techniques would you use to make the story interesting and the characters captivating? The choice of words used to enhance the plot.



The **choice of words** is important to make your story interesting. Ensure the words are effectively used in the story. You can add a few **dialogues** but not too many. Check on the use of **tenses**, usually it's **Part Tense, Past Continuous and Past Perfect Tense**.

Read the question below carefully. Can you spot the **content points**? Do some planning before you write, and remember the tips for story writing!



### Practice 1

You just attended Teachers' Day celebration in your school. You have been selected to write the story for the school English Bulletin. The story must have the title:

#### Teachers' Day

Your story should include:

- a description of the day
- what you did on that day
- your feelings and personal views

*Write your answer in 200 – 250 words in an appropriate style.*

Discuss with a partner and write your ideas below

Content Points	Teacher's Day
<b>A description of the day – use your senses</b>	
<b>What you did on that day?</b>	
<b>Your feelings and personal views</b>	

## SAMPLE STORY

'Ringggg' the alarm clock *startled* me from my deep sleep. Yawning and stretching, I slowly leaned to switch the alarm off. That was when I saw the reminder. "Teacher's Day!" I said to myself. I got out of bed quickly to get ready for the special day.

When I reached the school, I could see smiles on everyone's faces brightening up the atmosphere. The prefects who dressed so smartly in their blazers, were welcoming every teacher with a stalk of pink rose. "Happy Teacher's Day!" The greeting was heard continuously throughout the day in school. I saw Puan Maimunah dressed in yellow green kebaya and she looked absolutely stunning. Most teachers were dressed to kill and even Mr.Tan looked dashing with his blazer and striped tie compared to his usual white shirt and black slacks.

It was an awesome Teacher's Day celebration on 16 May 2022. Students were very excited as they get to assemble at the hall, away from the classroom routines. The activities that day started at about 7.30 a.m. The principal and all the teachers were seated on a beautifully decorated stage.

The school principal gave a very encouraging speech. He reminded students to study hard and develop good qualities for future undertakings. He said that this is one of the ways of showing our appreciation towards our teachers for their hard work. At the end of the speech, we gave a thunderous applause to show our appreciation and gratitude to our teachers. Then the Head Prefect delivered a speech. He thanked the teachers for their endurance and compassion. He also recited a poem entitled 'Jasamu Guru' followed by the Teacher's Day song sung by all our dedicated teacher. This was followed by our class parties where we had delectable food that we had brought such as fried noodles, pizza and sandwiches. We also sang, danced and played indoor games. We took many memorable pictures with our beloved teachers.

After 12 noon, there were some outdoor games. That was the highlight of the day. Teachers and students played various interesting games like sack race, football, throwing balloons and other relay games. The students won most of the games. The final event was a concert. Popular songs were rendered by some students and traditional dances were performed by the Cultural Club. By then, we were all exhausted but happy.

For me, I think Teacher's Day is worth celebrating every year. Teachers shoulder heavy responsibilities to educate their students and their sacrifices are

**Beginning of the story should be interesting to get readers to keep reading**

### Vocabulary

startled

Read the sample story above. Are the **content points** fulfilled? Is it written in the correct narrative **tone**? Is the story **coherent** (has a good flow of ideas)? What **tense** is used? Can you spot and list down some **descriptive words**? How can you improve the story?

Discuss with a partner and write a similar story.



**Practice 2**

Write your answer in 200 – 250 words in an appropriate style.

You had a bad experience losing an important item. Write a story about something precious you lost.

**The Day I Lost Something Precious**

Your story should include:

- what was the item you lost
- a description of what happened
- what did you learn from the incident

Write your **story**.

Content Points	The Day I Lost Something Precious
<b>What was the precious item? – why was it precious to you?</b>	
<b>A description of what happened</b>	
<b>What you did on that day?</b>	
<b>How you felt?</b>	
<b>What did you learn?</b>	



Discuss with a partner and plan the story well. Make your story interesting.

### Practice 3

Write your answer in 200 – 250 words in an appropriate style.

Your teacher has asked you to write an essay for a school magazine. The story must begin with the following words:

**His hands trembled as he placed the receiver.**

Your story must include:

- a description of the incident
- how the incident affected the character/ characters

Content Points	Ideas
<b>How would you start?</b> <b>Character – who is ‘he’?</b> <b>Setting – When &amp; where did it happen?</b>	
<b>A description of what happened</b>	
<b>How the incident affected him?</b>	
<b>How did he resolve the problem / matter? (Ending)</b>	

Read the question carefully and plan well. Think of words to **describe the senses** – what he saw, what he heard, how he felt? Remember to **BEGIN your story with the lines given**



## **PAPER 2 – WRITING (SAMPLE ANSWERS)**

### **GRAMMAR PRACTICE**

#### **Practice 1:**

dashed, scooted, tiptoed, roamed, whispered, stammered, shouted, bolted

### **PART 1 - EMAIL WRITING**

#### **Practice 3**

Hi Mandy,

How are you? I hope you're feeling good. Guess what? I've got a new best friend who just moved from Kuantan, Pahang. His name is Johan.

Johan is really friendly, helpful and smart. He always helps me with my essays and Mathematics. Besides, we have the same hobby which is playing badminton. We usually play badminton in the evenings at a court near the school. On weekends, we usually read at the library. Sometimes, we watch movies together and after that we have our favourite burgers at McDonalds.

You should meet Johan someday. I'm sure you'll like him. Well, I have to go now, take care. Bye.

Danny

#### **Practice 6**

Dear Adam,

Hi, how are you? Yes, I'm excited about our school break too! Finally, we can be free from school work and exams. About the short course, let me suggest the best for you.

If I were you, I would choose the guitar class. It's fun learning a musical instrument and I know you love listening to music and songs. Besides, it's a wonderful way to express yourself and release stress. I can play the guitar too and I'm planning to pick up violin next. Guess what? Why don't you join the Doremi Musical Studio, the instructor there is amazing. I'm sure you'll pick up playing guitar in no time. You mentioned once that your parents' anniversary is just around the corner, perhaps you can surprise them with a song! Wouldn't that be great? We can go to the studio together.

I hope my suggestion helps you to decide. I have tuition now, see you soon. Bye!

Kim Leng

## **PART 2 – GUIDED WRITING**

### **Practice 2**

My dad will be celebrating his birthday in two weeks. I didn't know what to get him. I gathered some information from my grandmother, mother, and siblings. After contemplating what to buy, finally, I decided to get him something that he loves. I will get him a coffee machine because my dad is a coffee addict.

Although a coffee machine would be expensive, I do not mind buying it as my other family members will contribute to the funds. Moreover, my dad has sacrificed a lot. He works day in and day out to put us in school. He believes in good education will bring us far. Drinking coffee early in the morning, before going to work my dad will energize him and prepare him to take on the day. In addition, with a good coffee machine, my dad can have his morning coffee without having to stop at Starbucks anymore. I believe it is a good investment and can help to save a lot of his money.

Since I don't know any shops selling coffee machines, I'm going to get one from an online shop. An online shop like Shopee usually offers good discounts on certain occasions. I will try to get the best bargains for my dad's coffee machine. Apart from selling at a cheaper price, Shopee also has a one-year warranty for they are coffee machines.

Whether the prize is expensive or not, I hope my dad will love his birthday gift. I believe I can make him happy by giving him a present that he enjoys.

### **Practice 3**

What is the definition of a true friend? A true friend is the one who enters when everything is in order. A true friend is someone who despises getting wet but will accompany you through the rain. Even if you are thousands of miles distant, a true friend will always be close to your heart.

Friendships are vital in our lives. Friends, as the old Chinese proverb says, are the mirrors in our lives. In other words, a true friend will confront us with the truth. They will present us with the hard reality so that we do not repeat the same mistakes in the future. A true friend, for example, will not hesitate to call out our personality shortcomings so that we can improve.

We should treat our friends the same way we want to be treated. First and foremost, we must accept our friends as they are. We must accept the fact that no one in the world is perfect. As a result, when conflicts arise, we must be patient. After all, a true friendship can endure life's ups and downs. Furthermore, we must respect our friends' privacy. There are some things we can share with others and others we would prefer to keep to ourselves. As a result, we should not force our friends to reveal their secrets to us if they do not want to.

In a nutshell, true friends are those that care about us as much as our family members. As a result, we must value them in our life.

**PART 3 – EXTENDED WRITING****ARTICLE - SAMPLE ANSWERS****Practice 3****'Ayam Percik'****By: Zeti Amina Binti Daud**

'Ayam percik' is a famous Malaysian grilled chicken dish. It is my all-time Kelantanese favourite food. A spicy coconut-based sauce is usually used to baste the chicken. In Malay, 'ayam' refers to chicken, while 'percik' refers to splashing or sprinkling. It is commonly understood to imply 'baste.' This recipe asks for frequent basting, which is exactly what this dish calls for.

For this one, you'll need to roll up your sleeves. It will require some effort and patience, but I tell you that it will be well worth the effort. This meal appealed to me since it reflected our appreciation of flavorful cuisine.

Most of the time when I made the dish, I used an oven to grill the chicken since it was more convenient. However, if you're a stickler for perfection, this should be cooked over a charcoal barbecue.

It's not nearly as hot as it appears. For this dish, I used a small amount of chilli. Because of the multiple layers of flavour, it has a very deep flavour. This is chicken with a thick layer of gravy baked on top. It was a true pleasure to eat this one. I wish I could have made more! I truly enjoy cooking it because my family enjoy eating it.

**Practice 4****Bullying at School****By: Brianna Nanthan**

Bullying isn't simply about beating or kicking someone or removing their belongings without their permission. Bullying may also be done with words, such as saying or writing hurtful things. Another sort of bullying is social bullying, which involves excluding someone, humiliating them, or urging others not to be friends with them. Bullying can occur in the school setting.

Bullying is unfortunately very widespread in the schools where I live. It can impact students of any age group, as well as males and girls. Last year, a buddy of mine had a particularly bad experience at school because an older kid often called him names and even posted derogatory things about him on Facebook.

Personally, I believe that teachers should be aware of the possibility of bullying in their classrooms and should be quite stern when such a situation arises.

Another thing teachers may do is plan courses in which they discuss the issue with their students, which might make bullies realise how much they harm their victims. When it comes to students, if they notice a classmate is being bullied, they should offer as much assistance as possible and inform a teacher.

Bullying is a nightmare, but there are steps we can do to avoid it. One day, all students should be able to attend school without fear of being bullied.

## REVIEW WRITING - SAMPLE ANSWERS

### Practice 5

A 95-hectare park with beautiful flora and a large lake in the centre is tucked away near Kepong. It is situated not far away from Kuala Lumpur. It was established in 1993.

While Kepong Metropolitan Park features a great jogging track and a cycling lane around the lake, the huge open field is the major attraction. The park, which is also known as 'Taman Layang-Layang,' attracts everyone from youngsters to seasoned kite flyers in the evenings. Don't worry if you don't have a kite; there are lots of kite merchants spread throughout the park.

Apart from kites, children also love to play with electronic scooters, and we easily control them even when running around the Kepong Metropolitan lake. This perfect facility is comfortable and a must -visit location every weekend. Among other facilities are boat houses and jetties for water activities, especially for uniformed body programs such as the Kuala Lumpur City Hall (DBKL) enforcement, undergoing training in water endurance skills such as 'boating', scuba and kayaking.

I enjoy going to Kepong Metropolitan Park because it is a safe location for families which is equipped with lush landscaping, recreational equipment, open space, and a lake.

All things considered; I believe this park is a free alternative for city folks to spend their time with their loved ones. It appears to be both convenient and well-equipped, therefore I would recommend it everyone.

### Practice 6

**Make Your Bed** is a book that recounts the lessons learned from Admiral William H. McRaven's speech. It was a motivational book given by my father on my 21<sup>st</sup> birthday 10 years ago. My father thought it was suitable for someone who was venturing into adulthood.

McRaven presented the ten concepts he learnt during Navy Seal training that helped him overcome the hurdles he experienced during his career. It was actually adapted from his speech in front of hundreds Navy Seal cadets. This speech went viral, with over 10 million views. It is a truly inspiring book to read.

Make Your Bed highlights how anybody can apply these ideas to better themselves and the world around them. I really enjoy reading the book since it tells stories from his service and gives simple and practical knowledge, advice, and inspiration to help readers to do more in their daily lives. There are a lot to learn from his experiences and I have actually changed my shallow mindset after reading this book. I feel more enthusiastic and ambitious to achieve something.

Overall, I feel this book has great life lessons that anybody may benefit from. As a result, I would suggest it to everyone.

**REPORT WRITING - SAMPLE ANSWERS****Practice 3**

To: Mrs Abraham, Teacher Advisor of the English Society  
From: Mariana binti Talib

**English Camp 2022**

During the holidays, the English Language Society had organised an English Camp at the school hall on the 4 to 5 March 2022 from 8am to 5pm. Fifty members of the English Language Society participated in this English Camp under the supervision of two teachers.

All the members of the English Language Society gathered in the school hall at 8am on Saturday. The teacher-in-charge gave a brief speech. Then, the committee members divided the participants into groups and conducted language games such as Charade, Guess the Word, Taboo Words and Letter Scramble. After lunch, there was a Treasure Hunt where members need to solve riddles to look for clues.

On Sunday, all the participants were assigned to their new groups and each group worked together to produce a short drama script. After that, the members practised and performed their drama on stage using recycled items as props. After lunch, we watched a movie and had a discussion on topics based on the movie. Before we went home, each member was given the opportunity to present a two-minutes speech on their feelings and opinions regarding the English Camp.

Throughout the two days, members have improved their vocabulary by learning a lot of new words. They had a lot of practice on their speaking skills too and were more confident in speaking English with their friends. The English Camp has enabled them to learn language the fun way.

The camp was a huge success and it is hoped that similar camps would be organised in the future. It would benefit the members greatly. Thank you.

Reported by,

*Mariana*

(MARIANA BINTI TALIB)

Secretary,

English Language Society

## Practice 4

To: Mr. Rajesh Ramanathan, Principal of SMK Sungai Pulas  
From: Shamsul bin Ghani, Head Prefect of SMK Sungai Pulas

### Complaints about the canteen

This report is written to voice out the complaints by most students and teachers about the school canteen. The students of this school are dissatisfied with the food sold in the canteen and the rude behaviour of the canteen operators. Thus, the students have stopped buying food from the canteen.

Firstly, there are no variety of food sold and the staple food here is plain fried noodles. The students have found the noodles extremely salty and oily. The cost for a plate of plain fried noodles is RM3.00 which is very high and not worth the serving. Secondly, the food preparation is unhygienic. In fact, a student found a worm in the noodles! When the student demanded for another bowl, the canteen operator hurled foul words at the student. Luckily, some teachers controlled the situation. Even the cold drinks served are too sweet. Thirdly, the canteen operators are rude and often shout at the students. Worse still, they do not even wear aprons or caps. The worker at the cashier often seen smoking while on duty. This is not a good example to the students. Thus, the students have decided to boycott the canteen and bring food from home.

As the situation has accelerated, I would recommend that the canteen operator should be changed so that we have a new canteen operator. The students will not buy food from the current operator. I would also suggest that we have a group of teachers to oversee the preparation of food to ensure its hygiene and of high quality. Teachers should be around to ensure that the operators are performing their duties well.

It is hoped that our complaint would be considered seriously and prompt actions should be taken. Thank you.

Reported by,  
*Shamsul*  
(SHAMSUL BIN GHANI)  
Head Prefect,  
SMK Sungai Pulas

**NARRATIVE / STORY WRITING – SAMPLE ANSWERS****Practice 2**

It was an unlucky day. I woke up to find my alarm clock had stopped. I dashed into my bathroom and did a quick wash up! Then, I rushed downstairs to the kitchen to have a quick bite for breakfast. My father was already at the table waiting for me. I didn't dare to look at him as I knew I was running late. As usual my father would send me for my Maths tuition class at 8.00 a.m. on Saturdays.

When I got to class, I took out my book and stationery from my tote bag. It was then I realised that my phone was not in there! 'Gosh! Where could it be?' I almost screamed! I used my friend's phone to call my own phone thinking that I could have dropped it nearby. But it was to no avail. I couldn't concentrate during class and couldn't wait for class to end. As soon as I reached home, I quickly checked everywhere! Again, I was disappointed!

"Where could it be? Father will be furious with me if I lost my phone!" I thought to myself. After two hours of searching high and low, I plucked up the courage to tell my parents! To my surprise, they did not scold me. My father advised me to call the service provider to block the sim card immediately.

From this incident, I learned to be more responsible. A mobile phone is an essential item and everyone finds it convenient to have one. It is user-friendly and multifunctional. It is a device useful to everyone.

**Practice 3****The Terrible Truth**

**His hands trembled as he placed the receiver.** He could not believe what he had just heard. This could not be true. His wife, Sharifah, had been hospitalised and he could not be by her side. He was attending a seminar in Tokyo, Japan when he got word that Sharifah was involved in an accident. His family beseeched him home.

Home. Amir knew that he should be heading home. Sharifah would need him to be there. There was nothing he wanted more than to be with his beloved pregnant wife, comforting her, nursing her and most of all ensuring the well-being of their unborn child. It hurt him not being there. All that was left to do at that moment was to fervently hope that both mother and child were not in a critical condition.

He hastened and caught the next flight home. When he reached the airport terminal, his heart was beating very fast. He felt so nervous. He received a message from his sister-in-law that his wife was in coma. There obviously were some difficulties related to his unborn child forming bleak possibilities that Amir did not dare to put in too much hope. He jumped into a taxi urging the driver to drive as fast as he could. Alas they were caught in a traffic jam.

Undaunted, Amir urged the driver to hasten as he needed to be with Sharifah. She needed him. The taxi went fast in and out of traffic, zigzagging on the busy road. Suddenly a big lorry loomed into their path from the opposite direction. The taxi driver was going too fast that he failed to avoid collision.

Everything happened at high speed. There was nothing much that could be done. Amir was sent to the hospital by passers-by. He was critically injured and there was no way to inform his relatives and family members. They tried to reach him not knowing of his predicament and to no avail. By this time Sharifah had regained consciousness. Though she was relieved to still be alive somehow she could not shake the feeling that something was amiss. She could not really patch the pieces.

However, doctors had to perform a C-section in order to save both the mother and her baby. She could not help smiling looking at the bundle of joy and yet that tugging uneasiness was still there cowering at the far corner of her heart. Her thoughts were definitely of Jason. Just then her sister, Shamira, came into the room. Sharifah lit up at the sight of her sister though it was quite the opposite on Shamira. "Where's Amir? I can't wait to show him our precious boy. He has Amir's light brown eyes and my smile. I'm sure he would be glad to see our son." Sharifah enthusiastically blurted to Shamira. She however stopped when she realised the joy was only on her part. Shamira was downcast and when she did look up tears could be seen welling up in her eyes.

Sharifah was dumbfounded when her sister broke the news. Everything seemed bleak now that she knew Amir would no longer be there for her. She felt guilty knowing she was the reason he had rushed to his death. Tears just could not stop flowing but she had to embrace herself. She had to think of their son. He might not have a father but he would not be deprived of the love Amir had had for his son. She would do the loving for both of them. She would ensure that he grows up knowing love has no boundaries and it exudes Death.

# MODUL 3

- The SPM Speaking Assessment
- Tips / Reminders During Speaking Test
- Common / Suggested Topics for Speaking Task
- Sample Topics with Guidance
- Speaking Task Practices

## SPEAKING

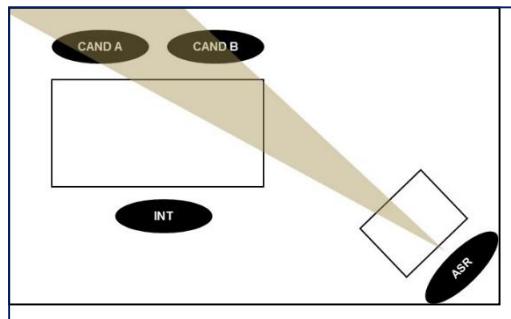
The **Speaking Paper** is **Paper 3** in the latest SPM format. This paper is quite a challenging paper as many students are not used to speaking English in their daily lives. So, dear students, all the more you should practise speaking with your friends. Let's read the tips below



### The SPM Speaking Assessment

Component	Timing	Number of items/parts	Task types	Weighting	CEFR main focus
<b>Speaking</b> Paper 1119/3	About 13 mins	<b>3 test parts</b>	<ul style="list-style-type: none"> <li>interview</li> <li>individual long turn based on text/verbal prompt</li> <li>discussion based on mind map stimulus</li> <li>further discussion task</li> </ul>	25% of overall candidate grade	B1-B2 CEFR range

### Speaking Assessment – Room Layout



The Interlocutor (INT) should sit in front of the two candidates (who are sat side by side). The Assessor (ASR) should sit to one side near enough that they can see and hear everything clearly.

The standard paired test takes **13 minutes** and consists of **three parts** which are designed to elicit a range of speaking skills from the candidates.



Part	Task Format		Candidate Output	
	Interaction Pattern	Input	Discourse Features	Functions
<b>Part 1</b> <b>Interview</b> <b>3-4 minutes</b>	Interlocutor interviews candidates.	Interlocutor frame provides all questions for interlocutor.	Responding to questions.	Giving factual information about <b>self (bio data)</b> . Talking about present circumstances. Expressing opinions. Explaining and giving reasons. Talking about future plans. Talking about past experience.
<b>Part 2</b> <b>Individual long-turn task</b> <b>3-4 minutes</b>	An <b>individual</b> long-turn task (1-2 minutes) with a listening-candidate response question (20-30 seconds).	Examiner asks candidate to speak for about <b>1 minute</b> on a particular topic related to the candidate's own experience, based on written input in the form of a general instruction and content-focused prompts. Then repeat for Candidate B with a different task/theme.  Each candidate is also given a <b>short response question</b> on their <b>partner's task topic</b> .	<b>Sustaining</b> a long turn. Managing discourse: <ul style="list-style-type: none"><li>• Coherence and clarity of message.</li><li>• Organisation of language and ideas.</li><li>• Accuracy and appropriacy of linguistic resources.</li></ul>	<b>Giving information of</b> a non-personal kind. Talking about past/present/future experience. Explaining and giving <b>reasons</b> . Expressing and justifying <b>opinions</b> . <b>Describing</b> people, places and situations. Speculation (limited). Naming personal characteristics, objects and activities. Paraphrasing words and ideas, if necessary.
<b>Part 3</b> <b>Discussion task</b> <b>Further discussion task</b> <b>4-5 minutes</b>	Discussion task( <b>mind-map</b> )	Candidates are asked to speak on a topic for about <b>two minutes</b> with a central focus question and surrounding ideas to help them.  They are then given a <b>decision</b> question to focus on and discuss for <b>1 minute</b> .  Next, candidates are given <b>one further minute</b> to answer the <b>final joint question</b> .	<b>Turn-taking</b> and responding appropriately. <b>Negotiating</b> . <b>Initiating. Developing topics</b> .	Explaining and giving <b>reasons</b> . Exchanging information and <b>opinions</b> (likes/dislikes, preferences, experiences, habits, etc.). Expressing and justifying opinions. <b>Negotiating</b> agreement. Making and responding to <b>suggestions</b> . Discussing <b>alternatives</b> .

## TIPS / REMINDERS

### During the speaking test:

- 1 Walk into the examination room, smile and **greet** the two teachers politely.
- 2 Don't drag the chair; sit on your chair politely.
- 3 Don't be scared. Stay **calm** and be ready.
- 4 Listen to the questions asked by the teacher and answer them.  
(Avoid saying 'I don't know').
- 5 For the discussion question, do take part actively in the discussion. Give your opinions.

### After the speaking test:

- 1 Say **thank you** to the teachers.
- 2 Stand up and push in the chair gently.
- 3 Leave the room quietly.

### Tips to speak well:

- 1 Utilise the **time** given to you fully.
- 2 While speaking, take note of pauses, what syllables and words to stress.
- 3 **Listen** carefully to the questions and answer them appropriately.
- 4 If you did not hear the question clearly, request for the teacher to repeat the question. Don't be shy. **"I'm sorry, can you repeat that, please?"**
- 5 Use formal language and avoid colloquial expressions ('lah', 'ma', 'kan').

During the evaluation of the speaking paper, students will be evaluated using these analytical criteria;  
**Grammar, Vocabulary and Communicative Competence.**



Here are some useful **speaking guides**. Let's practise using them. Practice makes perfect!



Asking for personal information	Asking about an experience
What's your name? What's your address? What's your date of birth? Have you got an email address?	Did you have a good time in/at... ? How was it? What did you do? What did you enjoy most?
Reacting to ideas/news	Expressing preferences
What is/was ...? Where did it...? When...? Why/Why not? Oh no! I can't believe it! That's amazing / terrible news! I'm really sorry / pleased. Congratulations!	I'd like to... It's a nice idea but... I'd rather I'd prefer to... I don't mind... Maybe... is a better idea. That is/sounds more interesting / fun than
Opening discussions	Giving your opinion
Shall we start with this...? Let's begin/start by looking at... First of all, ... To begin with, ... Let's move on to... Shall we talk about... now?	I think... is a good idea because... Well, I don't think he/she should... But if he/she..., In my opinion, it is... I strongly feel... I believe... As for me ...
Agreeing	Disagreeing
I agree. Yes, I totally/quite agree with you. I think you're quite/ absolutely right Yes, you're on point.	Actually, I don't really agree. I'm afraid I don't agree. I don't think that's a very good idea because... Well, I'm sorry, I don't quite agree with your point because... You have a point there, however I beg to differ because...

Here are **50 common speaking topics**. Do get some ideas on these topics and I bet you'll be very confident when it comes to your speaking assessment!



### **50 COMMON SPEAKING TOPICS – 1119/3**

1. FAMILY RELATIONSHIP
2. FAMILY HOLIDAY / TRIP / OUTING (know the differences)
3. FAMILY CELEBRATION
4. DOING HOUSE CHORES
5. FRIENDSHIP – BENEFITS OF HAVING FRIENDS
6. FRIENDSHIP – QUALITIES OF A GOOD FRIEND
7. A SCHOOL TRIP
8. SPORTS AND GAMES
9. EXTREME ACTIVITIES
10. HEALTHY LIFESTYLE
11. BENEFITS OF EXERCISING
12. OBESITY (what, why, how to overcome)
13. MY DREAM JOB / CAREER
14. WAYS TO PROTECT THE ENVIRONMENT
15. BENEFITS OF WATCHING TELEVISION
16. BENEFITS OF SOCIAL MEDIA
17. BENEFITS OF ONLINE LEARNING
18. BENEFITS OF ONLINE SHOPPING
19. TECHNOLOGY IN EDUCATION (what, types, why, benefits)
20. CHALLENGES OF BEING A TEENAGER
21. COMMON TEENAGE PROBLEMS
22. CHARITY (what, types, benefits)
23. IMPORTANCE OF HAVING PETS
24. MY DREAM HOLIDAY
25. MY FAVOURITE CELEBRITY / PERSON / RELATIVE / TEACHER
26. MY FAVOURITE MOVIE / FILM / TV PROGRAMME
27. MY FAVOURITE BOOK
28. WAYS TO AVOID CRIMES
29. IMPORTANCE OF ENGLISH LANGUAGE
30. IMPORTANCE OF READING
31. WAYS TO INSTIL / INculcate GOOD READING HABITS AMONG STUDENTS
32. POLLUTION (types, causes, effects, solutions)
33. MY IDOL / THE PERSON I ADMIRE / AN INFLUENTIAL PERSON
34. WAYS TO MANAGE STRESS
35. A SCHOOL EVENT
36. WHAT MAKES YOU HAPPY / SAD / ANGRY / SCARED?
37. A MALAYSIAN FESTIVAL / CELEBRATION

38. MY FAVOURITE GADGET
39. ADVANTAGES / BENEFITS OF HAVING HOBBIES
40. QUALITIES OF A GOOD LEADER
41. BENEFITS OF TRAVELLING
42. WAYS TO MANAGE TIME
43. CRITERIA IN CHOOSING A GOOD UNIVERSITY
44. BENEFITS OF WORKING PART TIME
45. A CHILDHOOD MEMORY
46. A CHILDHOOD EVENT
47. NIGHT MARKET
48. BENEFITS OF COOKING
49. MY WEEKEND ACTIVITIES
50. MEDIA LITERACY (what, benefits)

Below are more practices for **Part 3** of your Speaking Assessment. Do discuss the points and topics with a partner and practise well.



### PART 3 – SPEAKING TASK - COMMON / SUGGESTED TOPICS

<b>Ways to maintain a good family relationship</b>	
Spend time	
Helping out	
Plan outings	
Communicate	
Celebrate special days	
Show appreciation	
<b>In what ways has the Covid19 pandemic affected the family relationships?</b>	

<b>Ways students can protect the environment</b>	
Walk or cycle	
Practice the 3Rs	
No plastic bags	
Keep clean	
Save electricity & water	
Plant a tree	
<b>In what ways can the schools encourage students to protect the environment?</b>	

<b>Benefits of watching television</b>	
Family bonding	
Learn a new language	
Educational	
For leisure	
Relieve stress	
Get cultured	
<b>In what ways can watching television broaden one's mind?</b>	

<b>Reasons for getting involved in charity</b>	
To feel good	
Strengthens personal values	
Help the needy	
Enforce the Power of community	
Educate the youngsters	
Money management	
<b>In what ways can schools encourage students to do charity?</b>	

<b>The importance of having pets</b>	
Good companion	
Encourage responsibility	
Reduce stress	
Improve relationships	
Healthy lifestyle	
Feel secured	
<b>In what ways can teens help overcome the problems of stray animals?</b>	

**SAMPLE TOPICS – TASK 2**

<p><b>1. Eating Out</b>  [describe your experience eating out]  - how often you eat out  - who you usually eat out with  - if you enjoy eating out [why/why not]  - why some people prefer to eat out</p>	<p><b>2. An interesting holiday</b>  - where you went  - what you did there  - if you had enjoyed yourself [why/why not]  - how one can plan a successful holiday</p>
<p><b>3. A sport you would like to try</b>  - what sport it is  - where you would do it  - if it would be easy or difficult  - why you want to learn it</p>	<p><b>4. Favourite Band</b>  [Talk about your favourite band]  - how you found out about them  - what kind of music do they play  - when you usually listen to their songs  - why you like them so much</p>
<p><b>5. A movie that had a strong impact on you</b>  - what movie it was  - when you watched the movie  - how it influenced you  - if you liked it and why</p>	<p><b>6. An interesting performance</b>  - where it was  - what you did there  - if you had enjoyed yourself [why/why not]  - do you think people should watch live performance?</p>
<p><b>7. A journey you enjoyed</b>  - where you went  - how you travelled  - why you went on that journey  - why you remember that journey so well..</p>	<p><b>8. A memorable day</b>  - how the day started  - how things went right/wrong  - who was around you  - why it was such a marvellous day</p>
<p><b>9. A famous person</b>  - who the person is  - how you knew about this person  - why you would like to meet the person  - if being famous changes a person's way of living</p>	<p><b>10. A pet</b>  [talk about a pet that you or someone you know had]  - what kind of pet it was  - what kind of care it needed  - what you liked or disliked about the pet  - if it is a popular type of pet [why/why not]</p>
<p><b>11. A festival</b>  [Talk about a festival you had celebrated recently]  - what festival it was  - how you celebrated it  - if you enjoyed yourself [why/why not]  - why celebrating festivals is important in Malaysia</p>	<p><b>12. A memorable holiday</b>  [Talk about a memorable holiday you had at a local destination]  - where you went for that holiday  - what you did there  - why the holiday was so memorable  - if you think it is good for people to go on holiday at a local destination [why/why not]</p>
<p><b>13. Debit Cards</b>  - what a debit card is for  - why it is better than cash  - if you would like to have one in the future [why/why not]  - why people in Malaysia should use them wisely</p>	<p><b>14. A New Invention</b>  - what is the invention you like to make  - why do you want to make it  - what are /is the purpose of the invention  - how it can help you  - why people need modern invention at home</p>

<b>15. Best Birthday Present</b> -what the present was -why it was special -who gave you the present -what happened to it	<b>16. A family celebration</b> -what the event was -what you did there -if you enjoyed yourself [why/why not] -why family celebrations are important
<b>17. A person you admire</b> -who the person is -what the person looks like -why you admire this person -if you think it is important for people to have good role models [why/why not?]	<b>18. A best friend</b> -what your best friend looks like -how you met -what you have in common -what activities you do together
<b>19. An indoor game I like</b> -what this game is -how this game is played -why do you enjoy this game If you think it is important for people to play indoor games [why / why not?]	<b>20. An outdoor game I like</b> -what this game is -how this game is played -why do you enjoy this game If you think it is important for people to play outdoor games [why / why not?]
<b>21. My favourite local food</b> -what is the food -where do you get the food -why do you like this food -If you think it is alright to love western food more than the local food	<b>22. My favourite international artist</b> -who is the artist -why do you like him/her -what does your artist do -If you think it is important for people to have artist as a role model
<b>23. A useful gadget</b> -what this gadget is -what its functions are -why you think it is useful -if you think everyone needs to have one too [why/why not?]	<b>24. A colourful event</b> -what the event was -what you did there -if you have enjoyed yourself [why/why not] -how one can plan a successful event
<b>25. A place you can go and learn</b> -where the place is -how you know about the place -what kind of people go there -why people like to go there	<b>26. A useful advice</b> Talk about a useful advice you received recently -when this happened -what the advice was -how you felt about the advice
<b>27. A time of the day that you like</b> -what time of the day it is -what you are doing at that time -who you are with -why you like it	<b>28. Public Transport in Malaysia</b> -what are the public transports available -when do you use public transport -why you use public transport -should people be encouraged to use public transport? [why/why not?]

## PRACTICE 1 (Part 1)

Classroom practice for **Part 1**, discuss with a partner and practise the presentation in class



### SPEAKING SCRIPT – PART 1

#### Part 1 :

##### Phase 1 : (1 minute)

Interlocutor : What's your name? *How should I address you? Should I call you.....?*

Candidate : \_\_\_\_\_

Interlocutor : Where are you from? *Where do you live? Do you live in....?*

Candidate : \_\_\_\_\_

Interlocutor : How do you go to school? *Do you walk to school? Do you come to school by?*

Candidate : \_\_\_\_\_

##### Phase 2 : (2-3 minutes)

Interlocutor : What do you normally do after you wake up? *What is the first thing you do every day?*

Candidate : \_\_\_\_\_

Interlocutor : What do you usually do after coming back from school?

*What do you do when you get home from school every day?*

Candidate : \_\_\_\_\_

Interlocutor : How do you spend your leisure time? *What do you do when you have free time?*

Candidate : \_\_\_\_\_

Interlocutor : What do you do on weekends? *What do you do on Friday/Saturday/Sunday?*

Candidate : \_\_\_\_\_

Interlocutor : What is your favourite subject in school? *What do you like to learn in school?*

Candidate : \_\_\_\_\_

Interlocutor : What is your favourite food? *What do you like to eat?*

Candidate : \_\_\_\_\_

#### TECHNIQUE

- ❑ It is important to provide this worksheet to students to write out their script before practising.  
If they need guidance, I have an example in the module.
- ❑ Teacher is to help them correct and edit their script.
- ❑ Then, set them in group of two and get them to practise among themselves.
- ❑ After they are confident, rehearse the interaction with them in an actual setting.

## PRACTICE 2 – PART 2

### **When you were sick ...**

Talk about an experience when you were sick.

You should say:

- what sickness you had
- what you did to become better
- how you felt (one reason why)
- why health is important

## PRACTICE 3 – PART 2

### **A movie you like**

Talk about a movie you like.

You should say:

- what movie it is
- what it is about
- why you like this movie
- Is watching movies a good way to spend time wisely?  
(why/why not?)

## PRACTICE 4 – PART 2

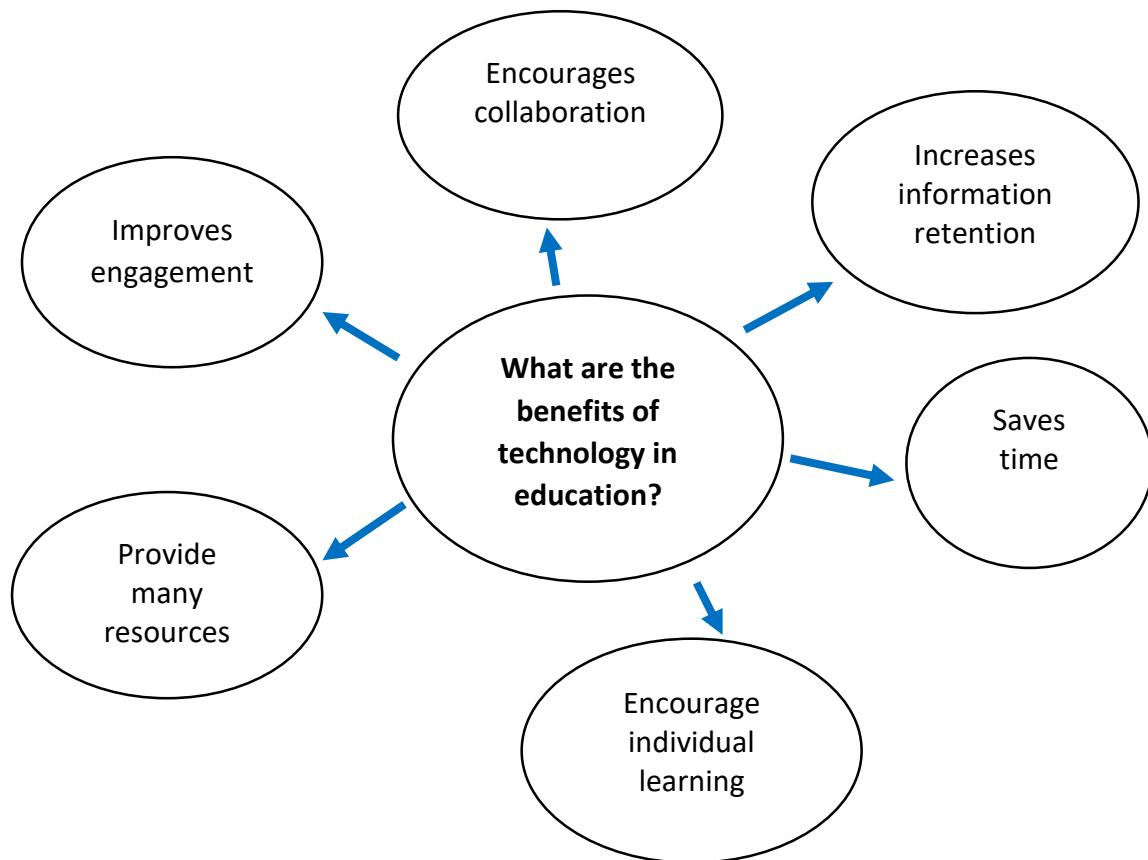
### **A useful gadget**

Talk about a gadget you like.

You should say:

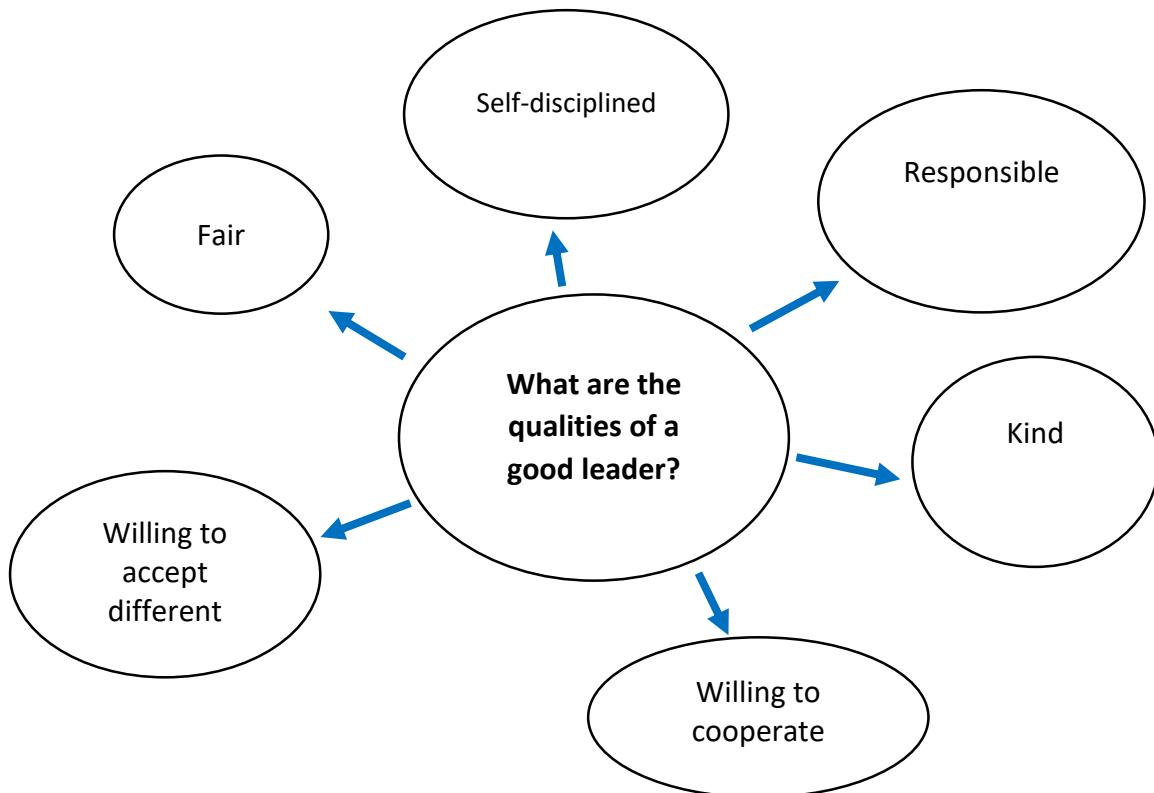
- what this gadget is
- what its functions are
- why you think it is useful
- if you think everyone needs to have one too [why/why not?]

### PRACTICE 5 - PART 3



**Q: In what ways can Online Learning benefit pupils?**

### PRACTICE 6 - PART 3



**Q: In what ways can the school instil good leadership qualities among pupils?**

# MODUL 4



- The SPM Listening Assessment
- Listening Practice: An Invitation
- Listening Practice: Fill in The Blanks
- Listening Practice: Talking Situations
- Listening Practice: Fill in The Missing Information

## LISTENING – PAPER 4

Listening Paper 4 of your SPM examination is about 40 minutes where you need to answer **30 questions**. Refer to the table below.



Component	Timing	Number of items/parts	Task types	Weighting	CEFR main focus
<b>Listening</b> Paper Code: 1119/4	40 minutes (approx.)	30 items 4 test parts	<ul style="list-style-type: none"> <li>• 3-option multiple-choice</li> <li>• Matching</li> <li>• note completion</li> </ul>	25% of overall candidate grade	B1-B2 CEFR range



The table below explains the details of the **4 parts** in your Listening Paper.

Part	Task Type	Number of Items	Task Format
1	3 – option multiple choice	7	<p><b>7 short, unrelated dialogues</b> or monologues.</p> <p>There is one <b>3-option</b> multiple-choice question per extract (60-70 words each)</p>
2	3-option multiple choice	8	<p><b>A longer narrative</b> or informational monologue (350-400 words) with <b>8 multiple-choice items</b></p>
3	Matching	5	<p><b>5 short monologue</b> texts of approx. 50 words with <b>7 options given</b></p>
4	Note completion	10	<p>A neutral or <b>informal dialogue (interview)</b> of 600 – 650 words. Candidates complete gapped summary text with <b>one word per gap</b>.</p>

**PRACTICE TIME**

Let's practise! Listen to the messages and answer the questions below. You'll get to **listen twice**. For the first time underline or jot down some clues. Remember to **read** the questions carefully before you answer them.

**LISTENING - AN INVITATION****Practice 1 - Listen to Message 1 & 2. Choose the correct answers**

1. The woman received the birthday card \_\_\_\_
  - A. this morning
  - B. last night
  - C. yesterday morning
  
2. She is having the party for \_\_\_\_
  - A. Her family
  - B. her good friends
  - C. everybody at work
  
3. The party is at \_\_\_\_
  - A. the swimming pool at her house
  - B. her cousin's house
  - C. work
  
4. To get to the party, drive \_\_\_\_  
left on Forest Road  
right on Forest Road  
straight on Forest Road
  
5. The house is the first big house \_\_\_\_
  - A. on the right
  - B. on the left
  - C. down at the end of the road



Did you manage to get your answers? Using the **same Listening track**, try to complete **Practice 2**. Remember to read the questions carefully first.

Practice 2 - Fill in the blanks with the correct words from the same audio QR code.

**Message 1** - organising / Friday / Sunday / thank / wishing / invite / bring / cousin's / friend's

The woman sent the message to \_\_\_\_\_ her friend for the birthday card. She is \_\_\_\_\_ a party and wishes to \_\_\_\_\_ her friend. The party will be on \_\_\_\_\_ at her \_\_\_\_\_ house in the countryside.

**Message 2** - left / straight / 13A / 30A / answer / invitation / instructions / right

The woman sent this message because her friend did not \_\_\_\_\_ the phone. She wishes to give \_\_\_\_\_ to get to the party. If she takes her car, she has to drive \_\_\_\_\_ on Forest Road. Then, drive past Brownsville, take exit \_\_\_\_\_. Drive down the road and turn \_\_\_\_\_, it's the first big house on the right.



Practice 2 is similar to Part 4 of your SPM Listening Examination except that there will not be words to choose from. So, you have to listen really carefully to fill the gaps.

**PART 1 – 7 marks**

**Practice 2:** You will hear people talking in seven different situations. For questions 1 to 7, choose the correct answer (A, B or C)

You will hear each recording **twice**. Answer all questions.

1. People should wash their hands
  - A. before going out
  - B. with soap and water
  - C. after covering their nose and mouth



2. What does the newscaster say about the competition?

- A. Each winner will receive 3,000 Euros.
- B. The judges have selected their winners.
- C. The competition is organised by Photo Shoots Studio.

Listen carefully for the  
clues before you choose  
your answers

3. The student could not go to school last week because

- A. it was raining continuously for three days.
- B. a landslide had blocked the road going to her housing area.
- C. of the convenience of having online classes at her longhouse.



4. What does the student say about his new phone?

- A. His parents gave him the phone to play games.
- B. The Novo phone is very popular among teenagers.
- C. There are many useful features which help him to do his schoolwork.

5. The lady's ambition is to

- A. open a flower shop
- B. try to get a stable job
- C. become a secretary

6. What does the man say about the children at present times?

- A. Children cannot use their imagination.
- B. Children do not know how to make a wooden plane.
- C. Children today are lucky to have the chance to fly to many places.

7. The student did not catch any fish because

- A. the weather was hot
- B. he was not patient enough
- C. he did not have enough bait

**PART 1 - 7 marks**

**Practice 3:** You will hear people talking in seven different situations. For questions **1 to 7**, choose the correct answer (A, B or C).

You will hear each recording **twice**. Answer all questions.

1. Some frontliners have not seen their loved ones because

- A. there is a third wave of the disease
- B. they are honoured to serve the country
- C. of heavy workload in fighting the pandemic



2. Why did the woman want to settle down in Nairobi, Kenya?

- A. She married an African man.
- B. She wanted to paint pictures in Kenya.
- C. She loved the people and cultures of Kenya.

3. The boys managed to get to the river because

- A. of their survival skills in jungle trekking
- B. they followed the wrong trail
- C. an *orang asli* helped them

4. Participants who wanted to get more details of the reunion can

- A. email Roy Singh
- B. contact Simon Lee
- C. log on to the website

5. Which of the following is not in the programme organised?

- A. Bonfire gathering
- B. Night trekking
- C. Solo camping

6. From the passage, the family most likely visited

- A. a small town
- B. a fishing village
- C. an island resort

7. The workshop will appeal to students who want to

- A. be better debaters
- B. be a judge in a debate
- C. learn about the judging criteria

**PART 2 - 8 marks**

**Practice 5:** You will hear Melissa Raymond talking about her career as an air stewardess. For questions **8 to 15**, circle the correct answer (A, B or C).  
You will hear the recording **twice**. Answer all questions.

8. Why did Melissa choose to be an air stewardess?
  - A. She loves travelling by plane.
  - B. She intends to learn a new language.
  - C. She wants to gain new experiences in the countries she visits.
  
9. Melissa was accepted as a trainee
  - A. after she passed a difficult interview
  - B. after she completed a rigorous training course
  - C. after she applied for the post of a flight attendant
  
10. Why did Melissa learn swimming?
  - A. To go swimming in the countries she visits
  - B. To rescue people in emergency landing on water
  - C. To teach the passengers in emergency landing situations
  
11. Which training session did Melissa love the most?
  - A. Pacifying babies
  - B. Dealing with difficult passengers
  - C. Rescuing people in emergency landing on water
  
12. What difficulty does Melissa face after working for 16 hours straight and experiencing different time zones?
  - A. Fatigue
  - B. To play many roles
  - C. To remain calm and composed
  
13. Flight attendants need to have composure during emergencies to ensure
  - A. that the passengers behave well
  - B. that their colleagues do not panic
  - C. the passengers' safety and security
  
14. What should Melissa do when dealing with difficult passengers?
  - A. Remain tactful
  - B. Behave irrationally
  - C. Continue being stubborn
  
15. What are the requirements of a flight attendant?
  - A. Enjoy meeting people
  - B. Need to be an outgoing person
  - C. Need to be physically and mentally fit



**PART 2 - 8 marks**

**Practice 6:** You will hear Sarah talking about her first day experience in secondary school. For questions **8 to 15**, choose the correct answer (A, B or C).

You will hear the recording **twice**. Answer all questions.

8. How did Sarah feel on the first day of school?

- A. Safe
- B. Excited
- C. Anxious



9. Most of the students there looked \_\_\_\_\_ to Sarah.

- A. friendly
- B. unfamiliar
- C. recognisable

10. Why did Sarah feel a little disappointed?

- A. She had to go to the hall.
- B. She did not want to be in that class.
- C. She did not see her neighbourhood friends.

11. Sarah was surprised that

- A. her name was not mentioned
- B. she was told to go to the office
- C. she had to approach the teacher to check her name

12. What did the clerk tell Sarah?

- A. She was in the wrong class.
- B. She registered on the wrong day.
- C. Her name was not on the registration list.

13. How did Sarah end up in the wrong school?

- A. Her mother was in a hurry.
- B. The other school was nearby.
- C. Her mother did not accompany her to school.

14. When Sarah reached the other school

- A. she learnt a new lesson
- B. her friends were shocked
- C. she saw her neighbourhood friends

15. From Sarah's experience, we learn that it is important to always be

- A. kind
- B. cautious
- C. determined

**Practice 7:** You will hear people talking about entertainment. For questions **1 to 8**, choose the correct answer (A, B or C). You will hear the recording **twice**. Answer all questions.

1. You hear someone on the radio reviewing a play.  
What does she criticise about the play?
  - A. The length
  - B. A few of the actors
  - C. The script
2. You hear two friends talking about learning something new. What activity do they agree on?
  - A. painting
  - B. dancing
  - C. playing a sport
3. You hear a young woman talking on the radio. What's her job now?
  - A. director
  - B. actor
  - C. author
4. You hear two friends talking. Where are they?
  - A. in a restaurant
  - B. in a museum
  - C. in a park
5. You hear a musician talking about his band.  
Who does he think is the reason for their success?
  - A. their manager
  - B. their lead guitarist
  - C. a record producer
6. You hear a boy and girl talking about their plans. What do they decide to do?
  - A. go shopping
  - B. play computer games
  - C. watch a film
7. You hear a tour guide talking to a group of tourists. Where are they?
  - A. at a concert venue
  - B. in a park
  - C. on a tour bus
8. You hear a girl talking about singing in a competition. What made her nervous?
  - A. she hadn't practiced very much.
  - B. her parents were in the audience.
  - C. her classmates were watching her on TV.



9. You hear a girl talking about singing in a competition. What made her nervous?

- A. she hadn't practised very much.
- B. her parents were in the audience.
- C. her classmates were watching her on TV.

**Practice 8:** You will hear Vanessa, talking about a journey she made with her husband, Robert, and her baby, Ben. For questions 1 to 6, choose the correct answer (A, B or C). You will hear the recording **twice**. Answer all questions.

1. What did Vanessa and Robert decide to do last year?

- A. get married
- B. travel to England by boat
- C. travel to England by flight



2. Vanessa was worried that

- A. they wouldn't be prepared.
- B. the conditions would be bad.
- C. the baby would get ill.

3. How did Vanessa feel when they reached Singapore?

- A. She wondered if she should fly home.
- B. She was worried about the boat.
- C. She enjoyed the break from travelling.

4. Why was Vanessa's father-in-law particularly helpful?

- A. He was a good cook.
- B. He looked after the baby.
- C. He helped to sail the boat.

5. Because of spending so much time on the boat, the baby

- A. learnt to walk late.
- B. doesn't play by himself.
- C. only likes certain food.

6. What is Vanessa's advice for people sailing with children?

- A. Don't take more than one child.
- B. Go for a short time.
- C. Don't let children get bored.

**Practice 9:** You will hear a tour guide talking to a group of tourists about a coach trip. For questions 1 to 6, choose the correct answer (A, B or C). You will hear the recording **twice**. Answer all questions.

1. What is the change of plan?

- A. They will visit two towns.
- B. They will look round a university.
- C. They will visit a wildlife park.



2. Where will they stop for coffee?

- A. near a waterfall
- B. by a lake
- C. on a mountain

3. The town of Brampton became well known because of its

- A. shops
- B. university
- C. museum

4. What animals will they see in the wildlife park?

- A. Lions
- B. Monkeys
- C. Tigers

5. What time will they arrive back at the hotel?

- A. 5.30
- B. 6.45
- C. 7.15

6. The tour guide asks if anyone

- A. needs more information.
- B. would like to go on another trip.
- C. wants to ask any questions.

### PART 3 – 5 marks

**Practice 7:** You will hear five short extracts in which friends are talking about scams. For questions **16 to 20**, choose from the list (A to G) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use. You will hear the recording twice. Answer all questions.

- A. Take note of negative reviews when purchasing a product.
- B. Do not answer calls if you do not recognise the caller's number.
- C. Most scammers use the same modus operandi.
- D. Ensure that you have proper evidence when you make a report.
- E. Read up on people who have been scammed so that we can avoid making the same mistakes.
- F. Many people tend to believe the scammers because they can be very persuasive.
- G. Scammers can easily verify our bank account details.



Speaker 1		<b>16</b>
Speaker 2		<b>17</b>
Speaker 3		<b>18</b>
Speaker 4		<b>19</b>
Speaker 5		<b>20</b>

**Practice 8:** You will hear five short extracts in which teenagers are talking about the benefits of extra-curricular activities. For questions **16 to 20**, choose from the list (A to G) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use. You will hear the recording twice. Answer all the questions.

- A. My confidence has soared after joining the competitions organised by this society.
- B. Joining a sports club has taught me sportsmanship.
- C. I learned to understand other people's situation and put myself in their shoes.
- D. I have learned ways to protect myself and those in danger.
- E. It has helped me to improve my academic performance.
- F. I learned to do many activities at the same time.
- G. Participating in outdoor activities has developed my leadership skills.



Speaker 1		<b>16</b>
Speaker 2		<b>17</b>
Speaker 3		<b>18</b>
Speaker 4		<b>19</b>
Speaker 5		<b>20</b>

**PART 3 – 5 marks**

**Practice 9:** You will hear five short extracts in which students are talking about bringing smartphones to school. For questions **16 to 20**, choose from the list (A to G) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use. You will hear the recording **twice**. Answer all questions.

- A. It can be used as a learning tool.
- B. Students can use it when there is an emergency.
- C. It can disrupt lessons in class.
- D. It is the teacher's responsibility to limit smartphone usage.
- E. Students can use it during their break time.
- F. Teachers can seize the smartphone.
- G. It is absolutely wrong to use the smartphone during recess.



Speaker 1		<b>16</b>
Speaker 2		<b>17</b>
Speaker 3		<b>18</b>
Speaker 4		<b>19</b>
Speaker 5		<b>20</b>

**PART 3 – 5 marks**

**Practice 10:** You will hear five short extracts in which five different people are talking about a demonstration. For questions **16 to 20**, choose from the list (A to G) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use. You will hear the recording **twice**. Answer all questions.

- A. This person did not expect what happened
- B. This person was proved right
- C. This person needs some assistance
- D. This person was prevented from doing their shopping
- E. This person was curious to see what would happen
- F. This person was very embarrassed
- G. This person was clueless of what happened.



Speaker 1		<b>16</b>
Speaker 2		<b>17</b>
Speaker 3		<b>18</b>
Speaker 4		<b>19</b>
Speaker 5		<b>20</b>



**Part 3** can be quite tricky. Listen for clues. Keep trying as practice makes perfect!

**PART 4 – 10 marks**

**Practice 10:** You will hear a student, Rani, talking about a fun way to de-stress. For questions 21 to 30, fill in the missing information in each numbered space. Use **NO MORE THAN ONE WORD** for each space. You will hear each recording **twice**. Answer all questions.



**Fun Way to De-stress**

Rani wants to (21) \_\_\_\_\_ teenagers of a fun way to relieve stress. She stays in an apartment and the (22) \_\_\_\_\_ there are not allowed to keep cats or dogs in their homes. When Rani was doing her school assignment, she came across a video of a (23) \_\_\_\_\_ performing tricks. Since then, she started watching other videos of cute animals during her free time or when she was feeling (24) \_\_\_\_\_.

Rani believes students undergo a lot of stress with schoolwork, (25) \_\_\_\_\_ and co-curricular activities. In a British study, it was found that just by watching videos of cute animals, our level of (26) \_\_\_\_\_ could be reduced hence helping to improve mental and physical health.

In the study, 19 participants showed a significant (27) \_\_\_\_\_ in stress levels in just about 30 minutes of watching cute animal videos. The experiment lasted 90 minutes. One of the animals shown in the videos were quokkas, an animal that is claimed to be the (28) \_\_\_\_\_ animal in the world.

During the experiment, participants noticed that there was a (29) \_\_\_\_\_ in their blood pressure and heart rate. People of all (30) \_\_\_\_\_ including adults and the elderly can watch these videos as it is good for their health.

**PART 4 – 10 marks**

**Practice 11:** You will hear a teenager, Farah Hani, talking about her passion for cooking. For questions **21 to 30**, fill in the missing information in each numbered space. Use **NO MORE THAN ONE WORD** for each space. You will hear the interview **twice**. Answer all questions.

**Teen Chef Champion Season 4.**



Farah Hani participated in the Teen Chef contest to meet her idol, Alicia Gomez, but she unexpectedly (21) \_\_\_\_\_ the show. Her family members and friends were happy and excited she was on the programme. She started cooking when she was five years old, and she created her first (22) \_\_\_\_\_ for a contest and discovered that cooking can take her far. She experienced a (23) \_\_\_\_\_ in the kitchen when she was baking with her cousin. The mint chiffon cake turned out so (24) \_\_\_\_\_ because they put in too much mint extract.

At the moment, she is working on her second book and preparing some dishes for an upcoming (25) \_\_\_\_\_. In the next (26) \_\_\_\_\_ years, she hopes to continue chasing her (27) \_\_\_\_\_. Perhaps she will finish college or go to (28) \_\_\_\_\_ parts of the world to continue with her food journey.

Her advice for children who are interested in cooking is that they have to follow the (29) \_\_\_\_\_ to be safe. Try to keep a flavour (30) \_\_\_\_\_ and try new foods. Most importantly, if they have a dream, it is up to them to work hard to achieve it.

**PART 4 – 10 marks**

**Practice 12:** You will hear You will hear part of a radio program on which a reviewer talks about a newly published book about a woman called Natalie Hardcastle. For questions 21 to 30, fill in the missing information in each numbered space. Use **NO MORE THAN ONE WORD** for each space. You will hear the interview **twice**. Answer all questions.



**Natalie Hardcastle**

Natalie Hardcastle and her sons lived in a house which had no running water or (21) \_\_\_\_\_ . Natalie's childhood dreams of Olympic fame were ended by a (22) \_\_\_\_\_ accident. When she met Tony Hardcastle, he was rich (23) \_\_\_\_\_ and a racing driver.

Tony's risky business deals led to financial (24) \_\_\_\_\_ leaving Natalie and her family penniless. He went to (25) \_\_\_\_\_ to try to become a racing driver again.

Natalie then decided to start a travelling (26) \_\_\_\_\_ shop and beauty parlour in the back of a van. At weekends, Natalie travelled to small outback towns in the van, taking her (27) \_\_\_\_\_ with her.

When Tony returned and make her give up her business, she soon ran out of (28) \_\_\_\_\_. Tony died suddenly in a (29) \_\_\_\_\_ and left huge debts.

The book made the reviewer think more positively of her own (30) \_\_\_\_\_.

**Part 1****Questions 1 to 7.**

*You will hear people talking in seven different situations. For questions 1-7, choose the correct answer (A, B or C). You will hear each recording twice. Answer all the questions.*

1. What should customers do if they want to return something they bought?
  - A. Don't take the price tag off.
  - B. Don't try on the garments.
  - C. Purchase products at a reduced price.
  
2. According to the text, what should you do if you're in a crowd?
  - A. Do not make any physical contact with anyone.
  - B. Make sure your bag is secure.
  - C. Use a full-face mask.
  
3. At the career fair, Anna is attempting to fill which position?
  - A. a salesperson at a retail store
  - B. a teaching assistant
  - C. a hotel receptionist
  
4. According to the text, why are things put at eye level?
  - A. To promote the week's featured products
  - B. To promote a new product line
  - C. To allow customers to see different products more easily
  
5. What is a mystery shopper's direct duty?
  - A. to observe how promoters work
  - B. to conduct product interviews
  - C. to provide feedback for company growth
  
6. To make the shoes, they had to first...
  - A. crushed
  - B. washed
  - C. coloured
  
7. From the text, we can deduce that the fashion design
  - A. follows the newest fashion trends
  - B. does not overdress
  - C. creates ensembles for leisurely ladies



## Part 2

### Questions 8 to 15

You will hear a music fan talking about the success of his favourite pop band. For answer (A, B and C). For questions 8 – 15, circle the correct answers (A, B and C).

You will hear the recording twice. Answer all the questions.

8. Which of this is not the quality of Bang Si-Hyuk wants in his new boy band?

- A. humility
- B. sincerity
- C. perfection



9. How many years did it take for Bang to finally form BTS?

- A. two
- B. three
- C. seven

10. BTS was named Bangtan Sonyeondan so that the members will:

- A. take criticism well
- B. not get stressed easily
- C. fulfil other's demand

11. What made Bang Si-Hyuk interested in Rap Monster?

- A. his intelligence
- B. his rap performance
- C. his ability to speak English

12. BTS gave a speech at the United Nations General Assembly mainly to:

- A. share their struggles in dealing with a pandemic
- B. advise people not to lose hope during a health crisis
- C. give viewers tips on how to deal with the pandemic

13. What motivated BTS A.R.M.Y fans to donate as much money as BTS for the American campaign?

- A. a sense of responsibility
- B. a strong devotion to the band
- C. an agreement with their action

14. The fact that BTS ARMY was able to match BTS' donations prove that:

- A. the fans are deeply touched
- B. the fans are very united
- C. the fans are filthy rich

15. What is BTS ARMY fans' hope for the future?

- A. to perform at the Grammys
- B. to be nominated at the Grammys
- C. to receive an award at the Grammys

**Part 3****Question 16 to 20**

You will have 5 short extracts in which teenagers are talking about their preferences when they travel. For questions 16 to 20, choose from the list (A to G) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use.

You will hear the recording twice. Answer all the questions.



- A. For me, travelling on a small-group tour is more convenient and safer.
- B. Prior to travelling and discovering hidden gems, I prefer conducting my own research.
- C. Traveling for me is all about wonderful food and spending time with my family.
- D. I prefer less-frequented natural areas and prefer to be among the locals.
- E. My travel destinations must provide adrenaline-pumping experiences for thrill-seekers like myself.
- F. I appreciate extreme sports in major cities because I enjoy photographing skyscrapers.
- G. Traveling allows me to learn more about the people's history and culture.

Speaker 1		16
Speaker 2		17
Speaker 3		18
Speaker 4		19
Speaker 5		20

## Part 4

### Questions 21 to 30

You will hear a budding artist, Jamsan, talking about his experience as an illustrator for interesting yet violent fairy tale books in the famous K-drama, "It's OK to not be OK". For questions 21 to 30, fill in the missing information in each numbered space. Use no more than one word for each space. You will hear the recording twice. Answer all the questions.



**Jamsan**

After completing his education at an art school, Jamson who wanted to become a (21) \_\_\_\_\_ applied to Kongju National University to study cartoon illustration and animation. He (22) \_\_\_\_\_ his job as an art director to become a concert artist. He was very (23) \_\_\_\_\_ when he gained 48,000 followers because of the drama "It's OK to not be OK". since he loved drawing zombies and dark fairy tales, Jamsan requested to be the illustrator for the drama. He was thrilled when the producer (24) \_\_\_\_\_ to it. However, he had to work extra hard as the illustrations played a (25) \_\_\_\_\_ role in "It's OK to not be OK". It was challenging too as Jamsan had to understand the storyline to produce the desired (26) \_\_\_\_\_. the fairy tales in the earlier series were (27) \_\_\_\_\_, but the final one was bright and vibrant. By strong public demand, the tales were (28) \_\_\_\_\_ by the production company and became bestsellers. Jamsan beamed with pride when he was thanked for creating job (29) \_\_\_\_\_ to other artists by making people no more about dark fairy tales. He hopes his next fairy tale would be completed soon. He also hopes that his international fans will also (30) \_\_\_\_\_ the amazing talents of other Korean artists.

## ANSWERS – LISTENING PAPER 4

### Practice 1

1) A    2) B    3) B    4) C    5) A

### Practice 2

Message 1 – thank, organising, invite, Friday, cousin's

Message 2 – answer, instructions, straight, 13A, left

### Practice 3

1) B    2) C    3) B    4) C    5) A    6) C    7) B

### Practice 4

1) C    2) C    3) A    4) C    5) B    6) B    7) A

### Practice 5

8) C    9) A    10) B    11) B    12) C    13) C    14) A    15) C

### Practice 6

8) B    9) B    10) C    11) A    12) C    13) A    14) C    15) B

### Practice 7

16) F                    17) B                    18) E                    19) A                    20) D

### Practice 8

1) C    2) A    3) C    4) B    5) A    6) A    7) C.    8) C.    9) C

### Practice 9

1) B    2) C    3) A    4) B    5) B    6) C

### Practice 10

1) C    2) A    3) B    4) A    5) B    6) C

### Practice 11

16) F                    17) B                    18) E                    19) A                    20) D

### Practice 12

16) F                    17) C                    18) E                    19) B                    20) A

**Practice 13**

16) G      17) F      18) D      19) B      20) C

**Practice 14**

1) E      2) A      3). C      4). B      5). F

**Practice 15**

21) inform      22) residents      23) dog      24) down      25) tuition  
26) anxiety      27) reduction      28) happiest      29) decrease      30) ages

**Practice 16**

21) won      22) recipe      23) mishap      24) bitter      25) festival  
26) five      27) dreams      28) remote      29) rules      30) journal

**Practice 17**

1) electricity.      2) riding      3) businessman.      4) disaster      5) Europe  
6) clothes.      7) children      8) money      9) fight      10) husband

**LISTENING 1119/4 – SPM FORMAT (Selangor Trial SPM Paper)****PART 1**

1) A      2) A      3) B      4) A      5) C      6) B      7) B

**PART 2**

8) C.      9) B      10) A      11) B      12) A      13) C      14) A      15) C

**PART 3**

16) A      17) B      18. E      19) C      20) G

**PART 4**

21) cartoonist      22) quit      23) surprised      24) agreed      25) central  
26) concept      27) unpleasant      28) published      29) opportunities      30) appreciate



**NOTA**