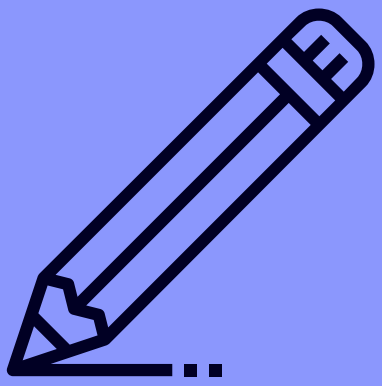


KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Johor

YAYASAN PELAJARAN JOHOR

ACE-B1 ENGLISH MODULE

Teacher's Module





A PRACTICAL COMPANION FOR TEACHERS TO ENHANCE TEACHING AND LEARNING APPROACHES

SCAN TO DOWNLOAD THIS MODULE!

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Foreword

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

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

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

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

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

Reading & Use of English

READING AND USE OF ENGLISH

PART 1: SHORT TEXTS & GRAPHIC MATERIALS

PART	TASK TYPE	NUMBER OF ITEMS	TASK FORMAT
1	3-option multiple choice (short texts)	8	Eight short texts of no more than 90 words per text, each followed by one 3-option multiple-choice item

TESTING FOCUSES
- **Understand** the **main points** in texts on a wide range of familiar topics and some unfamiliar topics - **Understand specific details and information** in texts on a wide range of familiar topics - **Guess the meaning of unfamiliar words** from *clues* provided by *other words* and by *context* on a wide range of familiar topics and some unfamiliar topics

INSTRUCTIONS TO TEACHERS:

1. Refer to the Student's Module, go through the definition of graphic materials and short texts with pupils.
2. Explain about the commonly used words and phrases when describing the graphic materials.
3. Go through the tips to ease further understanding of the requirements of the questions.
4. Go through the techniques to identify the correct answers.
5. Go through the 8 sample questions with students using the techniques.
6. Give students time to work on the 30 questions.
7. Discuss the answers.

STUDENT'S MODULE

PART 1: 3-OPTION MULTIPLE CHOICE (SHORT TEXTS)

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

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

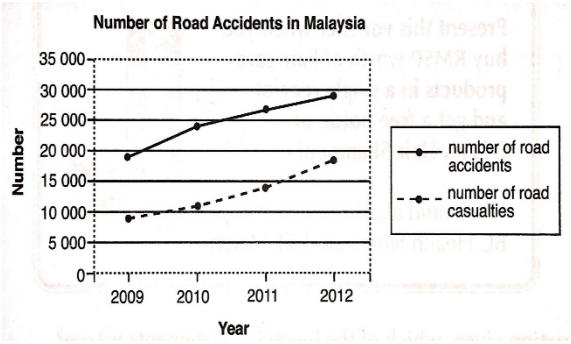
There are some commonly used words or phrases that are used when describing the graphic materials. Let's look at them.

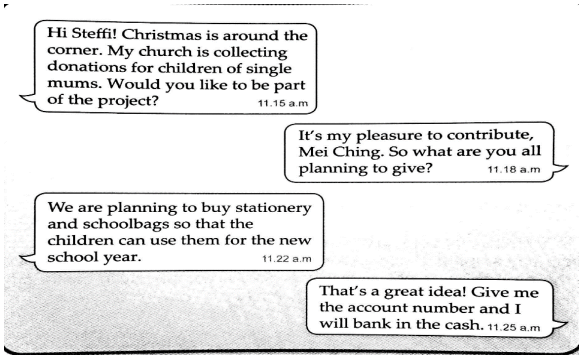
Graphic Materials	Common Words/Phrases
Announcements / Special events	• enrol now • limited seats available • inclusive of/ exclusive of • call now for reservation • visit our website
Graphs/Charts/Tables	• increased steadily • decreased sharply • the majority of the …… liked/disliked • less than/more than • lowest/highest
Promotions/Sales	• while stocks last • free gifts • discount up to • one-year warranty • negotiable

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

graph news report dialogue sign







Gunmen ambush money changers

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

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

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

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

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

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

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

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

USING KEYWORDS

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

Dean

1. How will Dean contact his teacher?

A. E-mail her.
B. Write to him.
C. Telephone her.

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

- The answer is **C**.



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

A. houses

B. public toilets /

C. shop fronts /

The key word in the question is **EXCEPT** (rule out/omit/leave out).
You will surely see this sign outside public toilets and shop fronts when there is cleaning in progress. But you **will definitely NOT put** a sign when you are cleaning your own house.

- The answer is **A**

ELIMINATING INCORRECT STATEMENTS

Dear Jasmine,

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

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

Mum

3. Based on the message, we know that Jasmine

A. is out shopping for provisions

B. is given a chore to do by her mother

C. should use a rag to remove the food

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

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



4. Based on the notice above, customers may win free handphones if they

A. spend RM300 in one receipt
B. make purchases in the pharmacy
C. take part in the lucky draw

Maybe you are a bit confused between A and C.

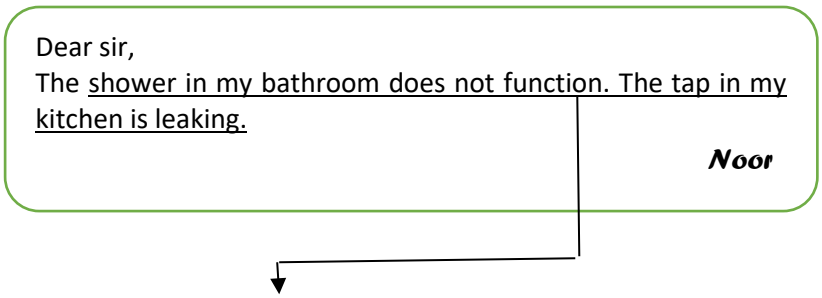
B is definitely wrong as suggested in the extra information that any purchase made at the pharmacy is not included.

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

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

- The answer is **C**.

USING CONTEXTUAL CLUES



5. Who should Noor contact to repair the taps?

A. A painter
B. A plumber
C. A carpenter

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

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

- The answer is **B.**

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

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

A painter is a person whose job is painting buildings.



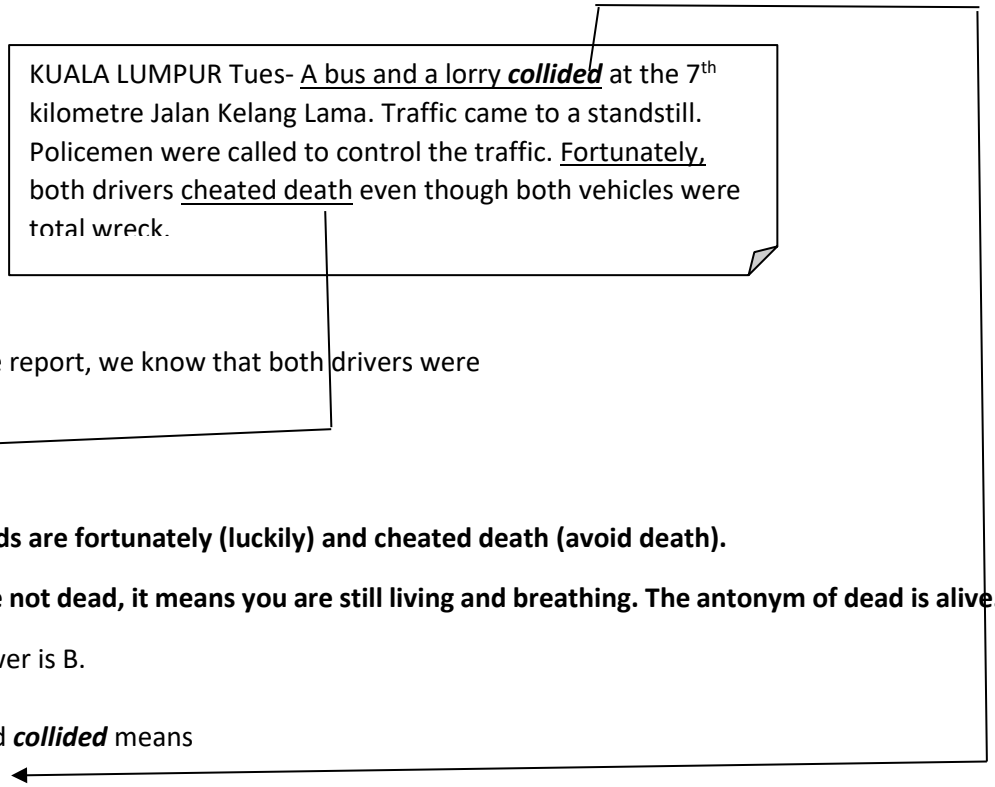
6. The notice above informs us that the café will be closed

A. due to lack of supplies
B. for repairs
C. for a week

The key word of the notice is renovation.

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

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



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

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

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

- The answer is B.

8. The word ***collided*** means
A. crashed
B. wrecked
C. damaged

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

While damage is the synonym of wreck.

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

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

NOTICES/SIGNS

Immediate vacancies for

- Receptionist
- Room attendant
- Porter

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

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

STORE CLOSING

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

THANK YOU TO OUR LOYAL CUSTOMERS.

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

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

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



4. Based on the notice, the sight-impaired man's dog might be allowed in because he is

   A. a guide dog.
   B. man's best friend.
   C. the man's pet dog.



5. Based on the sign above, we know that the owner of the shop

   A. is being robbed and in need of help.
   B. is wanted by the police.
   C. is looking for a new employee.



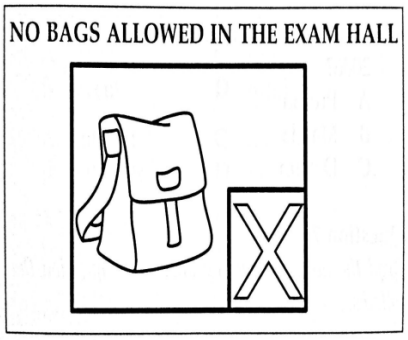
6. Based on the information, people walking their dogs at a park should

   A. bathe their dogs after walks.
   B. teach the dogs to respect the environment.
   C. pick up their dogs' waste.

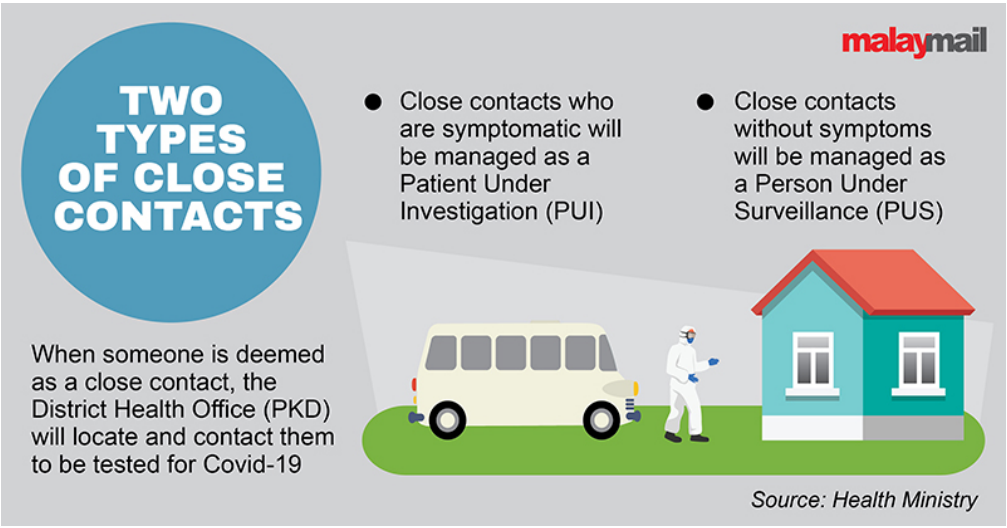


7. The sign can be found

A. in laboratories
B. at construction sites
C. at emergency exit area



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



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

REVIEWS

‘Godzilla’ opens at No 1, beating ‘Aladdin’, ‘Rocket Man’

Godzilla: King of the Monsters, opened as the top film in the US theatres toppling Walt Disney Aladdin and Elton John Rocket man.

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

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

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

THE POSSESSION OF MARIA ROSA

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

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

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

A book review: If I Never Forever Endeavour

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

Review by Hayden, age 4, southeast Michigan Mensa.

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

SHORT TEXTS

Rechargeable emergency light bulb (RELB)

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

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

David,

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

A grateful friend

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

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

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

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

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

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

Biggest Flower Bloom In The World

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

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

18. According to the extract, the Rafflesia
    A. smells bad.
    B. smells like a cabbage.
    C. looks like a corpse.

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

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

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

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

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

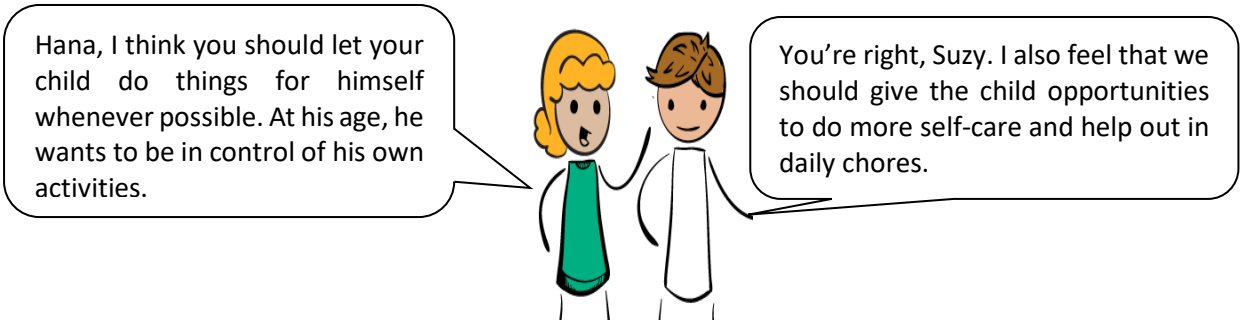
DIALOGUES



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



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



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



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

ADVERTISEMENTS

NU-ROCK BODY SPRAY

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

ALL-NATURAL FORMULA	CRUELTY FREE	A GREEN PRODUCT
Nu-Rock deodorant is made from natural mineral salts that form an invisible layer on the skin.	We assure you that no animal testing is used in any phase of product development.	Free from aluminum and paraben. Good for body, good for Earth.

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

LOVELY MORNING LIVE RADIO SHOW

- 94.2 FM / 102.6 FM

MONDAY	8AM -1PM
WEDNESDAY	8AM -1PM
SATURDAY	9AM -1PM
SUNDAY	8AM -1PM

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

EARTH DAY

- Come and join the fun!
- Share your ideas on what EARTH DAY means to you
- If you are not sure, come and listen to what your friends and family have to say.
- Tune in to FM 11, 9.00 a.m. – 11.00 a.m.
- Call 03-22787880

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

SEEKING ONLINE TRANSLATORS

Are you bilingual? Trilingual?
Do you own a computer?

- Work from home
- Choose to work part time or full time
- Set your own hours

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

PURCHASE – WITH – PURCHASE

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

29. Which of the following statements is correct about the advertisement below?

    A. To get these items at RM29.90, you have to buy something else first.
    B. To get these free gifts, you have to buy items costing RM 29.90
    C. The reusable cloth diaper costs RM29.90 whereas the diaper bag costs RM49.90

LOCAL AND IMPORTED AIR PURIFIER FOR SALE

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

HURRY, call us at 03-28889900

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

30. From the advertisement above, we know that the air purifier

    A. is meant for export.
    B. is good for asthma sufferers.
    C. is on sale until the end of the year.

ANSWERS:

1	C	11	C	21	B
2	B	12	B	22	C
3	B	13	B	23	B
4	A	14	B	24	C
5	C	15	A	25	B
6	C	16	B	26	C
7	B	17	C	27	A
8	B	18	A	28	C
9	C	19	C	29	A
10	B	20	B	30	B

PART 2: 4-OPTION MULTIPLE CHOICE CLOZE

PART	TASK TYPE	NUMBER OF ITEMS	TASK FORMAT
2	4-option multiple choice cloze	10	Extended text (250-300 words) with **10 items removed**, with **four possible options** for each item

TESTING FOCUSES
- Guess the **meaning** of **unfamiliar words** from **clues** provided by **other words** and by **context** on a **wide range** of **familiar topics** and **some unfamiliar topics** - Recognise with **little or no support** typical features at **word, sentence and text** levels of a **wide range** of **genres**

NOTE: THIS PART TESTS ON **LEXICO-GRAMMAR** KNOWLEDGE AT **B1** LEVEL

INSTRUCTIONS TO TEACHERS:

1. Refer to the Student's Module, go through the "All You Need to Know" section with pupils.
2. Go through the "Tips to Follow" section with pupils.
3. Start with the first Grammar Focus: Singular Vs Plural, Possessive Adjectives Vs Possessive Pronouns.
4. Go through Extract 1. Bring pupils' attention to the sentence with the blank. Explain to pupils how to eliminate distractors and arrive at the correct answer using the step-by-step notes provided.
5. Ask pupils to try Practice 1 and discuss the answers.

STUDENT'S MODULE

PART 2: 4-OPTION MULTIPLE-CHOICE CLOZE

ALL YOU NEED TO KNOW ABOUT PART 2:

- THIS PART COMPRISES **10 QUESTIONS**

- EACH QUESTION HAS **4 OPTIONS (A, B, C, D)**

- **1 MARK** FOR EACH QUESTION (TOTAL MARKS FOR THIS PART - **10 MARKS**)

- THE QUESTIONS FOCUS ON **GRAMMAR** AND **VOCABULARY** KNOWLEDGE

TIPS TO FOLLOW:

1. Read the text quickly to get the **main idea** of the text. Find out the **genre** of the text (factual, narrative, descriptive etc.)

2. Questions on **grammar**: Look at the items carefully at **word, phrase** and **sentence** levels. Determine the **grammar focus** involved.

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

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

3. Questions on **vocabulary**: Look at the items carefully. Choose the best word to be filled in each blank. The answers should **suit the context most appropriately** based on the **topic** or **theme** of the text.

4. For each question, **read every option (A, B, C, D) very carefully** before you choose the final answer. **Eliminate distractors** (options which are not the correct answer) by placing a cross (X) next to them with a pencil. This will help you find the correct answer easily!

GRAMMAR

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

EXTRACT 1

BIG LOVE

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

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

1 **A** their **B** theirs **C** it **D** its

LET'S TAKE A CLOSER LOOK AT THE SENTENCE:

'They' refers to elephants (plural form)

SUBJECT

THE WORD AFTER

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

The elephants' ability

NOW LOOK AT THE BLANK. PAY CLOSE ATTENTION TO THE **SUBJECT OF THE SENTENCE** AND **THE WORD AFTER**

ASK YOURSELF - Whose intelligence?

Answer: The elephants' intelligence (follow the subject – 'elephants' must be in the plural form)

Now look at the options:

1 **A** their **B** theirs **C** it ✗ **D** its ✗

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

Now we are left with options A and B

1 **A** their **B** theirs

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

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

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

We **DO NOT** say 'theirs intelligence'!

So,

1 **A** their **B** theirs ✗

The answer is **A** their ✓

TEST YOURSELF

PRACTICE 1: Fill in the blanks

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

ANSWERS

PRACTICE 1

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

INSTRUCTIONS TO TEACHERS:

1. Proceed with the next Grammar Focus: Subject-Verb Agreement, Tenses.
2. Go through the "Tip" section with the pupils.
3. Go through Extract 2. Bring pupils' attention to the sentence with the blank. Explain to pupils how to eliminate distractors and arrive at the correct answer using the step-by-step notes provided
4. Ask pupils to try Practice 2 and discuss the answers.
5. Revise the tips.

PRACTICE 2

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

EXTRACT 3

IS PRINT MEDIA DOOMED?

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

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

1 **A** is **B** are **C** was **D** were

2 **A** happen **B** happens **C** happened **D** happening

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

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

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

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

ANSWERS

PRACTICE 2

1 A

2 B

INSTRUCTIONS TO TEACHERS:

1. Proceed with the next Grammar Focus: Conjunctions and Connectors.
2. Go through Extract 4. Bring pupils' attention to the sentence with the blank. Explain to pupils how to eliminate distractors and arrive at the correct answer using the step-by-step notes provided
3. Ask pupils to try Practice 3 and discuss the answers.

STUDENT'S MODULE

GRAMMAR FOCUS: CONJUNCTIONS AND CONNECTORS

EXTRACT 4

TALKING FACE TO FACE

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

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

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

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

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

Now look at the options:

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

Read the sentences carefully. Try to understand the relations between

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

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

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

So, we can eliminate Option D

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

> **'Despite'** is used to show that something happened or is true although something else might have happened to prevent it.
>
> E.g., **Despite** all his efforts to control it, his voice is still shaking.
>
> In the extract above, the word *'despite'* does **not** really fit the blank, as *'sending someone a text'* does not really aim to prevent the second part of the sentence from happening.

Thus, Option C can be eliminated

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

> **'Although'** is used to show **contrast** between two clauses.
>
> E.g., **Although** he tried his best, he lost the competition.
>
> Similarly, the word *'although'* does **not** really fit the blank.

1 **A** If **B** Although ✕

The answer is **A** If ✓

PRACTICE 3

Fill in the blanks using suitable conjunctions or connectors.

but	despite	so	while	as	Although

1. You cannot use a Nokia charger with a Samsung phone _____ they are not compatible.

2. Teachers and social workers earn far less than the average professional athlete, _____ their important contributions.

3. The main cause of death for monkeys and chimpanzees is electrocution from electrical cables, or being hit by cars _____ crossing roads.

4. _____ Susan had danced non-stop for two hours, she did not feel exhausted.

5. Akmal missed the bus, _____ he had to wait for half an hour for the next one to arrive.

6. Tan was not one of the fastest runners, _____ he was just glad to finish the race.

ANSWERS

PRACTICE 3

1. as	3. while	5. so
2. despite	4. Although	6. but

INSTRUCTIONS TO TEACHERS:

1. Proceed with the next section, Focus: Vocabulary Knowledge.
2. Go through the "Tip" section with the pupils.
3. Go through Extracts 5 & 6. Bring pupils' attention to the sentence with the blank. Explain to pupils how to eliminate distractors and arrive at the correct answer using the step-by-step notes provided
4. Ask pupils to try Practice 4 and discuss the answers.

STUDENT'S MODULE

FOCUS: VOCABULARY KNOWLEDGE

TIP:
When you answer questions which test your **vocabulary knowledge**, it is important to:
* **read the sentences before** and **after the blank** for several times
* look for **contextual clues** which will help you find the correct answers

EXTRACT 5

DO NOT BELIEVE EVERYTHING YOU SEE

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

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

1 **A** deleted ✗ **B** edited **C** seized ✗ **D** grasped ✗

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

To take something suddenly using force

To take a firm hold of something

Thus, the answer is **B** edited ✓

EXTRACT 6

MAUSOLEUM OF THE FIRST QIN EMPEROR

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

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

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

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

A. periodical – happening often / regularly

B. historical – connected with the past

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

D. numerical – relating to numbers

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

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

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

1 **A** periodical **B** historical **D** numerical ✕

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

So, the answer is **B** historical ✓

PRACTICE 4

Choose the *best* word for each space.

1. I think the most useful _____ in the home is the fridge.

A machine **B** tool **C** appliance **D** device

2. The computer is one of the most important _____ of the 20th century.

A highlights **B** inventions **C** facilities **D** programmes

3. Governments should stop factories from pumping their _____ into rivers.

A junk **B** waste **C** litter **D** rubbish

4. We are now installing powerful lighting in the garden area to _____ thieves from trying to break in again.

A deter **B** protect **C** enable **D** detest

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

A representation **B** unemployment **C** dedication **D** disability

PRACTICE MAKES PERFECT

ANSWERS

PRACTICE 4

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

INSTRUCTIONS TO TEACHERS:

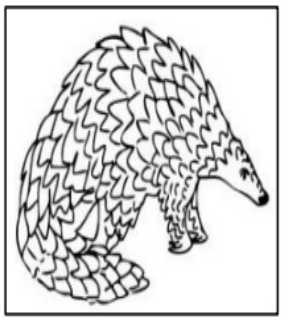
1. Ask pupils to try the sample SPM questions.
2. Discuss the answers.

STUDENT'S MODULE
SPM 2021 – 1119/1 READING AND USE OF ENGLISH
SAMPLE SPM QUESTIONS
PART 2

Questions 9 to 18

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

The Pangolin



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

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

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

Source:

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

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

ANSWERS

SPM 2021 – 1119/1 READING AND USE OF ENGLISH

PART 2

9. D	11. B	13. C	15. B	17. C
10. A	12. A	14. C	16. D	18. C

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

Part	*Task Type*	*Number of Items*	*Task Format*
3	*4-option multiple choice*	*8 (8 marks)*	*One extended text (650 – 700 words) (e.g. extract from a novel or magazine) with 8 4-option multiple choice items*

Testing Focuses
• *Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics* • *Understand specific details and information in extended texts on a wide range of familiar topics* • *Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics* • *Recognise with little or no support the attitude or opinion of the writer in extended texts on a wide range of familiar topics*

INSTRUCTIONS TO TEACHERS:

1. Discuss the useful tips to answer questions in Part 3.
2. Guide pupils to try Activity 1 (using KWL and RAP reading strategies)
3. Guide pupils to try Activity 2 (using C.H.A.T.T reading strategy)
4. Ask pupils to try Practice 1, 2, 3 and 4.
5. Discuss the answers.

STUDENT'S MODULE

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

SOME USEFUL TIPS TO ANSWER PART 3

TIPS IN ANSWERING:

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

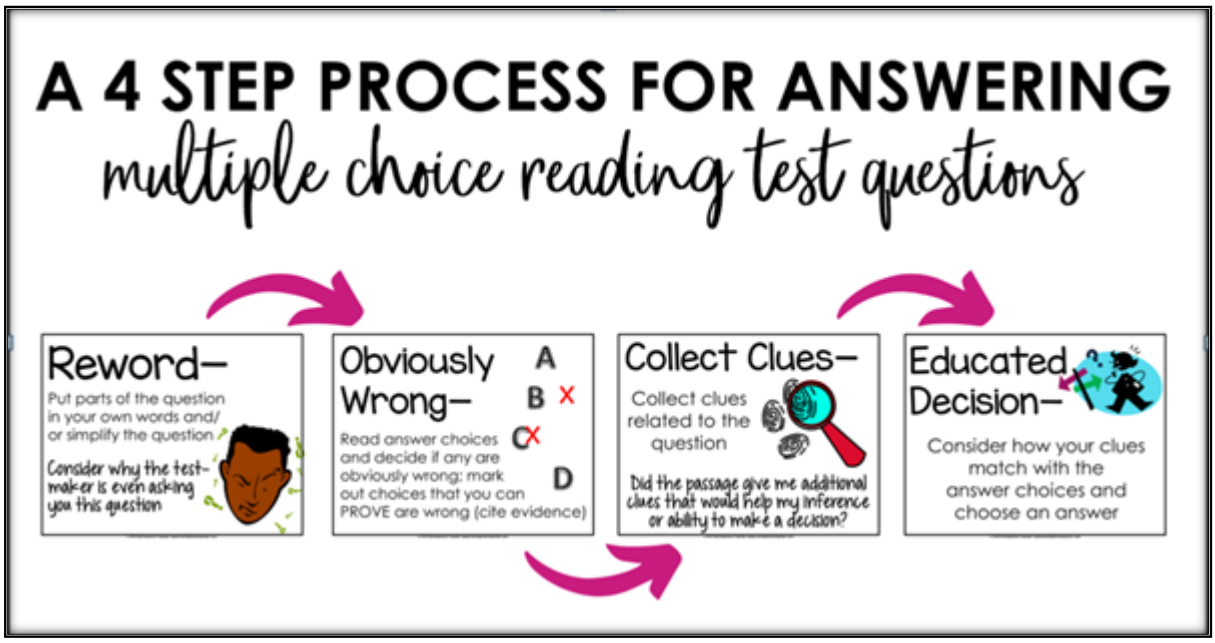


Make use of keywords

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

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

- **Identify the main idea of the passage by reading the *first* and the *last* sentence.**
  - The idea of the paragraph is stated in the topic sentence.
  - The topic sentence is almost always located in the first or last part.


A 4 STEP PROCESS FOR ANSWERING
multiple choice reading test questions
Reword–
Put parts of the question in your own words and/ or simplify the question
Consider why the test-maker is even asking you this question
Obviously Wrong–
Read answer choices and decide if any are obviously wrong: mark out choices that you can PROVE are wrong (cite evidence)
A
B X
C X
D
Collect Clues–
Collect clues related to the question
Did the passage give me additional clues that would help my inference or ability to make a decision?
Educated Decision–
Consider how your clues match with the answer choices and choose an answer

Let's try this activity!

Activity 1

TITLE : Make the Most of your Free Time

***Pre-reading* - KWL**

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

WHAT DO YOU DO IF YOU HAVE FREE TIME?		
K*now* *(Pre-reading)*	***W****ant to Know* *(Pre-reading)*	***L****earned* *(Post-reading)*
-read story books	*- how much time should I spend on reading story books*	*- I must plan*

While-reading

R A P (**R**ead - **A**sk Question - **P**araphrase)
How

1. Label the paragraphs
2. **R**ead the paragraphs
3. **A**sk yourself : Who or what is this paragraph about?
   (TIP : Read the first and the last sentences to get the main ideas)
4. **P**araphrase : Put the main ideas into your own words.

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

After reading the passage, complete the table below. **R A P** (**R**ead - **A**sk Question - **P**araphrase)

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

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

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

Let's do it another way!

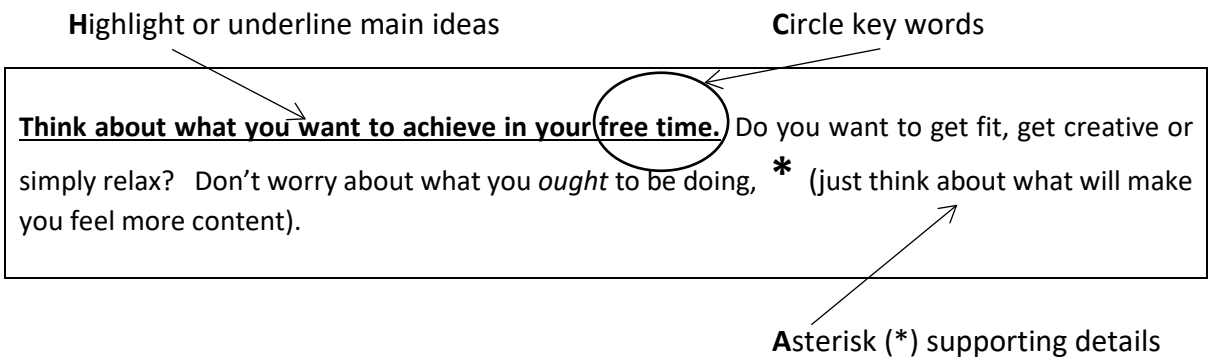
Activity 2 - C.H.A.T.T.

How?

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

1. **C**ircle key words
2. **H**ighlight or underline main ideas
3. **A**sterisk (*) supporting details
4. **T**ransfer concepts to C.H.A.T.T. sheet
5. **T**each summary statement

This is an extract from paragraph 2.



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

Make the Most of your Free Time

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

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

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

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

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

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

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

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

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

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

Adapted from: www.examenglish.com

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

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

PRACTICE 1

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

Sixteen - What now?

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

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

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

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

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

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

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

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

19. What is the aim of the article?

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

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

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

21. What is St Leopold's best school for?

A. Its facilities
B. Its tuition fees
C. Good exam results
D. Its humanities and science subjects

22. Which of the following is a requirement for one to study in Knowle Grammar School?

A. A boy
B. Pass an exam
C. Studies grammar
D. Can afford the expensive tuition fee

23. Anne wants to work with horses. Where is the best place for her to study?

A. Milldown College
B. Northacre College
C. Wyle River Academy
D. Knowle Grammar School

24. Which of the following institutions offers one who wants to be a builder?

A. Wyle River Academy
B. St Leopold's School
C. Northacre College
D. Milldown College

25. Which of the following courses is **not** available in Wyle River academy?

A. Business Studies
B. Hairdressing
C. Woodwork
D. Textile

26. What is the problem with apprenticeships?

A. They are expensive
B. There are few available
C. They will get job training
D. They don't give you any qualifications

PRACTICE 2

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

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

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

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

1. The extensive views from the village and recreation ground across the open country will be blocked by the panels and high fencing. Furthermore, once the site has been built upon, it may be considered brownfield, thus an acceptable site for housing or industrial development. It does not, therefore, comply with the local policy which states that developments must not *adversely affect the appearance or character of the landscape.*

2. The recreation ground has recently undergone major improvements including a perimeter running track, new playground equipment and seating. It is heavily used by families, sports teams and dog walkers, and is regularly used for village events. Cricket and football teams regularly use the recreation ground and it is not uncommon for balls to enter the field. Cricketers are worried that they may become liable for damage to solar panels. If teams are forced to relocate, this would adversely affect the character of the village, and may jeopardise participation in the children's teams. This goes against the National Planning Policy Framework which requires developments to *promote high quality public space* and *encourage the active and continual use of public areas.*

3. There has been no assessment of the extent to which noise from inverters and cooling fans will affect local residents.

4. As the ground beneath the solar panels will be surfaced, there will be more additional run-off of rainwater. The recreation ground already has problems with drainage, and these may be exacerbated by this development. A formal flood risk assessment must be submitted.

5. The lighting and security systems have not been outlined, it is not clear how the area will be made safe for children.

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

Adapted from: www.examenglish.com

19. What is the committee's opinion of the development?

A. It supports the development.
B. It is opposed to the development.
C. Local residents are not allowed to attend the meeting.
D. It is waiting for comments from residents before taking viewpoints.

20. Where would the solar farm be built?

A. On the recreation ground
B. In an agricultural field
C. On a brownfield site
D. On a housing estate

21. The meeting with councillors …

A. has been cancelled
B. has already taken place
C. will take place shortly
D. has been proposed, but not planned

22. Which of the following is not true of the proposed solar farm?

A. It will be surrounded by high fence.
B. The site is currently used for agriculture.
C. It will comprise of 6,890 7-foot-high panels.
D. The solar panel will be placed directly on the grass.

23. People who want to object the development are advised …

A. not to write about their personal feelings.
B. to refer to the village planning policy.
C. to send a letter in the mail.
D. to call the authority.

24. What is inferred about the brownfield?

A. A brownfield site is not a suitable location for a solar farm.
B. It is easier to get permission to develop brownfield site.
C. There are too many brownfield sites in the village.
D. It has undergone many improvements.

25. Teams may no longer play on the recreation ground because …

A. spectators will not want to watch matches at the recreation ground.
B. parents will be worried about their children's safety.
C. players will be worried about damaging the panels.
D. players are worried of their safety.

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

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

PRACTICE 3

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

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

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

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

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

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

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

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

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

Adapted from: www.examenglish.com

19. What can be inferred from the text?
    A. Holly is new to this part of the town.
    B. This is Holly's first time living away from home.
    C. Holly visited the house before deciding to move in.
    D. Holly already knows someone who lives in this house.

20. Where is Knox Road?

    A. In a housing estate
    B. In a town centre
    C. In the suburb
    D. In a village

21. Which word best describe Knox Road?

    A. run-down
    B. austere
    C. pristine
    D. quaint

22. What can be inferred about the character of Holly?

    A. She is a day dreamer
    B. She is prejudiced
    C. She is ambitious
    D. She is reckless

23. Which word does NOT describe the man who answered the door?

    A. distinguished
    B. ill-mannered
    C. unreceptive
    D. unkempt

24. Which one is NOT true of Holly's room?

    A. It is furnished
    B. It is on the fourth floor
    C. It has en suite bathroom
    D. It is at the front of the house

25. What aspect of the house most disappoints Holly?

A. her housemate
B. the furniture
C. the décor
D. the view

26. Which best describes the change in Holly's emotions?

A. eager → nervous
B. nervous → optimistic
C. optimistic → disillusioned
D. disappointed → resigned

PRACTICE 4

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

The World of Parkour

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

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

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

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

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

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

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

Adapted from: www.examenglish.com

19. Why did George Herbert develop *parcours du combattant*?

A. He had athletic ability
B. He saw how it could save lives.
C. He saw native people doing it in Martinique
D. He saw how the French were poor at negotiating obstacles

20. The natural method was …

A. passed to his brother
B. replaced by Hébert's new discipline
C. widely practiced by the French military
D. taught to Hébert by indigenous people

21. Which of the following statements true about Raymond Belle?

A. He was trained by George Hebert.
B. He gave the discipline its new name.
C. He combined martial arts with parkour.
D. He was a notable practitioner of the natural method.

22. How does freerunning different from parkour?

A. It is faster
B. It is more creative
C. It is more challenging
D. It is more efficient

23. What brought parkour and freerunning to an international audience?

A. A talk show
B. A British documentary
C. A video sharing website
D. TV appearance and interviews

24. According to practitioners, where is the best place to do parkour or free-running?

A. In cities
B. In villages
C. In safe facilities
D. Wherever you like

25. Which of the following is NOT true about freerunning?

A. They use only urban areas
B. There are now international competitions
C. There are a large number of reported injuries.
D. Practitioners often cause damage to public property.

26. Parkour and freerunning practitioners …

A. avoid taking risks
B. do not value freedom
C. rely on their own bodies
D. require a lot of equipment

.

ANSWERS

Practice 1	Practice 2	Practice 3	Practice 4
19. B	19. D	19. B	19. B
20. B	20. D	20. C	20. C
21. A	21. C	21. A	21. C
22. A	22. B	22. A	22. D
23. A	23. A	23. A	23. B
24. C	24. C	24. C	24. B
25. D	25. D	25. D	25. C
26. C	26. B	26. C	26. A

PART 4: GAPPED TEXT

Part	*Task Type*	*Number of Items*	*Task Format*
4	G*apped text*	*6*	A text (350-450 words) from which 6 sentences have been removed and placed in jumbled order after the text. Candidates decide from where in the text the sentences have been removed.

Testing Focuses
• **Understand the main points** in extended texts on a wide range of familiar topics • **Understand specific details and information** in extended texts on a wide range of familiar topics • **Guess the meaning of unfamiliar words** from *clues* provided by *other words* and by *context* on a wide range of familiar topics and some unfamiliar topics • **Recognise** with *little* or *no* support **typical features at word, sentence and text levels** of a wide range of **genres**

INSTRUCTIONS TO TEACHERS:

1. Explain to the pupils what gap text is by referring to the sample question.
2. Go through the tips on how to tackle a gapped text.
3. Explain to pupils how to understand the connection between sentences in a text.
4. Explain to pupils how to trace the missing sentence using contextual clues, reference words/ phrases and identifying the linking idea.
5. Guide pupils to go through Practice 1 and discuss the answers.
6. Explain the “Step By Step Guide” to pupils.
7. Guide pupils to go through Practice 2.
8. Ask pupils to try Exercises 1 & 2 and discuss the answers.

STUDENT'S MODULE PART 4 (GAPPED TEXT): SAMPLE QUESTION

A Camp for Future Leaders

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

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

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

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

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

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

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

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

Source:

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

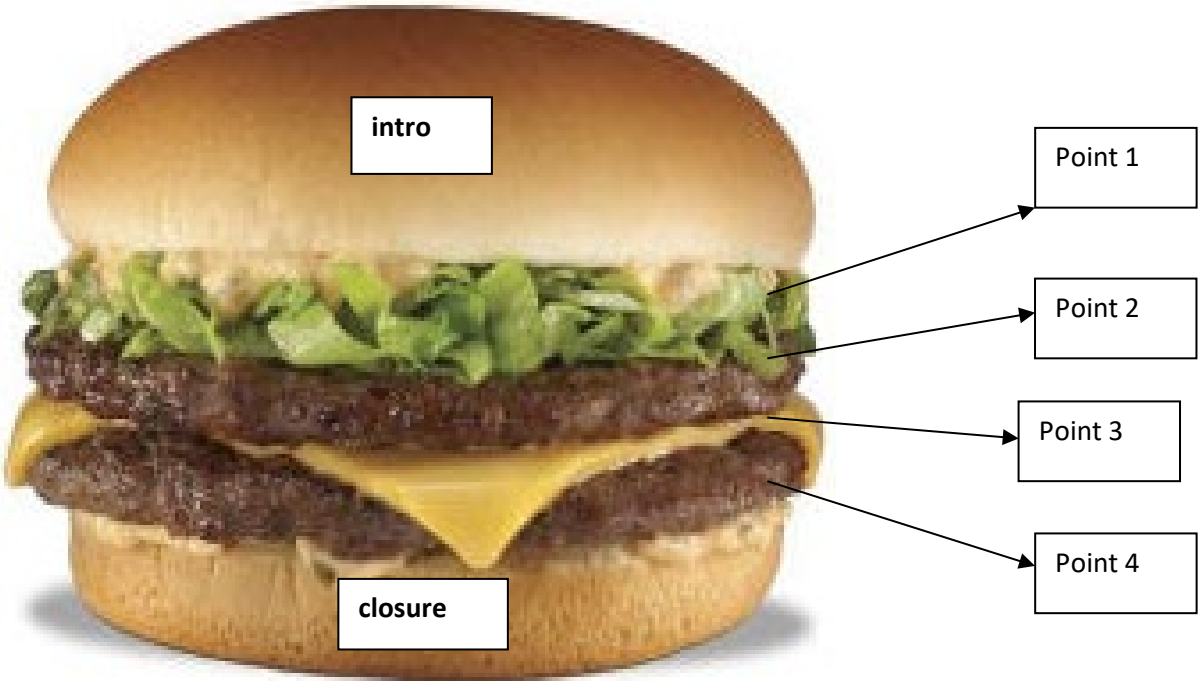
Tips

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

UNDERSTAND THE CONNECTION BETWEEN SENTENCES IN A TEXT

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

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



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

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

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

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

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

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

Introduction	*E-books are becoming more and more popular*
Body Paragraph	**Point 1-** *more eco-friendly than paper books* **Point 2-** *more convenient* **Point 3-** *e-book collections* **Point 4-** *don't have to wait for opening hours*
Closure	*e-books will eventually take the place of paper books*
Linking words	*Firstly, Besides, Furthermore, For instance, in addition to, In other words, The way I see it*

HOW TO TRACE THE MISSING SENTENCE?

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

2. **USE REFERENCE WORDS / PHRASES**

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

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

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

Example :

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

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

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

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

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

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

3. IDENTIFY THE LINKING IDEA

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

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

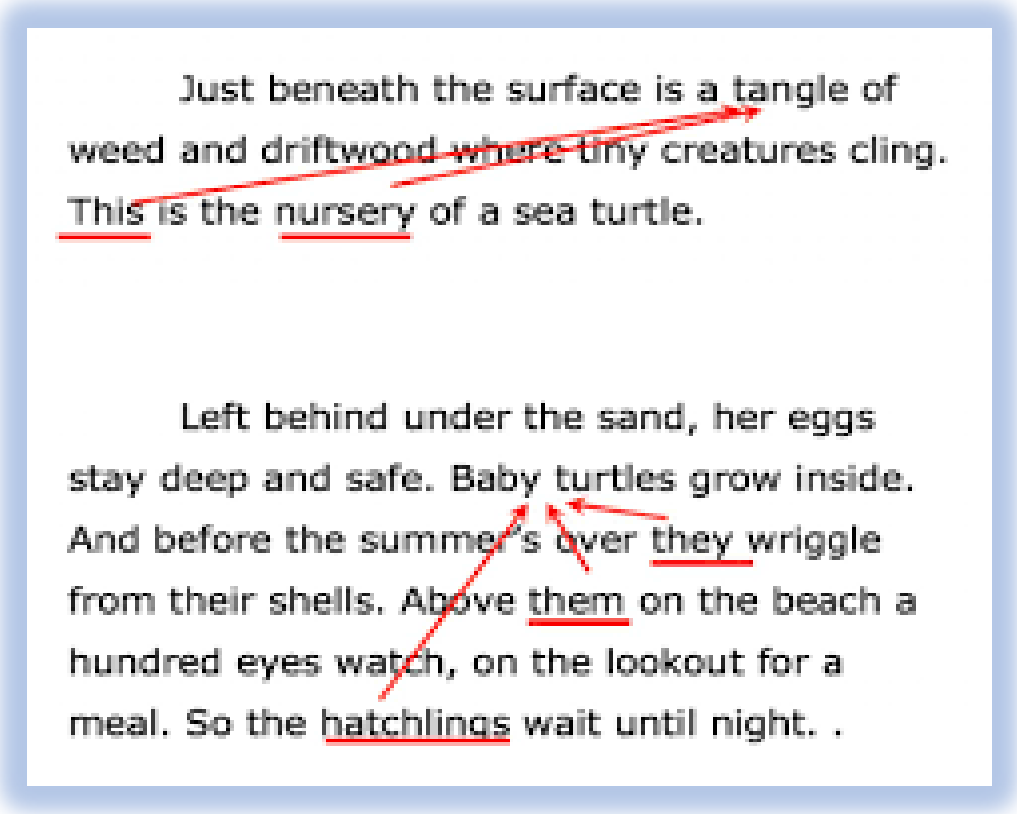
Result	Order	Illustration
As a result	Firstly	For instance
Consequently	Next	For example

Due to Thus, Therefore	Last but not least Prior to	As an example

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

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

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



PRACTICE 1

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

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

STEP BY STEP GUIDE

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

Questions 27 to 32

A Camp for Future Leaders

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

Comment:
The title gives us an idea of what the text is about.
The introduction gives a general idea of the writer's progress - from being **unsure at the beginning** to getting **a positive result at the end** of the camp.

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

Comment:
Main idea: activity that motivates and boost confidence.
Example: Speak Easy activity
Contextual clues: horror feeling, facilitators made it compulsory (not done willingly), we had no choice

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

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

Comment:
Main idea: a workshop on how to deal with disciplinary cases
Contextual clues: disciplinary cases, safest way possible, taught how to deal with the difficult situations (disciplinary), to be shared with new prefects

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

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

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

Comment:
Main idea: activity which had most impact.
Contextual clues: learn not to judge others based on looks or position, useful approach for everyday life

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

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

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

Comment:
Main idea: enjoyable experiences.
Contextual clues: the truth I was homesick,

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

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

Now it is your turn to do number 31 and 32. Try to apply what you have learned above.
PRACTICE 2

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

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

Comment:
Main idea:
Contextual clues:

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

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

Comment:
Main idea:
Contextual clues:

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

EXERCISE 1

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

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

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

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

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

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

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

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

A Many shops use carpets to slow your speed.

B The way that products are displayed also plays a very important role.

C Retailers are playing with your mind.

D Retailers have been using different techniques to increase their sales for years.

E This is why in food shops major items such as bread and milk are placed at the back.

F However, customers tend to buy more than what they need.

G This is not by accident.

H Customers can go out easily.

[*6 marks*]

EXERCISE 2

WHODUNNIT?

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

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

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

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

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

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

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

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

Answer Options :

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

ANSWERS

	EXERCISE 1	EXERCISE 2
27	D	F
28	B	D
29	G	A
30	A	G
31	E	B
32	C	C

PART 5: MATCHING AND INFORMATION TRANSFER

Part	*Task Type*	*Number of Items*	*Task Format*
5	*Matching and Information Transfer*	*8*	Various input types with a total word count of no more than 370 words. Task could include completion of notes, diagrams, matching tasks and short answer questions.

Testing Focuses

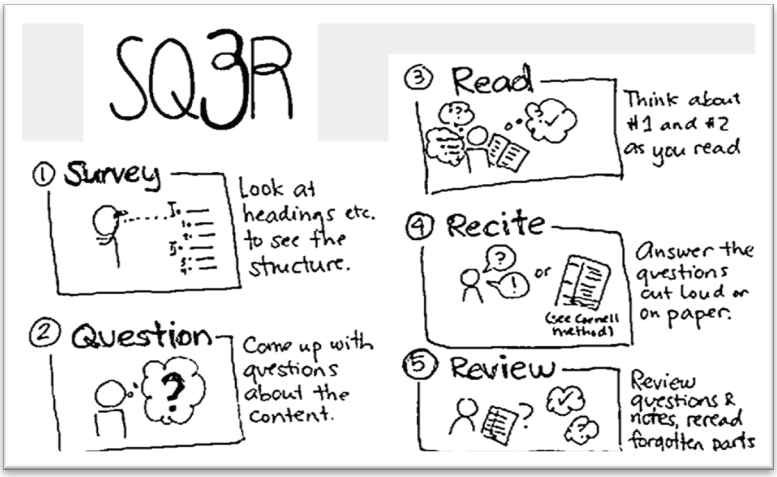
- **Understand the main points** in extended texts on a wide range of familiar topics and some unfamiliar topics.
- **Understand specific details and information** in extended texts on a wide range of familiar topics
- **Guess the meaning of unfamiliar words** from *clues* provided by *other words* and by *context* on a wide range of familiar topics and some unfamiliar topics
- **Recognise** with *little* or *no* support **typical features at word, sentence and text levels** of a wide range of **genres**

PRACTICE 1

THEME	PEOPLE & CULTURE
TOPIC	IMAGE (FORM 4- MODULE 8) Visiting Murals in Malaysia
LEVEL	B1 – C1
ACTIVITY 1	
READING STRATEGY	**SQ3R**
Pre reading	**3.1.1** **S- Survey**: Pupils survey the content 1. Teacher asks pupils to skim the text for two minutes. 2. Teacher asks pupils these questions: - What is the text about? (*Wonderful murals in Malaysia*) - How many murals are mentioned in the text? (*six*) **Q- Question:** Pupils create questions using Wh-Qs 1. Teacher asks pupils to list down 3 questions they want to know about the text. For example: - *What is the name of the mural?* - *Who painted the mural?* - *Where is it located?* - *What is the mural about?*

While reading	**3.1.2** R- Read: Pupils read actively. While reading, they highlight the answers to the questions they created. 1. Teacher explains how to read actively. 2. Using a highlighter or red/blue pen, pupils need to highlight or underline the information that corresponds to their questions.
Post reading	**3.1.5** **R- Recite:** Pupils recite the information gathered. 1. Teacher assigns each pupil an excerpt from the text *Murals on the Street* 2. Everyone must jot down the important information about the excerpt they have read. 3. Teacher asks pupils to sit in a group. Each group will have 6 members who jot down the keywords and important information from different excerpts. (For Pdpr, teacher may simply assign pupils to different breakout rooms with 6 pupils each) 4. In their group, pupils share the information they jot down with each other whilst the teacher monitors their progress. **R- Review:** Pupils review their findings. 1. Pupils organise the information into a graphic organiser or i-Think Map from each member. 2. Based on the graphic organiser/i-Think Map, the group members then decide which mural that they would like to visit together and give at least two reasons for their decision. 3. Each group present their graphic organiser/i-Think map to the class and share their decision and reasons on which mural that they would like to visit. 4. Teacher will check on the correct keywords while the students are presenting

ACTIVITY 1 : Reading with SQ3R.



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

Murals on the Street

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

(A) Children on the Swing (Louis Gan)

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

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

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

(C) BRAVE (Anokayer and Yumz)

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

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

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

(E) Melaka River Arts Project

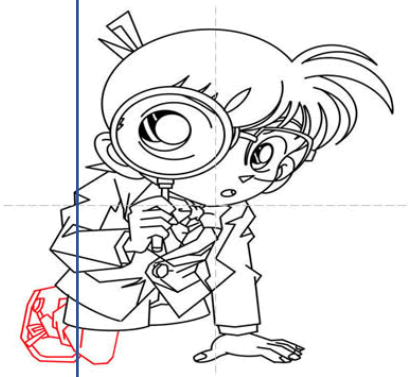
To boost the art scene in Melaka, nine artists came together to paint their works on the walls of historical shophouses along the river in Jalan Kampung Hulu. Known as Project ARM, these artworks are designed to highlight the beauty of Melaka. A walk along the other side of the river gives visitors a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

(F) Suara Anak Malaysia (Happy Human)

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

Adapted from
https://theculturetrip.com/asia/malaysia/articles/the-best-mural-artworks-in-malaysia/

Write your questions here!

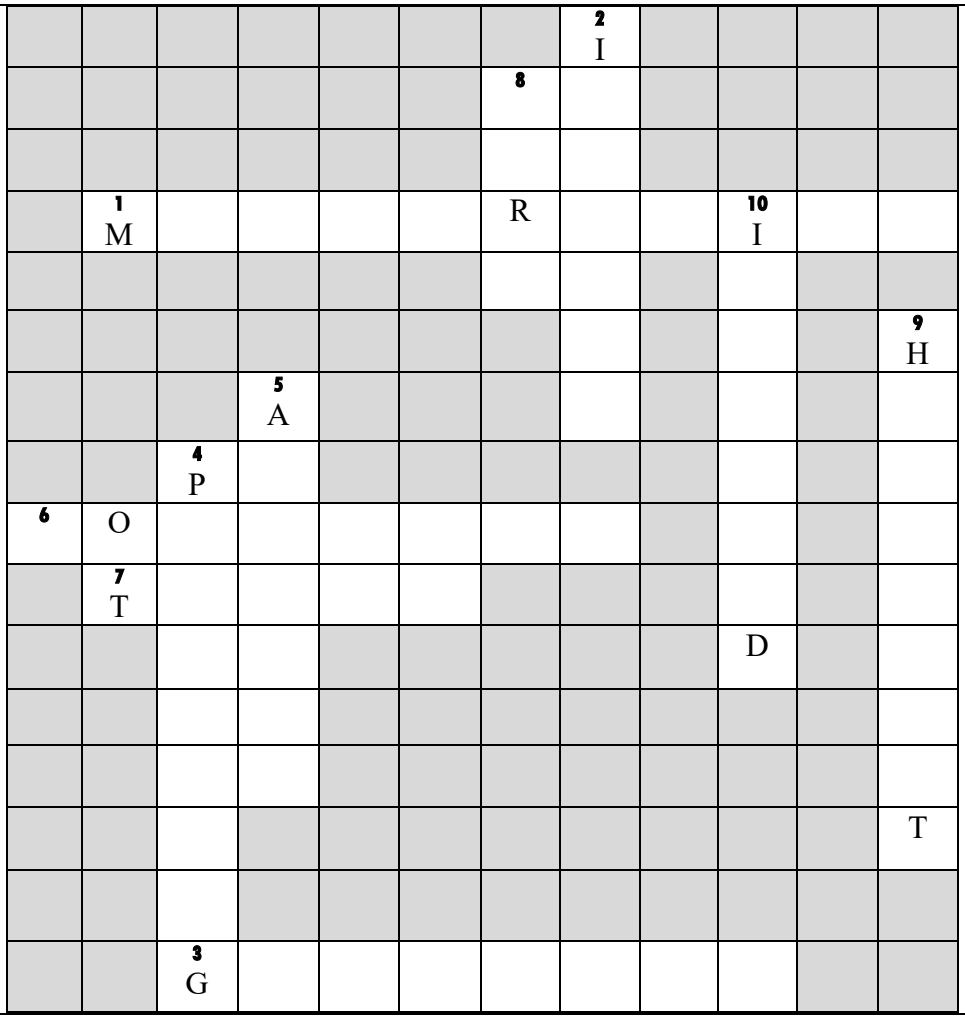


ACTIVITY 2 : Enriching vocabulary

Teacher gives a cross-word puzzle exercise to assist pupils' understanding on important vocabulary found in the text:

Across
1. Her beauty is definitely mesmerizing.
3. He began his career as a graffiti artist.
6. There was a family portrait of the Simpsons.
7. Reggie climbed the water tower to spray graffiti.

Down
2. It's a painting of a beautiful insight.
4. Petronas has always been promoting Street Art projects over the years.
5. Kenji's artwork has received international recognition.
8. He has a positive aura.
9. The news became the highlight of the week.
10. Their works of art are inspired by their Master's.



ACTIVITY 3 **:** Matching up the keywords.

1. Teacher guides pupils to do the task by following the instructions in students' copy.
2. Teacher explains the tips below before proceeds with the exercise:

Tips

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

Exercise 1: Questions 33 to 36

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

No	Statements	Paragraph
33	The artwork shows two friends who come from different backgrounds, play a traditional game.	__B__

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

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

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

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

2. **Contextual clues**:

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

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

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

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

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

ACTIVITY 4	
Classifying keywords and synonyms/ meaning in context.	Teacher explains the instructions in students' copy on how to do the task. (It is more on independent learning)

Classifying keywords and contextual clues/synonyms.

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

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

ACTIVITY 5 : Understanding context and transferring information.

Teacher guides pupils to do the task by following the instructions in students' copy.

Tips

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

Question 37 to 40

You are excited to follow your sister on a trip for her assignment, so you decided to ask your friend who lives in the city to join you. Complete the email below using the information from the text.
Choose **no more than one word** *from the text for each answer.*

Subject:	Penang, here I come!
From:	sarah@hotmail.com
To:	annie@hotmail.com

Dear Annie,

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

Love,
Sarah

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

Dear Annie,

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

(A) Children on the Swing (Louis Gan)

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

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ACTIVITY 6 : Reflecting.

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



a) Why is it important to preserve Malaysian culture on the walls in a form of murals especially in big cities in Malaysia?

b) Is graffiti considered as an art or an eyesore? Why?

Reflection	**HOTS** Teacher wraps up the lesson on points to ponder on the topic: 1. Why is it important to preserve Malaysian culture on the walls in a form of murals especially in big cities in Malaysia? 2. Is graffiti considered as an art or an eyesore? Why?

PRACTICE 2

THEME	PEOPLE & CULTURE
TOPIC	HAPPY TO HELP (FORM 5- UNIT 12) At Customer Service
LEVEL	B1
ACTIVITY 1	
READING STRATEGY	**PARApoint**
Pre reading	**3.1.1** **P- Preview**: Pupils survey the content 1. Teacher asks pupils to skim the text for two minutes. 2. Teacher asks pupils these questions: - What is the text about? (using different expressions at customer service)
While reading	**3.1.2** **A- Analyse:** Pupils read actively. While reading, they highlight important points 1. Teacher explains how to read actively. 2. Using a highlighter or red/blue pen, pupils need to highlight or underline the information that they deem important.

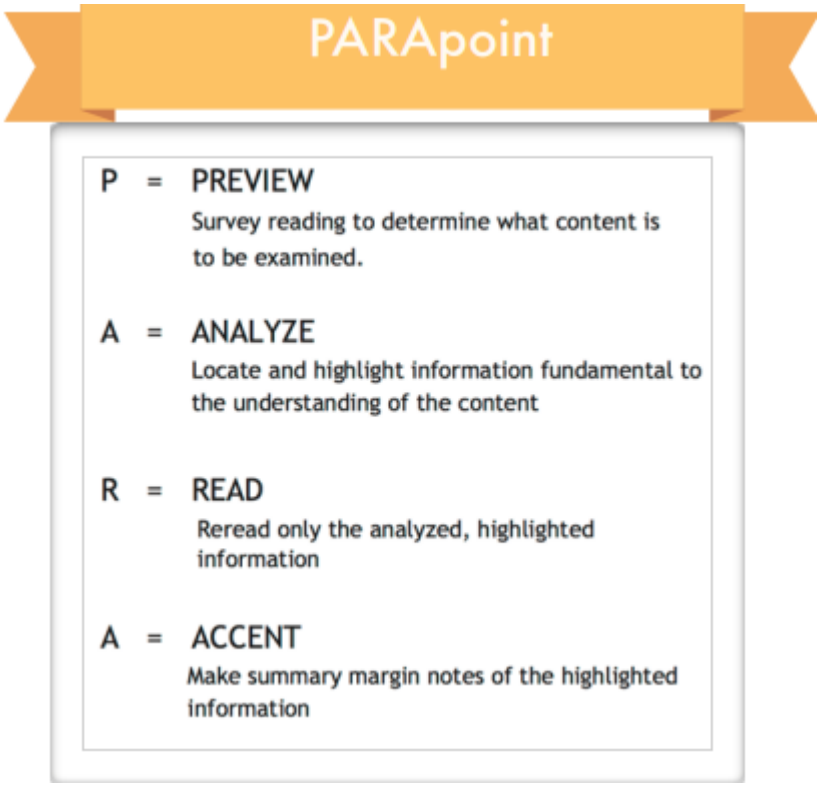
Post reading	**3.1.5** **R- Reread:** Pupils reread only the highlighted information. 1. Teacher asks pupils to work in pairs and share the information they have highlighted with each other. **A- Accent:** Pupils sum up what they have learnt from the text. 2. Pupils discuss their findings and write a brief summary of the text.

STUDENT'S MODULE

THEME : PEOPLE & CULTURE

TOPIC : HAPPY TO HELP

ACTIVITY 1 : Reading with PARApoint.



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

AT CUSTOMER SERVICE

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

A. "I'd love to help."

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

B. "Certainly."

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

C. "It would be my pleasure."

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

D. "You got it."

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

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

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

F. "At your service."

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

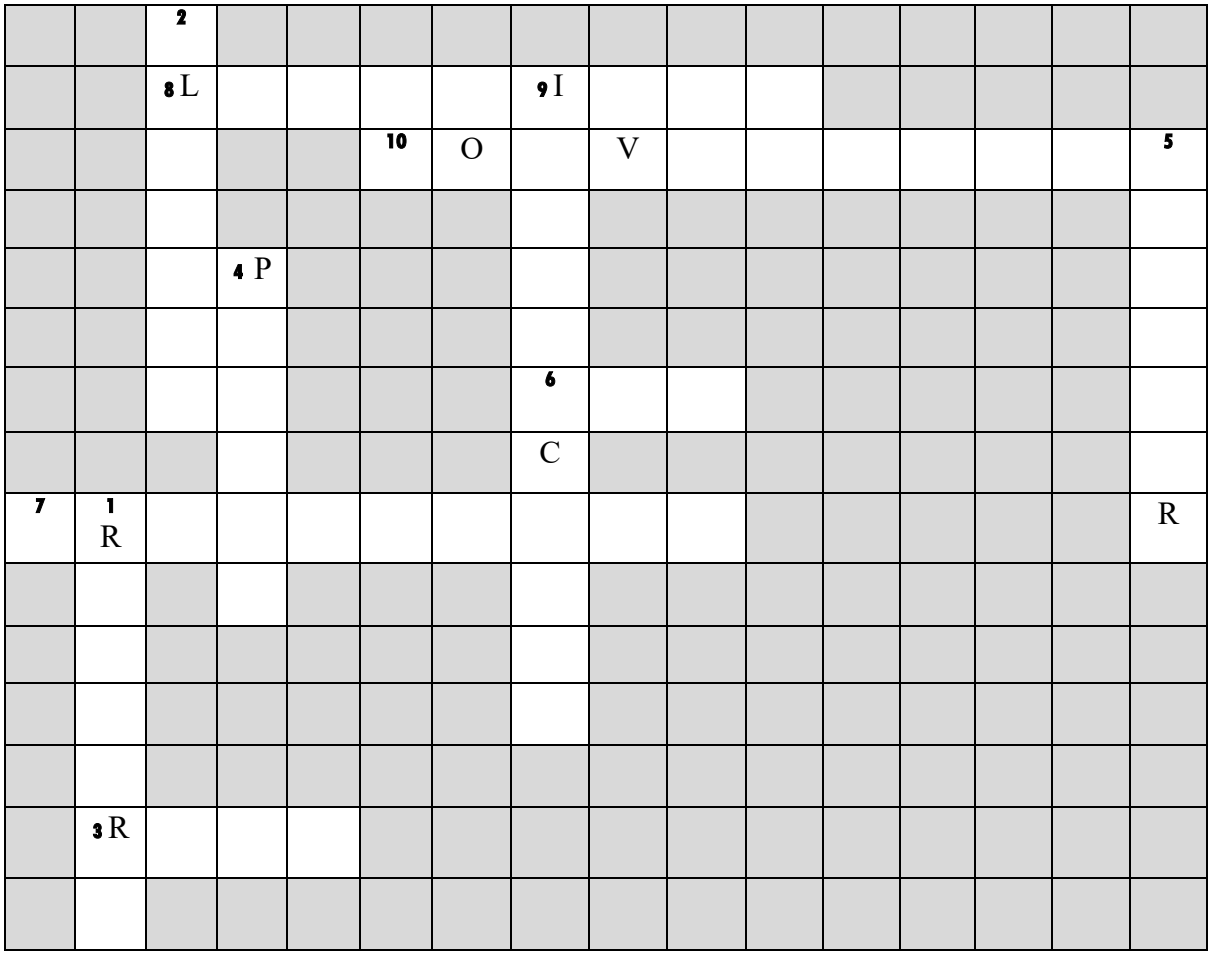
Adapted from
https://blog.hubspot.com/service/happy-to-help

Write your summary here!



ACTIVITY 2 **:** Enriching vocabulary

Teacher gives a cross-word puzzle exercise to assist pupils' understanding on important vocabulary found in the text.



Across

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

Down

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

ACTIVITY 3 **:** Matching up the keywords
Teacher guides pupils to do the task by following the instructions in students' copy.

Exercise 2: Questions 33 to 36

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

33 A guest at a hotel complains that there is a problem with the air conditioning at her room. __B__

34 An insurance policy holder calls his agent to claim his medical bill. __D__

35 A guest at a fine-dining restaurant requests a full course meal to be served. __F__

36 A telehealth psychology consumer calls the customer service to book a session. __E__

ACTIVITY 4 : Recognising the writer's attitude
Teacher guides pupils to do the task by following the instructions in students' copy.

Use your dictionary to identify the meaning of the **adjectives** listed below:

Adjectives	Meaning
1. Agreeable	- willing to agree to something
2. Classy	- stylish and sophisticated
3. Dependable	- trustworthy and reliable
4. Efficient	- working in a well-organised and competent way
5. Helpful	- giving or ready to give help
6. Hopeful	- Feeling or inspiring optimism about a future event

ACTIVITY 5 : Recognising the writer's attitude
Teacher guides pupils to do the task by following the instructions in students' copy.

All these **expressions** are taken from the text. Reread the text before you sum up the attitude of the writer. Use the appropriate adjective from the list above.

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

ACTIVITY 6 : Recognising the writer's attitude
Teacher guides pupils to do the task by following the instructions in students' copy.

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

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

Answers: 1.d 2.c 3.f 4.e 5.b 6.a

ACTIVITY 7 : Recognising the writer's attitude
Teacher guides pupils to do the task by following the instructions in students' copy.

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

Questions 37 to 40
Complete the gapped text below using the information from the text.
Choose **no more than one word** *from the text for each answer.*

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

Answers: 37. support 38. convenience 39. interaction 40. available

ACTIVITY 8 : Reflecting.
Teacher wraps up the lesson on points to ponder on the topic:

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

a) How would you define good customer service?

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

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

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

Now, let's do some exam practice!



EXAM PRACTICE 1

Questions 33 to 40

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

Teens on Community Service

A- SHAH, 16 years old

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

B- JULIE, 14 years old

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

C- HOCK LIM, 17 years old

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

D- AMELIA, 13 years old

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

E- JEREMY, 15 years old

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

F- AIDA, 17 years old

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

Questions 33 to 36

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

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

What We Know About Community Service

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

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

EXAM PRACTICE 2

Questions 33 to 40

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

How to spot fake news

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

A - Check the source

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

B - Watch out for fake photos

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

C - Check the availability of the story

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

D – Check whether it "sounds right"

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

E – Examine the evidence

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

F – Develop a critical mindset

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

Questions 33 to 36

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

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

Question 37 to 40

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

Complete the email below using the information from the text.

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

Subject:	Protect yourself from fake news
From:	suzanne@hotmail.com
To:	mimi@hotmail.com

Dear sis,

Hi, how's life? Lately your post sounds quite emotional. I know it's hard to cope in this pandemic situation, but be careful of what you read. I don't want you to become the victim of fake news. Well, if you're not sure of the (**37**) _____, click on the 'About' page for the details. Some fake news could reach you as the engine keep track of your history and learn about your preference. So, they will try to (**38**) _____ you the content accordingly. Therefore, you must be (**39**) _____ as you read the news and ask some questions to yourself before deciding to believe it. The key point here is to use your (**40**) _____ sense! I hope that'd be helpful.

Can't wait to see you. Stay safe!

Love,

Suzanne

Answers:

EXAM PRACTICE 1	33. B 34. F 35. A 36. C	37. shelter 38. entertain 39. parties 40. meaningful
EXAM PRACTICE 2	33. B 34. F 35. C 36. E	37. source 38. feed 39. critical 40. common

Writing

PAPER 2 WRITING MODULE (GRAMMAR REVISION)

HOW TO USE THE MODULE (GRAMMAR REVISION)

1. The module comprises some grammar elements which are useful in writing process for B1 level students.
2. Pupils are encouraged to start with Grammar Revision to help pupils familiar with the grammar rules and apply them when writing sentences in the essay.

GRAMMAR REVISION ANSWERS

TEACHER'S NOTE:
Ask pupils to identify common punctuation marks before starting the practice. Remind pupils on the use of capital letters to begin their sentences.

PUNCTUATION (PRACTICE 1)

Punctuate the sentences using capital letter and appropriate punctuation marks.

1. after school they went out to dinner

   After-school, they went out to dinner.

2. we had pizza beef steak onion ring and iced lemon tea at a new café last night

   We had pizza, beef steak, onion ring and iced lemon tea.

3. are you going to the movies asked lisa

   "Are you going to the movies?" asked Lisa.

4. kim said your signal is breaking up

   Kim said, "Your signal is breaking up."

5. what I cant believe you did this to her

   What? I can't believe you did this to her!

6. my uncle drives a silver bmw

   My uncle drives a silver BMW.

7. eat some green leafy vegetables such as broccoli cabbage or lettuce every day

   Eat some green leafy vegetables such as broccoli, cabbage or lettuce every day.

8. Seans performance at school has greatly improved

   Sean's performance at school has greatly improved.

9. the newspaper did not publish the news however it appeared in time magazine

   The newspaper did not publish the news, however, it appeared in Time magazine.

10. madam loo the director of the programme gave the students a welcoming speech

    Madam Loo, the director of the programme, gave the students a welcoming speech.

TEACHER'S NOTE:
Explain ways to elaborate points and expand sentences before pupils start the practice. Encourage pupils to stretch their own sentences before showing the suggested answers.

HOW TO STRETCH YOUR SENTENCES (PRACTICE 1)

Use points given to stretch your sentence.

Pupils own answer / Suggested answers

1. Point : **My father drove**

   Expansion: **My father drove a new silver BMW to the office yesterday.**

2. Point: **His little brother cried**

   Expansion: **His little brother cried after his mother left for work.**

3. Point: **stay healthy**

   Expansion: You should exercise regularly to stay healthy.

   Elaboration: **For example, you can jog for 30 minutes a day to strengthen your muscles.**

4. Point: **cyber bullying has bad effects**

   Expansion: Cyber bullying is dangerous as it has bad effects to the children.

   Elaboration: **They may experience fear, anxiety, low self-esteem and depression.**

5. Point: **plastic bags are harmful**

   Expansion: Plastic bags are harmful to the environment.

   Elaboration: **It takes many years for plastic bags to break down.**

6. Point: **stress – health problems**

Expansion: Firstly, stress can cause health problems.

Elaboration: **There are many illnesses caused by stress, for instance, headaches, diabetes and heart problems.**

7. Point: **children earn pocket money**

Expansion: Parents should allow their children to earn pocket money.

Elaboration: **They will learn to value money as they have to work hard to earn it.**

8. Point: **extreme sports – popular among teenagers**

Expansion: Extreme sports are very popular among active teenagers these days.

Elaboration: **They are adventurous to try out activities like rock climbing, flying fox, parkour or hiking.**

9. Point: **online gamers become lazy**

Expansion: Online gamers become lazy because they do not exercise every day.

Elaboration: **As a result, they have weak muscles and become obese.**

10. Point: **wear face mask**

Expansion: **We must wear face mask in crowded public areas and on public transport.**

Elaboration: **Wearing face mask can help prevent the spread of Covid-19**

TEACHER'S NOTE:
Ask pupils to underline the mistake in each sentence to help them identify the correct sentence out of two sentences.

COMMON MISTAKES IN WRTING (PRACTICE 1)

Put a tick for correct sentences.

1. Susan gave me a real nice bouquet of flowers.	
1. Susan gave me a really nice bouquet of flowers.	/

2. I visited Langkawi last weekend.	/
2. I have visited Langkawi last weekend.	

3. Although I was fearless, things changed after the accident.	/
3. Although I was fearless but things changed after the accident.	

4. Many people lost their life at the sea.	
4. Many people lost their lives at the sea.	/

5. Fire broke out in our village.	
5. A fire broke out in our village.	/

6. On her way back, Diana found a gold man's watch.	
6. On her way back, Diana found a man's gold watch.	/

7. After putting her book in the bag, Amirah lost it.	
7. Amirah lost the book after putting it in the bag.	/

8. He was bored in the class.	/
8. He was boring in the class.	

9. The new employee has been here for three months.	/
9. The new employee has been here since three months.	

10. Selena is a blogger who likes ice cream.	/
10-. Selena is a blogger that likes ice cream.	

TEACHER'S NOTE:
Explain the use of Past Simple in the essay especially in the story writing before asking pupils to do the practice.

PAST SIMPLE (PRACTICE 1)

Fill in the blanks with the correct Past Simple answers given below.

1. broke
2. cooked
3. brought
4. bought
5. taught
6. scolded
7. refused, wanted
8. slept, was
9. found
10. got

TEACHER'S NOTE:
Explain the use of Present Simple in the essay before asking pupils to do the practice.

SIMPLE PRESENT (PRACTICE 1)

Fill in the blanks with the correct Present Simple answers given below.

1. complete
2. speaks
3. drinks
4. brings
5. cooks
6. drives
7. pray
8. allow
9. writes
10. goes

TEACHER'S NOTE:
Explain the use of Present Continuous in the essay before asking pupils to do the practice.

PAST CONTINUOUS (PRACTICE 1)

Fill in the blanks with the correct Past Continuous answers given below.

1. was sleeping
2. was eating
3. were playing
4. was having
5. were doing
6. was conducting
7. were presenting
8. was…. seeing
9. were….setting
10. were monitoring

ARTICLES / DETERMINERS (PRACTICE 1)

Fill in the gap with the correct article or determiner from the table above.

1. a
2. a , the
3. this
4. the
5. her
6. his
7. it's
8. that
9. The
10. His

TEACHER'S NOTE:
Remind pupils to start with capital letter to begin the sentence with Pronouns.

PRONOUNS (PRACTICE 1)

Fill in the gap with appropriate pronouns given in the table above.

1. He
2. They
3. them
4. me
5. hers
6. theirs
7. which

8. whom
9. anything
10. Everything

COHESIVE DEVICES (PRACTICE 1)

Fill in the gap with the correct cohesive devices.

1. but
2. Despite
3. because
4. However
5. even though
6. Although
7. due to
8. so

PART 1
SHORT COMMUNICATIVE MESSAGE (EMAIL)

HOW TO USE THE MODULE (PART 1 – SHORT COMMUNICATIVE MESSAGE [EMAIL])

1. Part 1 consists of 4 theme-based sets of practices and SPM model questions.
2. Each set provides pre-writing exercises to prepare pupils to answer the SPM model question.
3. Pupils are encouraged to use the post-writing checklist to assess their quality of writing.
4. Each set fulfills the learning standards relevant to the writing requirement.

TASK REQUIREMENT

1. In this task, the candidates are required to reply an email based on stimulus given from the question.
2. The candidates make a choice or a stand, discuss about the choice and answer the 3 bullets given in the question.
3. The candidates **MUST** answer all the 3 bullets.
4. The respond should be about **80 words**.

LEARNING STANDARDS

PART	TASK TYPE	TASK FORMAT	LEARNING STANDARDS
Part 1 20marks B1-B2 level	Short communicative message (email)	A short response (about 80 words) to an informal or a formal message	4.1.1 Explain information from (i) diagrams (ii) charts (iii) tables (iv) graph or other visuals 4.1.3 Explain the main points of an idea or argument 4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics 4.2.1 Punctuate written work on a range of text types with reasonable accuracy 4.2.2 Spell written work on a range of text types with reasonable accuracy 4.2.3

			Produce a plan or draft and modify this appropriately independently 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations

ASSESSMENT SCALE

MARKING SCALE CATEGORIES

- Content
- Communicative achievement
- Organisation
- Language

SCORE	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Produces a text that communicates straightforward ideas using the conventions of the communicative task reasonably appropriately.	Uses simple connectors and a limited number of cohesive devices appropriately.	Uses basic vocabulary appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	Performance shares features of Scores 3 and 5			
3	Minor irrelevances and/or omissions may be present	Produces a text that communicates simple ideas in simple ways.	Text is connected using basic, high frequency connectors.	Uses basic vocabulary reasonably. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	Performance shares features of Scores 1 and 3			
1	Irrelevances	Produces isolated	Production	Produces basic

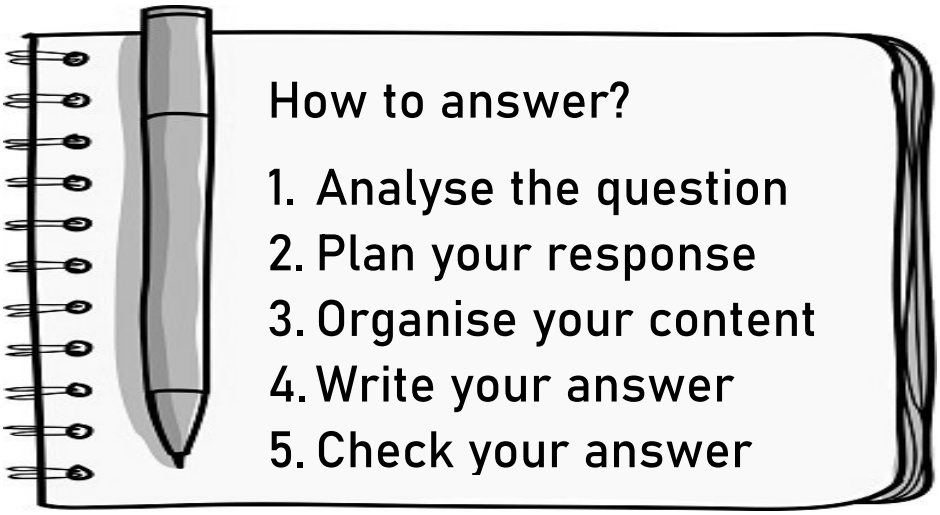
	and/or misinterpretation of the task may be present. Target reader is minimally informed.	short units about simple and concrete matters, not always communicating successfully.	unlikely to be connected though punctuation and simple connectors (e.g and) may be used on occasion.	vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Score 1		

SET A ANSWERS
THEME: PEOPLE & CULTURE

TEACHER'S NOTES:

Explain the technique to answer the question.

WHAT MUST YOU DO TO ANSWER THE QUESTION?



1. ANALYSE THE QUESTION

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

2. PLAN YOUR RESPONSE

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

3. ORGANISE YOUR CONTENT

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

4. WRITE YOUR ANSWER

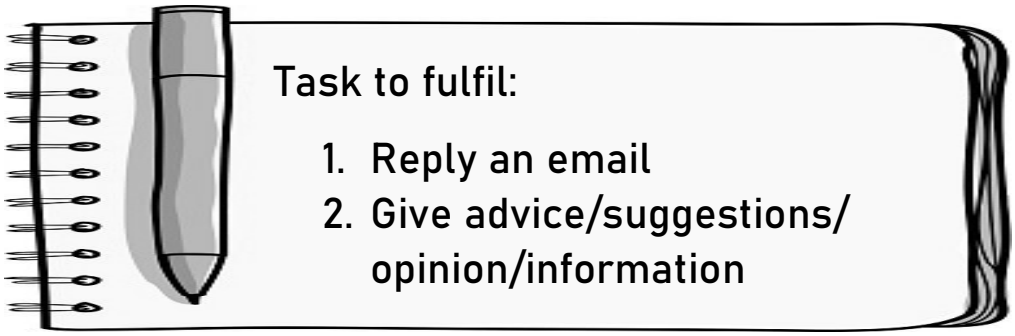
1. Insert the sender's email address. (to WHO?)
2. Include a brief and relevant subject. (about WHAT?)
3. Begin with a salutation.
4. Organise your points into paragraphs.
5. Use cohesive devices to connect ideas / sentences.
6. End with a suitable closing.
7. Sign off with a name.

5. CHECK YOUR ANSWER

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

TEACHER'S NOTES:

Explain the task requirement to answer the question.



TEACHER'S NOTES:

Explain the use of the Post-Writing Check List for pupils to check whether they have fulfilled all the requirements in SPM Writing Part 1 assessment scale after finishing their final draft.

POST-WRITING CHECKLIST

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

TEACHER'S NOTES:

Explain the layout of an email to pupils. Highlight the importance of understanding the rubric in order to get information for WHO, WHAT based on the question.

OUTLINE

To	name@email.com to WHO?
Subject	about WHAT?
GREETING OPENING PARAGRAPH BODY (WHAT to reply) Point 1 + elaboration Point 2 + elaboration Point 3 + elaboration CLOSING PARAGRAPH SIGNING OFF NAME	

TEACHER'S NOTES:

Suggest some useful expressions to be used in each part of the email. Highlight the differences of language to be used in an informal or a formal email.

USEFUL EXPRESSION		
PARTS	**INFORMAL**	**FORMAL**
Greeting	Dear Upin, Dearest Anna, Hi Ipin, Hello Elsa	Dear Sir/Madam, Dear Mr Lee
Opening paragraph	It's great to hear from you. I'm so pleased to hear that… How nice to get your email.	I'm writing this email to … The reason I am writing this email is to …
Body	Point + elaboration	Point + elaboration

Closing paragraph	I look forward to see you again. That's all for now. Get back to me soon.	I look forward to your reply. I would like to thank you in advance for…
Signing off	Bye for now, Best wishes,	Yours sincerely, Sincerely,

TEACHER'S NOTES:

Explain the importance of language function to help pupils identify the task they need to fulfil in replying the email.

PRACTICE 1 ANSWERS

Match the phrase with correct language function.

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

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

TEACHER'S NOTES:

Pupils read the email given and task instructions carefully. Practices 2 – 5 help pupils to understand the instructions as well as identify the task requirement and information to be used in replying the email.

Read the email below and the task instructions carefully.

You received an email from your friend, Lisa.

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

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

PRACTICE 2 ANSWERS

Complete the table with suitable information from the email above.

No	Task Requirements	Key words
1	What to write?	**An email**
2	What is the purpose of writing?	**To reply an email from Rose**
3	What kind of language to be used?	**Informal language**
4	Who to send?	**Rose**
5	What about?	**special occasion**
6	What to reply? Question 1?	**What should we do for the gathering?**
7	What to reply? Question 2?	**When can we hold the event?**
8	What to reply? Question 3?	**What special birthday present should we get for her?**

PRACTICE 3 ANSWERS

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

1. Your friend wants to celebrate **Tasha's 17th birthday**.
2. She suggests planning a **special gathering/special occasion**.
3. She is asking for your ideas on **what to do** for this occasion and **when** to have for this event.
4. She also wants you to suggest what **(special) birthday present** to get for **Tasha.**

PRACTICE 4 ANSWERS

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

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

PRACTICE 5 ANSWERS

No	Parts	Answer
1	Greeting	**Hi Lisa,**
2	Opening paragraph	**thank writer for the email and agree with the idea**
3	Body paragraph Content point 1 Content point 2 Content point 3	 **suggest how to celebrate** **suggest when to celebrate** **suggest a suitable present for Tasha**
4	Closing paragraph	**ask for response to suggestions given**
5	Signing off	**Bye for now,**

TEACHER'S NOTES:

Pupils will answer the same question given earlier as they have sufficient information to reply the email. Helping words/phrases are given to help them complete the email based on the references given.

TEACHER'S NOTES:

Ask pupils to check their final draft using Post Writing Checklist.

POST WRITING CHECK LIST

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

QUESTION 1

You received an email from your friend, Lisa.

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

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

QUESTION 1 (SUGGESTED ANSWER)

To	**lisa@yahoo.com**
Subject	**Special occasion**

Hi Lisa,

Thanks for writing the email to me. Yes, what a great idea to have a special celebration for Tasha's 17th birthday. I can't wait to meet all of you again!

Why don't we have a picnic at Desaru beach. We could also collect seashells and take pictures of beautiful views. We could celebrate the birthday next Saturday. As for Tasha's birthday present, we can buy a new make-up kit. I'm sure she would love it.

Let me know what you think.

Bye for now,
Rose

SET B

THEME: HEALTH & ENVIRONMENT

TEACHER'S NOTES:

This practice suggests sentences that pupils can use as opening before giving the information asked by their sender in the email.

PRACTICE 1 ANSWERS

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

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

TEACHER'S NOTES:

Pupils read the email given and task instructions carefully. Practice 2 – 5 is prepared to help pupils understand the email and instructions as well as identify the task requirement and information to be used in replying the email.

Read the email below and the task instructions carefully.

You received an email from your friend, Gopal.

Hi Ying,

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

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

Looking forward to your reply.

Regards,

Gopal

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

PRACTICE 2 ANSWERS

Complete the table with suitable information from the email above.

No	Task Requirements	Key words
1	What to write?	**An email**
2	What is the purpose of writing?	**To reply an email from Gopal**
3	What kind of language to be used?	**Informal language**
4	Who to send?	**Gopal**
5	What about?	**Difficulty in sleeping / Difficulty to fall asleep**
6	What to reply? Question 1?	**Should I be worried about this?**
7	What to reply? Question 2?	**What happens if this problem continues?**
8	What to reply? Question 3?	**What should I do to solve my sleeping problem?**

PRACTICE 3 ANSWERS

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

1. Gopal has faced problems of falling **asleep at night,**
2. He writes the email to Ying because Ying's **mum is a doctor.**
3. He is asking Ying to **ask her mother about his problem.**
4. Gopal is concerned whether he should **be worried about his problem.**
5. He wants to know what happens **the problem continues** and how to overcome his **sleeping problem.**

PRACTICE 4 ANSWERS

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

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

PRACTICE 5 ANSWERS

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

A. Opening paragraph B. Body paragraph C. Closing paragraph

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

TEACHER'S NOTES:

Pupils will answer the same question given earlier as they have sufficient information to reply the email. Helping words/phrases are given to help them complete the email. References are not given to allow pupils to use own words.

TEACHER'S NOTES:

Ask pupils to check their final draft using Post Writing Check List.

POST WRITING CHECK LIST

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

QUESTION 1

You received an email from your friend, Gopal.

Hi Ying,

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

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

Regards,

Gopal

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

QUESTION 1 SUGGESTED ANSWER

To	**gopal@gmail.com**
Subject	**Difficulty to fall asleep**

Dear Ying,

I'm sorry to hear that you've been having difficulties in getting to sleep at night. I've asked my mum about your problem.

Mum asked you not to worry about this. It will get worse if you worry too much. If you don't get enough sleep, you will feel tired and moody during the day and you cannot focus on your study. So, why don't you try to relax before going to bed. You can listen to soft music or set aside 15 minutes every night to write about your day. You should also avoid taking long naps during the day.

I hope you can sleep well after this.

Regards,
Ying

SET C

THEME: SCIENCE & TECHNOLOGY

TEACHER'S NOTES:

This practice helps pupils to practise how to respond to the questions asked by the sender in replying the email.

PRACTICE 1 ANSWERS

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

1. Would you like to join me?
   Thanks for inviting me. I would love to join you for this workshop and contest.

2. So, have you decided what to do while waiting for your results?
   Yes, I've decided to work part time at a boba tea shop near my house,

3. How are you doing? You must feel great now after the exam.
   Now that the exam is over, I'm doing fine. I can breathe again!

4. Your brother invited me to his wedding but I couldn't come.
   I was so disappointed that you couldn't come to my brother's wedding..

5. The event took place last Sunday, didn't it? How did it go?
   Yes, the charity walkathon was last Sunday. It was well-organised and the weather was perfect.

6. I have settled down well in Muar although I miss the old neighbourhood.
   I'm glad you're doing well. Everyone here misses you.

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

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

8. I know you love the thrills so I thought of taking you skydiving – indoors! Are you game for it?
   Indoor skydiving sounds thrilling! Of course, I'm game for it.

9. Would you like to visit me during the school holiday?
   Thanks for inviting me to visit you in Kota Kinabalu. Yes, I would love to come.

10. Let's plan an event to bid our dear teachers a proper farewell. What shall we do?
    I think it's a wonderful idea to organise an event for our teachers before we leave school. Let's have a barbecue dinner.

TEACHER'S NOTES:

Pupils read the instructions carefully. Practices 2 – 5 help pupils understand the instructions as well as identifying the task requirement in writing the email.

Read the email below and the task instructions carefully.

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

Hi Rayqal,

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

I'll be waiting for your reply.

Bye!
Kamal

Write an email to your friend in about 80 words.

PRACTICE 2 ANSWERS

Complete the table with suitable information from the email above.

No	Task Requirements	Key words
1	What to write?	**An email**
2	What is the purpose of writing?	**To reply an email from Kamal**
3	What kind of language to be used?	**Informal language**
4	Who to send?	**Kamal**
5	What about?	**Science project**
6	What to reply? Question 1	**What should we do?**
7	What to reply? Question 2	**What will we need for the project?**
8	What to reply? Question 3	**Who will do the presentation?**

PRACTICE 3 ANSWERS

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

1. Kamal is happy because **the science teacher selected Kamal and Rayqal as partners for their science project**.
2. For the project, Kamal suggests **-doing something about solar system**.
3. He thinks Rayqal will like his idea because Rayqal **loves all kinds of planets and stars**.

PRACTICE 4 ANSWERS

Complete the statements based on the above email.

In the reply, Rayqal should tell Kamal **what should they do, what will they need for the project and who will do the presentation.**

PRACTICE 5 ANSWERS

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

Notes	Answer
happy - do together	**1**
volunteer – do presentation	**6**
need – polystyrene balls, brush, paint, string, hanger	**5**
make a great team	**2**
see - Saturday	**7**
solar system - brilliant idea	**3**
make – three-dimensional model	**4**

TEACHER'S NOTES:

Pupils will answer the same question given earlier as they have sufficient information to reply the email. Helping words/phrases are given to help them complete the email. References are not given to allow pupils to use own words.

TEACHER'S NOTES:

Ask pupils to check their final draft using Post Writing Check List.

POST WRITING CHECK LIST

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

correct sender						punctuation.	
				I have checked my spelling and punctuation.			

QUESTION 1

Read the email below and the task instructions carefully.

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

Hi Rayqal,

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

I'll be waiting for your reply.

Bye!
Kamal

Write an email to your friend in about 80 words.

QUESTION 1 SUGGESTED ANSWER

To	**kamal@mail.com**
Subject	**Science project**

Dear Kamal,

I'm happy that our science teacher selected us as partners for our science project. I'm sure we will make a great team.

I think your idea to do solar system was brilliant! Of course, I would love to do things about planet and stars! We could make a three-dimensional model. All we need is to get polystyrene balls, brush, paint, string and hanger. Since you're good with drawing and modelling, I

volunteer to do the presentation. Don't worry, I'm sure everything will run smoothly.

See you on Saturday then.

Bye for now,

Rayqal

TEACHER'S NOTES:

Pupils will answer a new question independently. Remind pupils the techniques in answering an email. Helping words/phrases are given to help them complete the email. References are not given to allow pupils to use own words.

TEACHER'S NOTES:

Ask pupils to check their final draft using Post Writing Checklist.

POST WRITING CHECK LIST

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

QUESTION 2

Read the email below and the task instructions carefully.

You received an email from your old friend.

Hi Syukri,

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

I'll be waiting for your reply.

Bye!

Your old friend,
Remy

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

QUESTION 2 SUGGESTED ANSWER

To	**syukri@mail.com**
Subject	**Johor Science Fair**

Hi Remy,

Yes, it was great to see you again. I think it is a marvellous idea to join the Johor Science Fair with our friends. We would have a great time there!

Since the registration will begin at 9 o'clock in the morning, shall we meet in front of the school at 8 o'clock? That will give us ample time to walk to the event venue. There's no entrance fee but we need to pay to participate in some of the science games. So, I think RM 30 would be enough for the day.

Looking forward to see you,

Bye for now,
Syukri

SET D

THEME: SCIENCE & TECHNOLOGY

TEACHER'S NOTES:

Show a sample of formal email and explain the use of formal language. Explain the layout of the formal email and tips to answer the question.

TEACHER'S NOTES:

Pupils read the email given and task instructions carefully. Practice 1 – 5 help pupils understand the email and instructions as well as identify the task requirement and information to be used in replying the email.

To: pelangi@mail.com.my

Subject: Book Order

Dear Sir/ Madam,

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

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

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

Thank you.
Sheila Rahman

(89 words)

Send

PRACTICE 1 ANSWERS

Write T (TRUE) or F (False) for the statements below based on the email given :

The Writer :	**T/F**
1. knows the person she is writing to .	……**F**……
2. uses set phrases to begin and end her email.	……**T**……
3. mentions where she saw the advertisement.	……**T…**
4. uses formal language	……**T**…..
5. mentions when she expects the book to arrive.	……**T**…..

PRACTICE 2 ANSWERS

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

1.	source of information	**reference**
2.	to see again	**revisions**
3.	a notice or announcement	**advertisement**
4.	be grateful	**appreciate**
5.	to send something together	**enclosed**

PRACTICE 3 ANSWERS

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

1. **With reference to your advertisement, I would like to ask about the offer.**
2. **We need the book for revisions.**
3. **We saw your advertisement in the Malay Mail.**
4. **We really appreciate it if you could send these books by tomorrow.**
5. **I hereby enclosed a cheque for the payment.**

PRACTICE 4 ANSWERS

Question

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

SUGGESTED ANSWER

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

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

PRACTICE 5 ANSWERS

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

SUGGESTED ANSWER

I would be grateful if you could send the books by end of June. I hereby enclosed a cheque of RM200 for the books.

PRACTICE 6: TRY ON YOUR OWN

SUGGESTED ANSWER

To : sweetsouvenier@mail.com

Subject : Application for the Post of a Shop Assistant

Dear Sir,

I wish to apply for the post of a shop assistant at your shop. My name is Alia Maisarah.

I have good communicative skills and I am able to speak in several languages.
I am also able to work during weekend and school holidays. I believe I will be able to give my best as a shop assistant.

I am able to attend any interview carried out by your shop at any time.

I look forward to hearing from you.

Yours Sincerely,
Alia Maisarah

PART 2
GUIDED WRITING

SET A

THEME : PEOPLE

Learning Standard :

4.1.2 Explain advantages and disadvantages of ideas, plans and arrangements
4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics
4.2.1 Punctuate written work on a range of text types with reasonable accuracy
4.2.2 Spell written work on a range of test types with reasonable accuracy
4.2.4 Use formal or informal registers appropriate to the target audience in most familiar and unfamiliar situations

QUESTION

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

In your essay, you should write about :

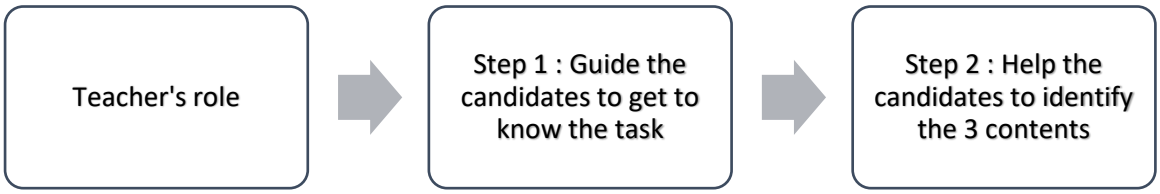
- **what you and your family do before and during the festival**
- **your feelings while celebrating the festival**
- **your plan to have more enjoyable celebration in the future**

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

TIPS TO ANSWER THE QUESTION

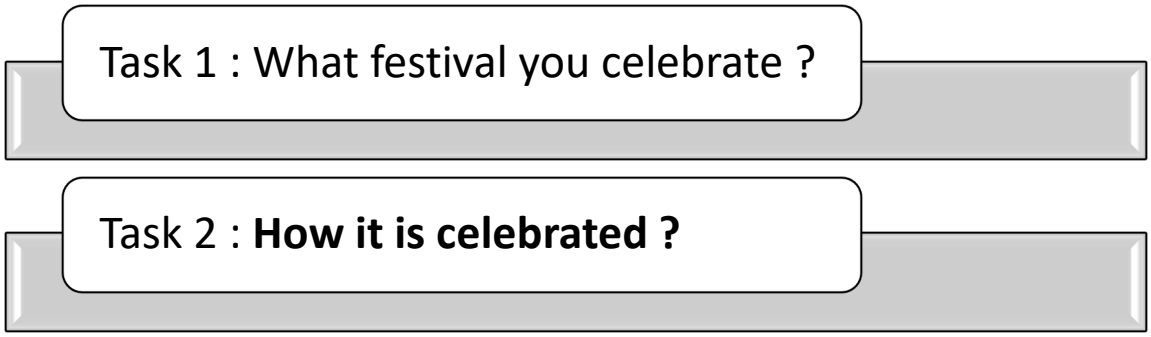
1. **Read the question**
2. **Identify the task**
3. **Identify the 3 content(s)**
4. **Brainstorm the ideas for the responses**
5. **Choose suitable contents**
6. **Follow the I4C layout**
7. **Start writing**

TASK REQUIREMENT STAGE

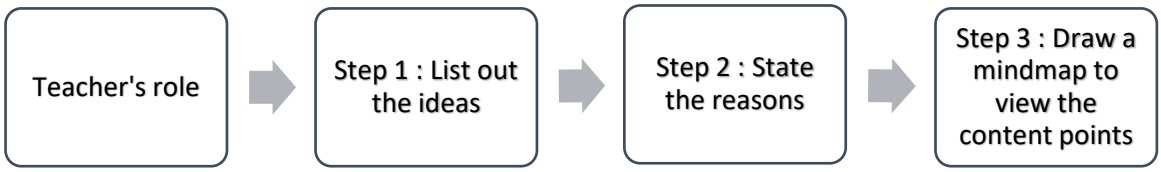


PRACTICE 1 : IDENTIFYING THE CONTENT(S)

- The first example is given for the pupils.
- The pupils are supposed to fill in the other two bullets.



PLANNING STAGE



PRACTICE 2: IDENTIFYING THE IDEAS

- **Teacher guides the pupils to fill in the information from to the questions in the table below.**

	CONTENT	ANSWER
1	**What do you and your family do before and during the festival?**	**students' own answers**
2	**your feelings while celebrating the festival**	
3	**your plan to have more enjoyable celebration in the future**	

ACTIVITY	SUGGESTED WORDS / PHRASES
Before celebration	**Preparation** **Festival** **Look forward** **Various food** **Traditional costume** **Preparing** **Spring cleaning** **Baking**
During celebration	**Wear traditional clothes** **Special prayer** **Visit relatives** **Enjoy delicious food** **Mouth-watering dishes** **Asking for forgiveness** **Receive money from elderly**
Feelings	**Happy** **Enjoy** **Full of spirit** **Full of joy**
Future plans	**Prepare more delicious food** **Have fireworks** **Visit more relatives**

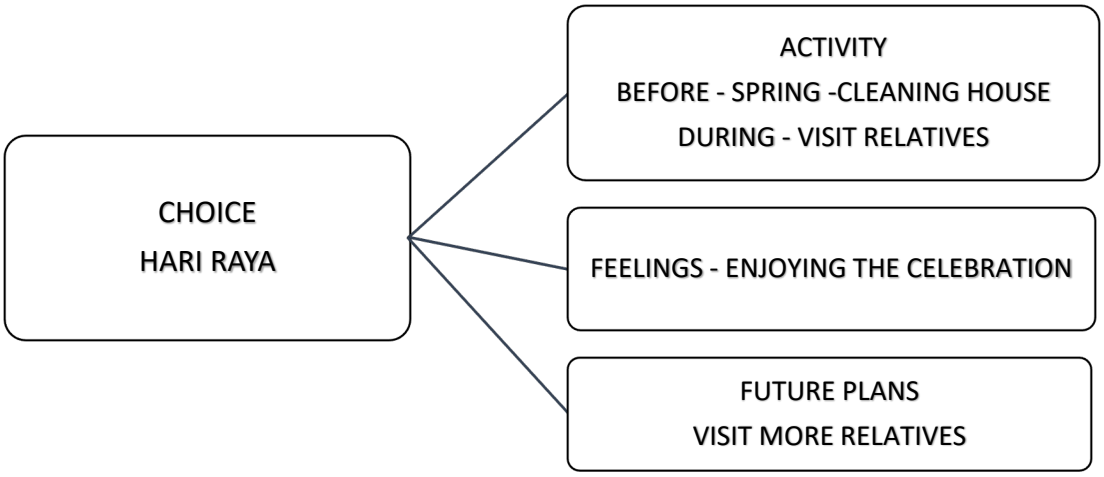
TEACHER'S NOTES:

Teacher could come up with a table of words/phrases [shown above] to guide the pupils in their choice of words to use .

PRACTICE 3 : MAPPING OUT IDEAS

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

SUGGESTED ANSWER

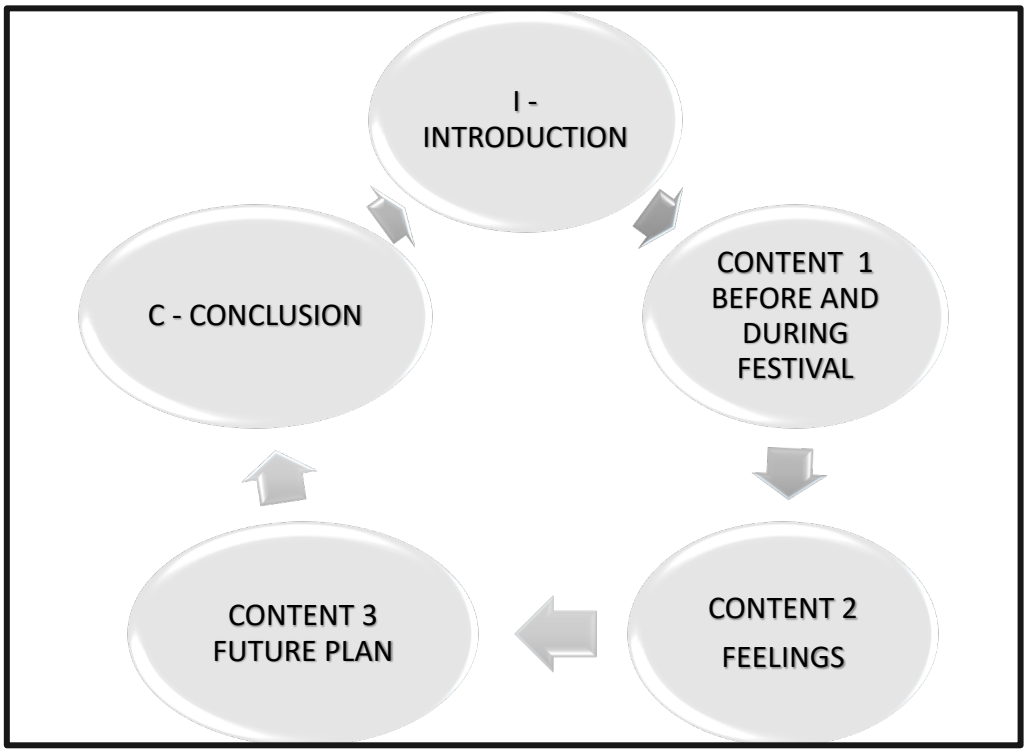


Mindmap : To present the content ideas

TEACHER'S NOTES:

- Teacher explains the function of the mind map to present the content ideas
- Teacher guides the pupils to fill in the mind map below

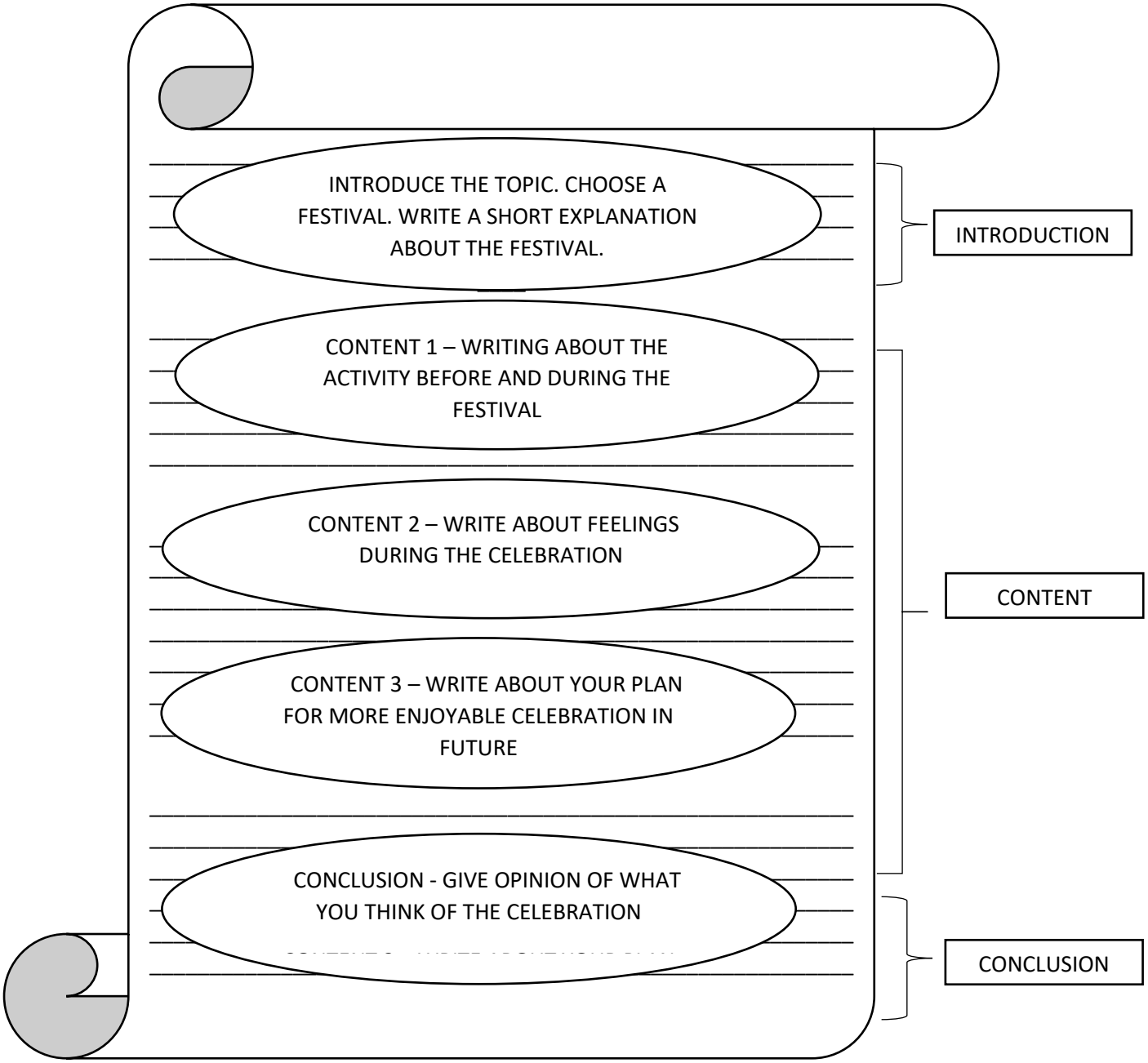
TASK FULFILMENT STAGE



TEACHER'S NOTES

- Teacher guides the pupils to label the writing template based on the structure shown above
- Teacher discusses the answers with the pupils
- This is to ensure that the pupils understand the structure of writing before the writing process

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



START WRITING

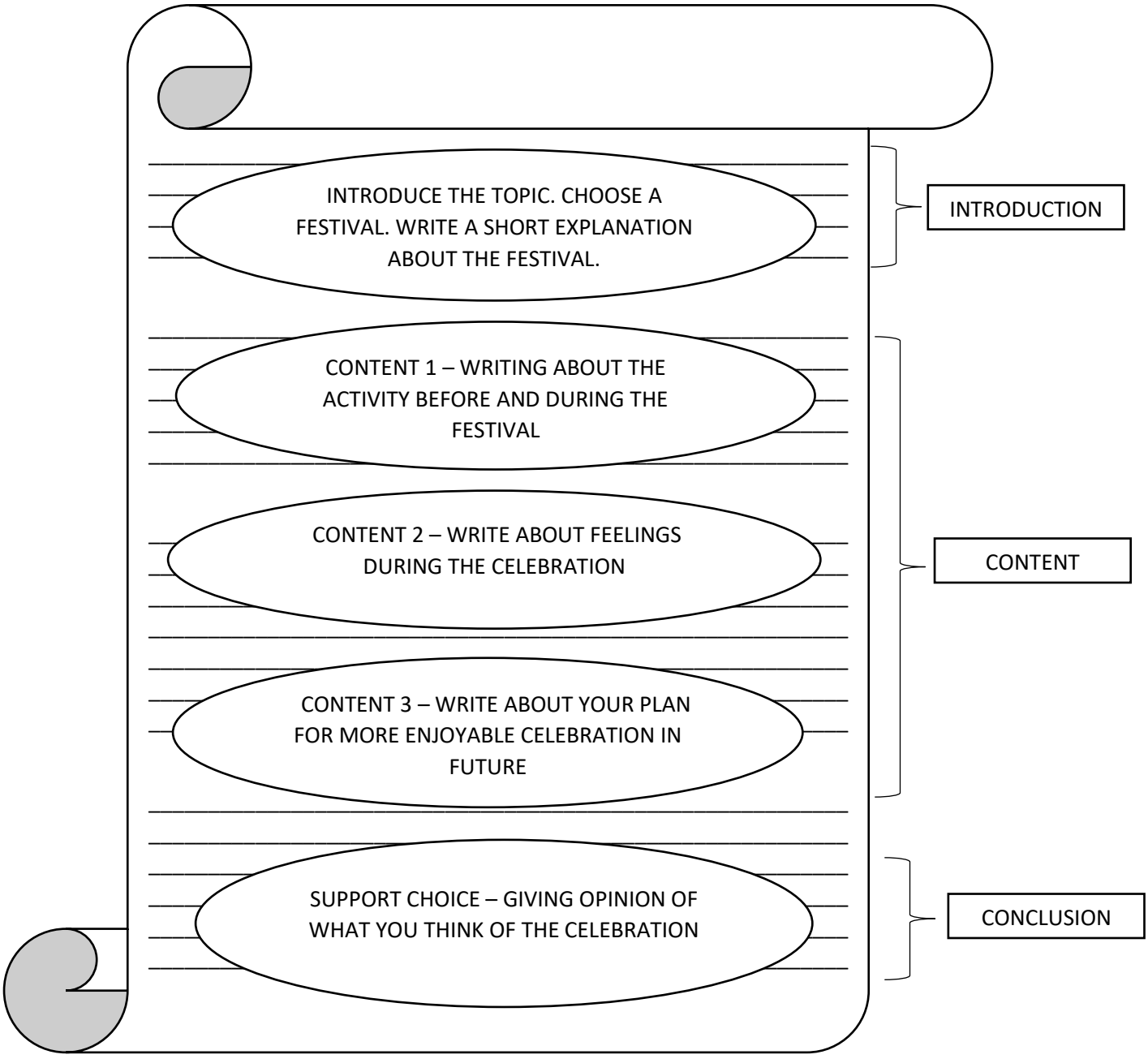
TEACHER'S NOTES:

- Teachers can introduce to the candidates the ways to begin writing sentences according to paragraphs.
- Teachers can also use vocabulary cloud method to introduce the words or phrases that can be used for specified tasks.

 # Teacher will guide pupils so that pupils will produce their own piece of writing

LET'S WRITE

PRACTICE 5: Write your essay based on the layout given



SUGGESTED ANSWER

The festival that my family and I celebrate every year is the Hari Raya Aidil Fitri. It is to mark the end of the fasting month of Ramadhan.

Before the celebration, my family and I would get ready for it. Even though everyone is fasting, we work hard to prepare various Food. We will do some spring-cleaning a few days before the special day.

During the celebration, my sister and I would wear our new traditional clothes to go to the mosque for a special prayer. Then we will visit as many family members as we can. My relatives and I take the chance to enjoy various traditional meals that are often served during the festival. The meals are like the mouth-watering chicken or meat "rendang". There would also be modern and traditional delicious biscuits.

For a more enjoyable celebration next year, we plan to prepare more delicious dishes for all the relatives who will visit us. We also plan to visit our uncle in Singapore as we can cross the country now. As we prepare for the festival, we hope to have more exciting plans.

We had a great and enjoyable time during this celebration. It is indeed a look forward to celebration. I always feel excited every time the Hari Raya celebration is around the corner.

SET B

THEME : HEALTH AND ENVIRONMENT

Learning Standard:

4.1.2 Explain advantages and disadvantages of ideas, plans and arrangements
4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics
4.2.1 Punctuate written work on a range of text types with reasonable accuracy
4.2.2 Spell written work on a range of test types with reasonable accuracy
4.2.4 Use formal or informal registers appropriate to the target audience in most familiar and unfamiliar situations

QUESTION

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

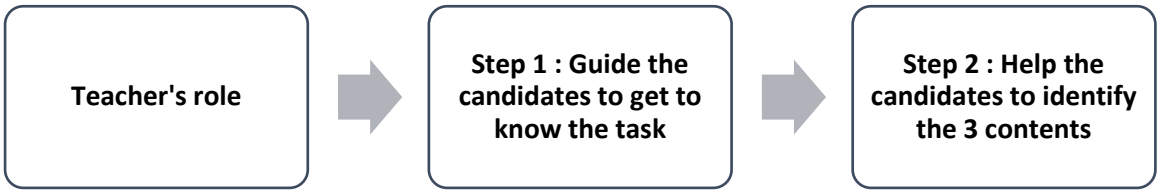
In your essay, you should write about:

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

TIPS TO ANSWER THE QUESTION

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

TASK REQUIREMENT STAGE

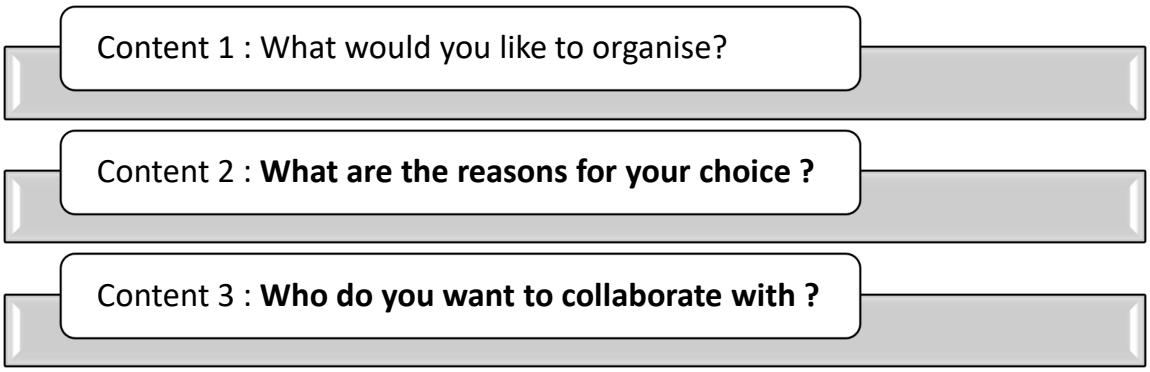


PRACTICE 1 : IDENTIFYING THE CONTENTS

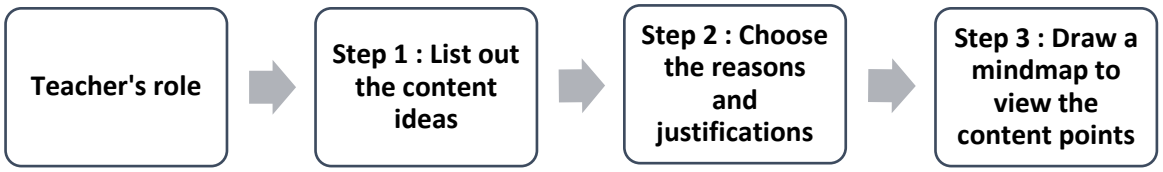
TEACHER'S NOTES:

- The first example is given for the pupils.
- The pupils are supposed to fill in the other two bullets.

ANSWERS



PLANNING STAGE



PRACTICE 2: IDENTIFYING THE IDEAS

- **Teacher guides the pupils to fill in the information according to the questions in the table below**

SUGGESTED ANSWER

NUM	CONTENTS	RESPONSE
1	what would you like to organise	**POSTER MAKING COMPETITION**
2	reasons for your choice	**a) ENHANCE CREATIVITY** **b) REACH OUT TO MANY PEOPLE**

3	who do you want to collaborate with	**NEAREST RECYCLING COMPANY**

REASONS	**WORDS / PHRASES**
Price	**reasonable** **affordable** **sold at the best price** **on sale** **doesn't cost a bomb** **discounted price** **might be expensive but worth every penny**
Location	**nearer to the house** **could walk to the place** **less traffic congestion** **a hassle-free place and easy to walk around to get the item** **on the way back home from work** **have been there before** **had planned to go there** **the best place to get it** **recommended by someone**

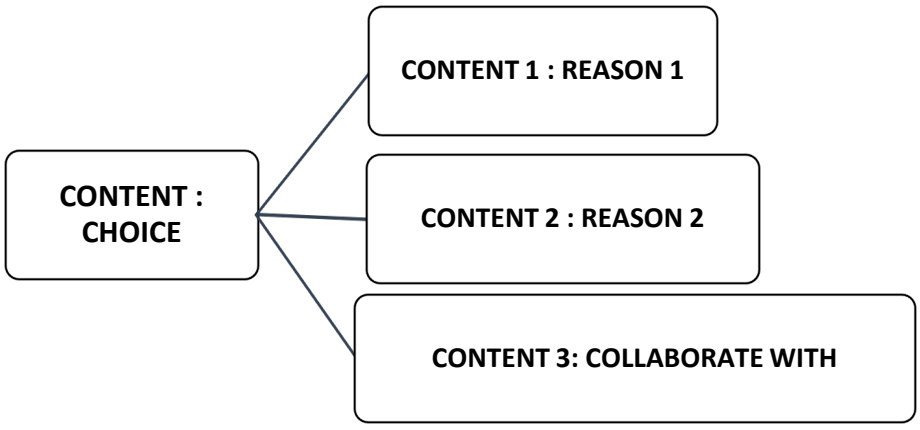
Table : Examples of reasons that teachers can prepare to guide the candidates

TEACHER'S NOTES

- Teacher could come up with a table of reasons [shown above] to guide the pupils in identifying the relevant reasons and justification for their choice

PRACTICE 3: MAPPING OUT IDEAS

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

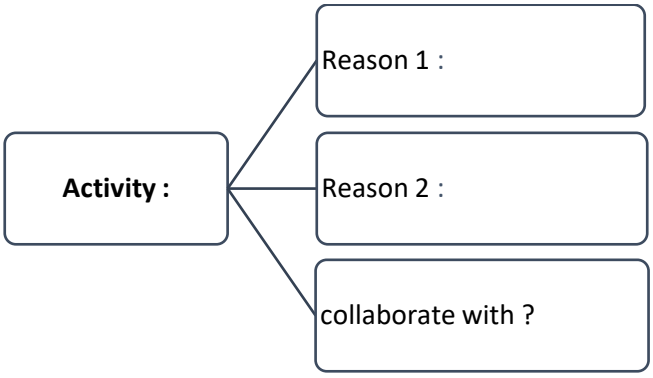


Mindmap : To present the content ideas

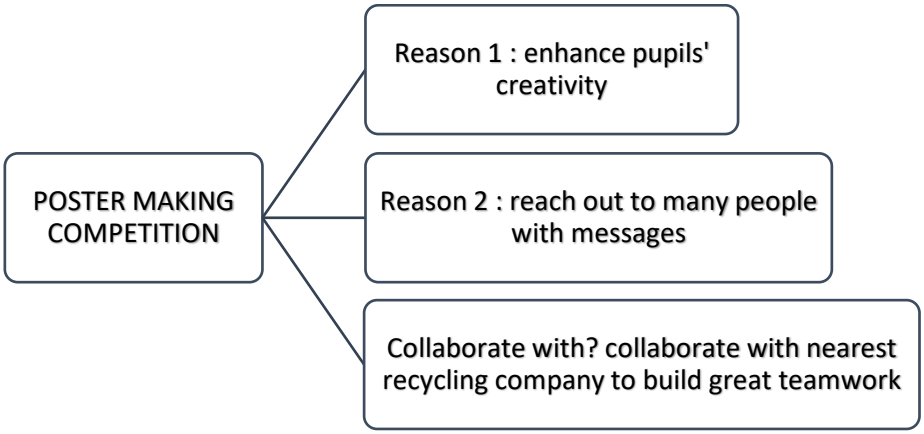
TEACHER'S NOTES:

- Teacher explains the function of the mind map to present the content ideas
- Teacher guides the pupils to fill in the mind map below

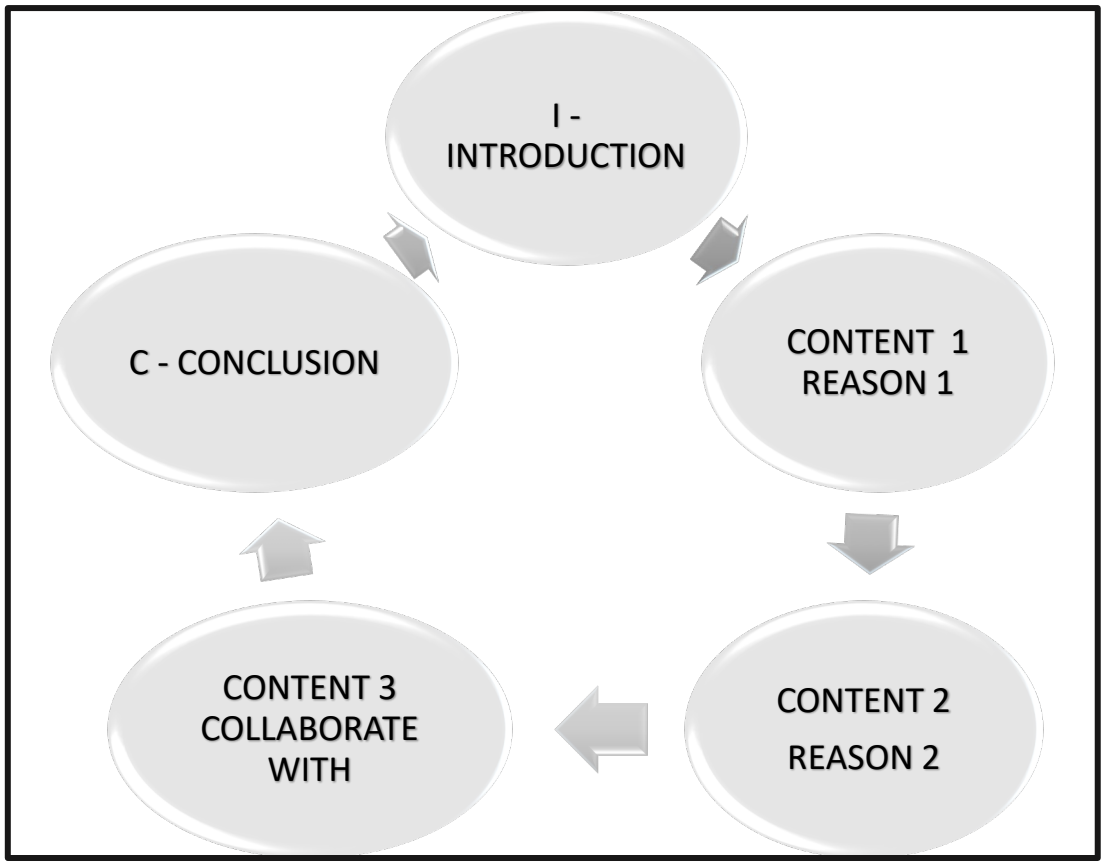
3. Fill the mind map with the responses obtained from the table in PRACTICE 2.



SUGGESTED ANSWER



TASK FULFILMENT STAGE



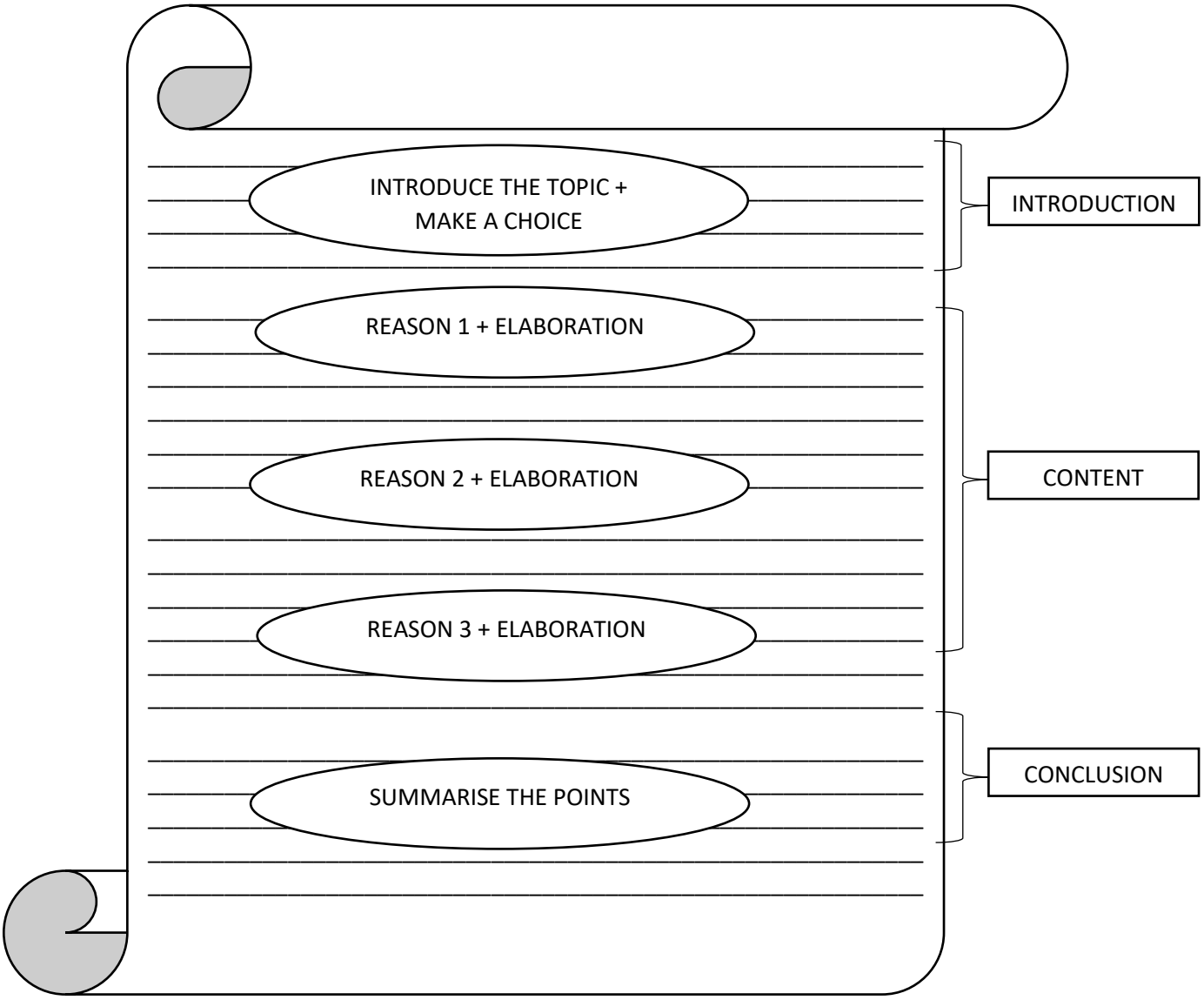
STRUCTURE OF IAC

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

TEACHER'S NOTES:

- Teacher guides the pupils to label the writing template based on the structure shown above
- Teacher discusses the answers with the pupils
- This is to ensure that the pupils understand the structure of writing before the writing process

ANSWER


INTRODUCE THE TOPIC +
MAKE A CHOICE
INTRODUCTION
REASON 1 + ELABORATION
REASON 2 + ELABORATION
CONTENT
REASON 3 + ELABORATION
SUMMARISE THE POINTS
CONCLUSION

LAYOUT

ELEMENT	EXPLANATION
INTRODUCTION	**INTRODUCE THE TOPIC** **MAKE A CHOICE**
CONTENT **[CAN BE IN TWO OR THREE PARAGRAPHS]**	**BEGIN WITH A COHESIVE DEVICE** ▪ **FIRSTLY** ▪ **TO BEGIN WITH** **ANSWER FOR CONTENT 1 : REASON 1** • **ADD ELABORATION** • **END WITH CONCLUDING STATEMENT** **CONTINUE WITH A COHESIVE DEVICE** ▪ **FURTHERMORE** ▪ **MOREOVER** **ANSWER FOR CONTENT 2 : REASON 2** • **ADD ELABORATION** • **END WITH CONCLUDING STATEMENT** **BEGIN WITH A COHESIVE DEVICE** ▪ **FINALLY** ▪ **IN ADDITION** **ANSWER FOR CONTENT 3** • **ADD ELABORATION** • **END WITH CONLUDING STATEMENT**
CONCLUSION	**BEGIN WITH A COHESIVE DEVICE** ▪ **IN A NUTSHELL** ▪ **IN CONCLUSION** ▪ **ALL IN ALL** **SUMMARISE THE CONTENT POINTS** ▪ **SUPPORT THE CHOICE**

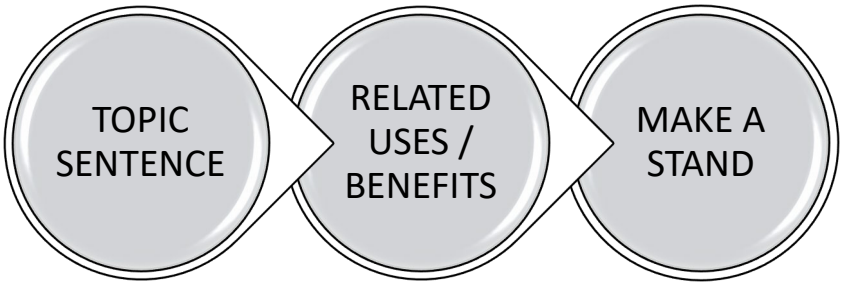
START WRITING

ELEMENT	WAYS TO BEGIN WRITING
INTRODUCTION	1. Nowadays, we keep hearing news about _____ 2. Recently, the issue on _____ 3. _____ is known to be as _____ 4. Due to the current situation _____ 5. Many newspaper headlines have reported on _____ 6. _____ is defined as _____
CONTENT	Firstly, this is due to the reason _____ Secondly, it is also because of _____ In addition, _____ Furthermore, _____ Moreover, _____ Also, _____
CONCLUSION	In a nutshell, _____ In conclusion, _____ All in all, _____

TEACHER'S NOTES:

- Teachers can introduce to the candidates the ways to begin writing sentences according to paragraphs.
- Teachers can also use vocabulary cloud method to introduce the words or phrases that can be used for specified tasks.

HOW TO WRITE AN INTRODUCTION



VOCABULARY CLOUD



PRACTICE 5: Fill in the blanks using the list of words / phrases from the vocabulary cloud. [Pupils' module]

TEACHER'S NOTES:

- Based on the vocabulary cloud given above, teacher guides the pupils to fill in the blanks in the writing template
- The vocabulary cloud can be provided to help the pupils use appropriate words that are related to the task requirement
- By filling in the blanks, the pupils are able to form the sentences according to the structure of I4C

SUGGESTED ANSWER FOR OPENING PARAGRAPH FROM THE VOCABULARY CLOUD

Introduction

Recycling is a HEALTHY PRACTICE that has become TALK OF THE TOWN. This activity has been helping the people to REDUCE WASTE PRODUCTS which helps to ERADICATE POLLUTION. Also, this practice EDUCATES THE IMPORTANCE OF CLEAN SURROUNDINGS and at the same time, it stresses on having a CONDUCIVE LIVING SPACE. Thus, it is vital to CREATE AWARENESS among pupils at school about this practice creatively by organising POSTER MAKING COMPETITION.

CONTENT SAMPLE ANSWER

Firstly, this activity enhances creativity of the pupils. It helps the pupils to convey environmental messages creatively. Furthermore, the activity can reach out to many people with messages related to keeping the environment safe through drawing. It aids the pupils to show their ability in spreading positive messages to people in colours across the globe. Therefore, poster making competition is the best choice of activity for the pupils to participate.

Furthermore, the person whom we can collaborate with to make this competition a success is the nearby recycling campaign which is 3R company. They are well-known and have been a great team to cooperate and work with. In addition, they have contributed generously to all our other affairs before this. Hence, they will be the best choice of all for our effort.

COCLUSION SAMPLE ANSWERS

Conclusion

In a nutshell, recycling brings people together for a good cause in order to protect the environment than leaving it unattended for a long time without any care . Not to forget, as the saying goes, the world that we live in today is borrowed from the future generation, we shall ensure that the environment is protected from any danger.

PRACTICE 6 : Rewrite the essay.

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SET C : SPM PRACTICE

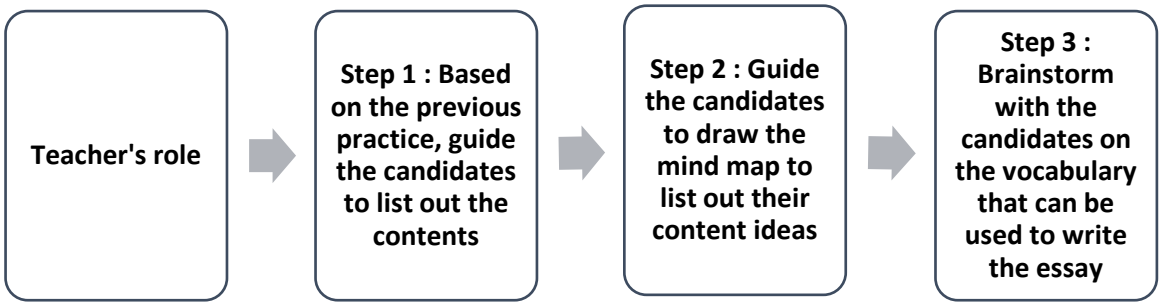
THEME : SCIENCE AND TECHNOLOGY

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

In your essay, you should write about:

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

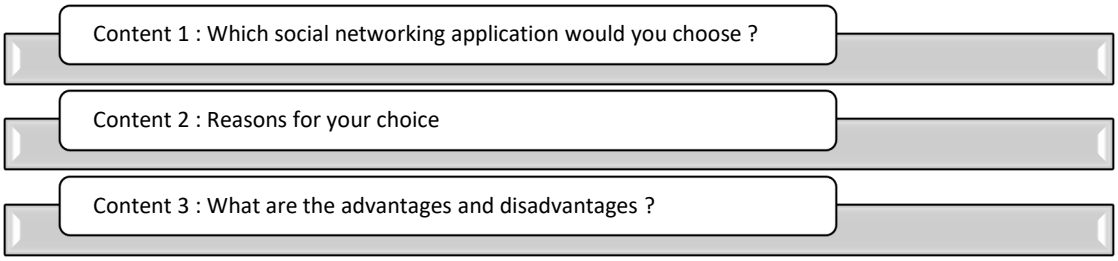
STEPS FOR TEACHERS….



PRACTICE 1 : IDENTIFYING THE CONTENTS

List the 3 content(s) from the question.

SUGGESTED ANSWERS



PRACTICE 2 : IDENTIFY THE IDEAS

List the ideas

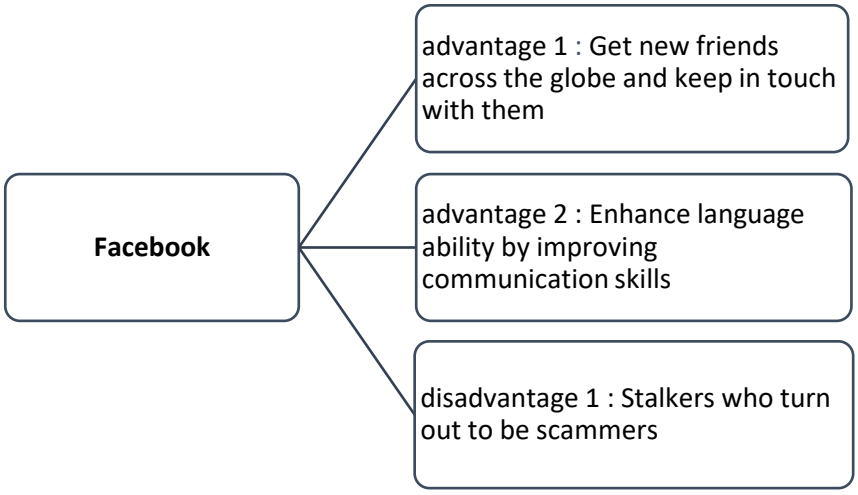
SUGGESTED ANSWER

NUM	QUESTION	RESPONSE
1	which social networking application would you choose	**FACEBOOK**
2	reasons for choosing this application	**1. KEEP IN TOUCH WITH PEOPLE** **2. ENHANCE LANGUAGE ABILITY**
3	what are the advantages and disadvantages of social networking application	**Advantages** **1. WIDEN SOCIAL CIRCLE** **2. IMPROVE COMMUNICATION SKILLS** **Disadvantages** **1. SCAMMERS**

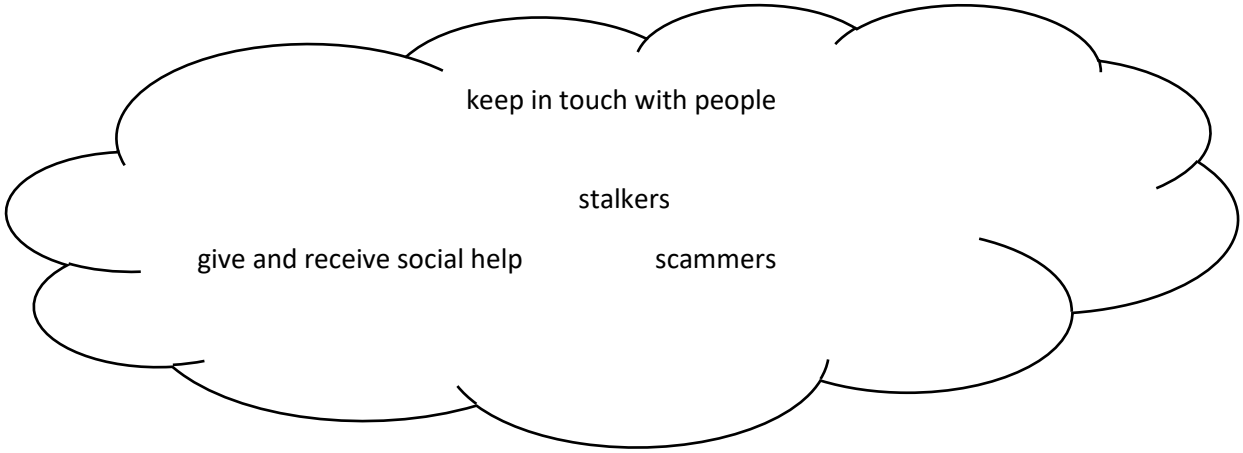
PRACTICE 3 : BRAINSTORMING THE IDEAS

Map out the ideas

SUGGESTED ANSWER



PRACTICE 4 : SUGGESTED VOCABULARY CLOUD



SUGGESTED VOCABULARY THAT CAN BE PUT INTO THE VOCABULARY CLOUD

- **stalkers**	- **send messages across the globe**
- **updated news time to time**	- **widen social circle**
- **keep in touch with people**	- **deceiving appearance on the outside**
- **spread awareness on certain issues**	- **reach out to people easily for a good cause**
- **give and receive social help**	- **promotes business**
- **learn new culture**	- **scammers**
- **improve communication skills**	- **enhance language ability**

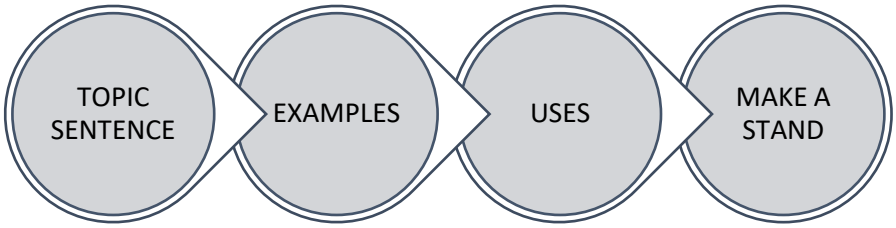
Step 1 : Begin with constructing the introductory paragraph using techniques below

Step 2 : Guide the candidates to construct the content points mapped onto the mind map

Step 3 : Help the candidates to construct sentences according to paragraphs using cohesive devices and connectors

Step 4 : Guide the candidates to form the sentences according to the structure of writing template from introductory to concluding paragraphs

HOW TO WRITE AN INTRODUCTION



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

SAMPLE OPENING PARAGRAPH BASED ON THE TECHNIQUE SHOWN ABOVE

Nowadays, owning a social networking application has become a part of our lives. There are many examples of social networking sites such as Instagram, Facebook and Twitter. There are many uses of social networking application, not only for personal use but also for business use. The best social networking site that people usually use is Facebook with the greatest number of users worldwide. In my opinion, I would choose Facebook to promote the Science club and its' activities at school.

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

Nowadays, owning a social networking site has become a part of our lives. There are many examples of social networking applications such as Instagram, Facebook and Twitter. There are many uses of these applications, not only for personal use but also for business use as well. The best social networking application that people usually use is Facebook with the greatest number of users worldwide. In my opinion, I would choose Facebook to promote the Science club and its activities at school.

Firstly, this is because pupils can get to know many people across the globe and make new friends. This helps them to reach out to people easily for any good cause that should be shared with the others. At the same time, this platform can be used to spread awareness on any social issue to gain attention. Plus, the social networking application helps the users to widen their social circle as they can keep in touch with the others despite the distance.

In addition, the pupils are able to learn new culture which helps them to enhance language ability through communicating with people from other country. Also, the pupils are able to improve their communication skills. However, there are a few disadvantages such as the interference of

stalkers who obtain information of the users illegally and use it to scam the victims. Sometimes, such cons are using others' decent pictures so that others believe easily.

In a nutshell, as there are two sides to a coin, social networking applications have their own pros and cons. It is in the responsibility of the users to ensure that they do not become the prey of any drawbacks of the social networking sites. It is important for the users to use these applications for good purposes.

SET D : SPM PRACTICE

THEME : CONSUMERISM AND FINANCIAL AWARENESS

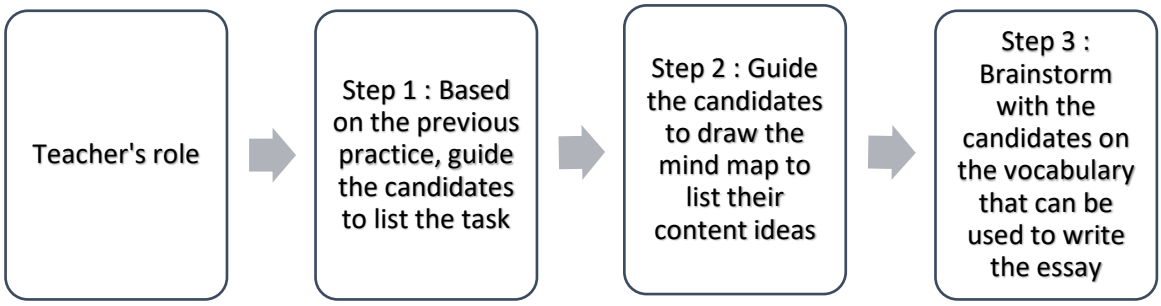
Your classmates have been discussing about getting a part-time job. Some are for it and some are against it. Write an essay on your viewpoints.

In your essay, you should write about:

- **the advantages**
- **the disadvantages**
- **your stand**

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

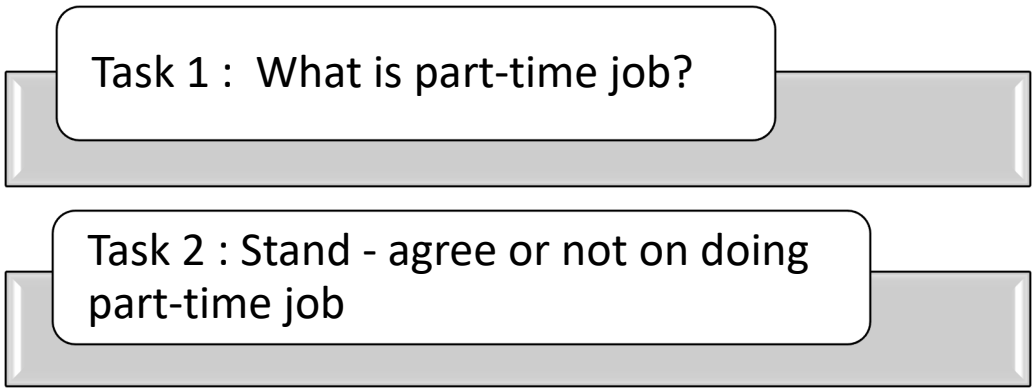
STEPS FOR TEACHERS….



PRACTICE 1 : IDENTIFYING THE TASKS

1. **List the tasks from the question.**

SUGGESTED ANSWER(S)



PRACTICE 2: IDENTIFY THE CONTENT POINTS

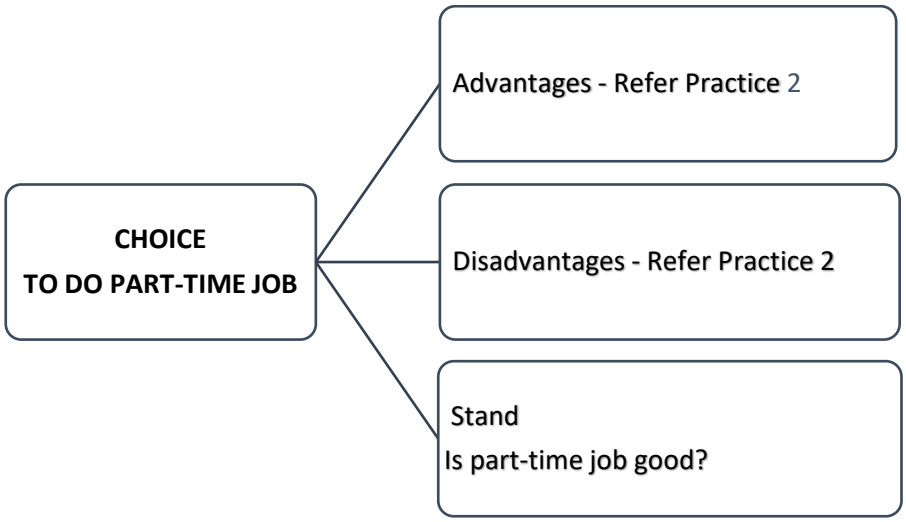
List of content points

SUGGESTED ANSWER

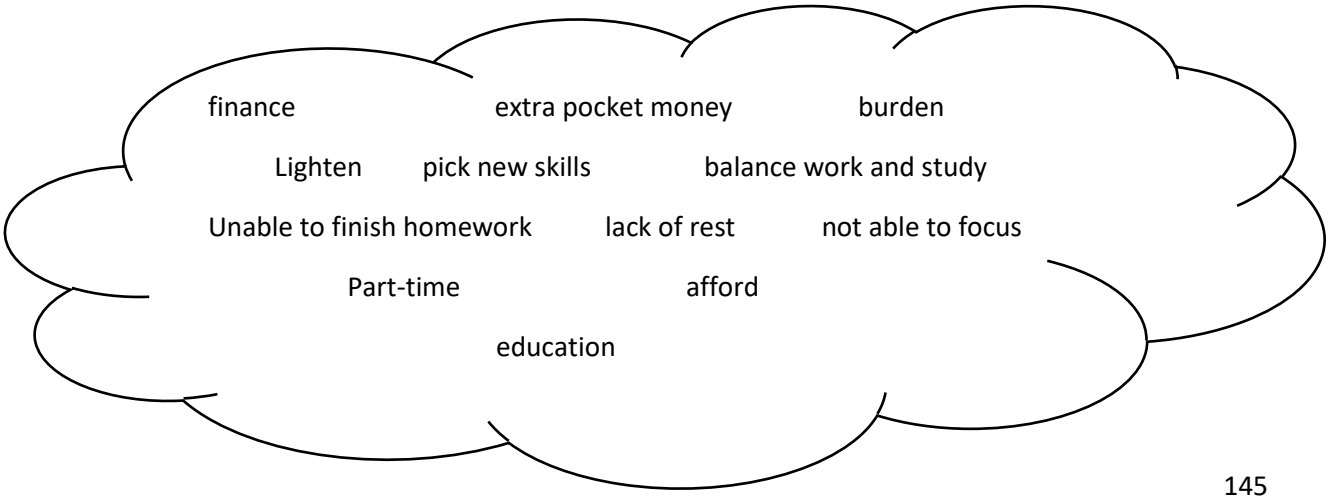
NUM	QUESTION	RESPONSE
1	**the advantages**	**a) Help to finance education** **b) extra pocket money**
2	**the disadvantages**	**a)Unable to finish homework** **b)Lack of rest**
3	**your stand**	**student's own answer**

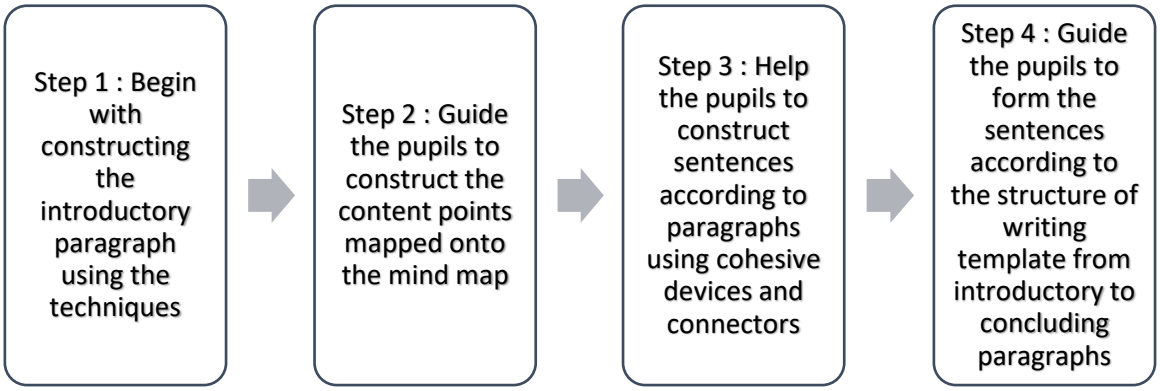
PRACTICE 3 : BRAINSTORMING THE IDEAS

Map out the ideas

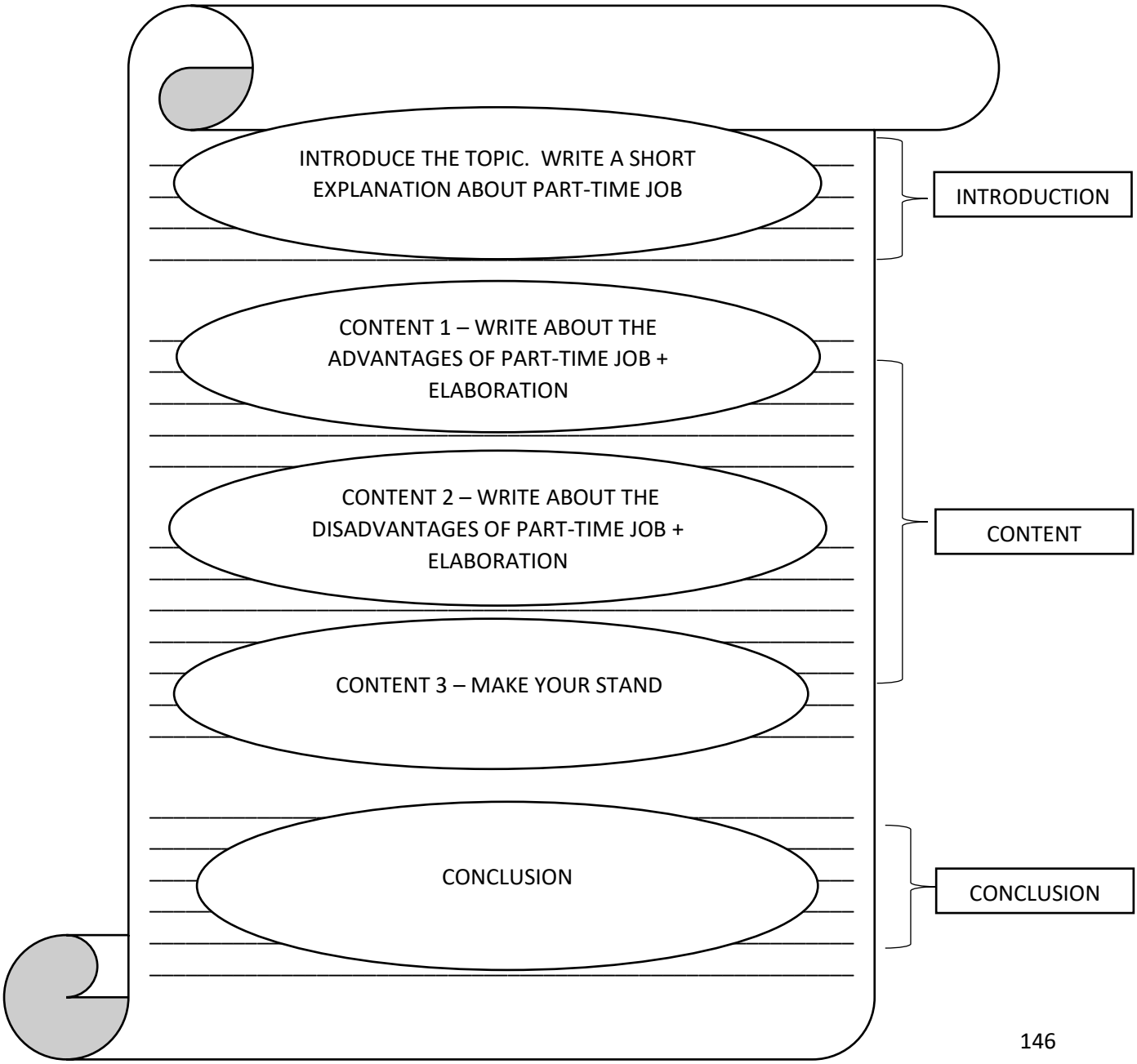


PRACTICE 4: Add more words/phrases in the vocabulary cloud based on the question given. Some examples are given. SUGGESTED VOCABULARY(S) / PHRASE(S)





PRACTICE 5: Write your essay based on the layout given
ANSWER



WRITING ON THEIR OWN

SUGGESTED ANSWER

	Part-time jobs are common among students. There are many advantages and disadvantages for of having part-time jobs. Firstly, part-time jobs help to finance the students' education. It also helps to lighten the financial burden of the family. Another advantage is students are able to pick up new skills while working part-time such as computer skills, bookkeeping and even managing a business. However, there are disadvantages of part-time jobs. Students who work part-time need to balance work life and school. Most are unable to finish homework or attend school. In addition, due to lack of rest and sleep, students who have part-time jobs are often sleepy and not able to focus in class. All in all, students should not to do part-time jobs if their families are able to support them. Students should enjoy a carefree life before they enter the working life.	

PART 3

EXTENDED WRITING

1. As for this task, there are four types that the candidates need to master. They are

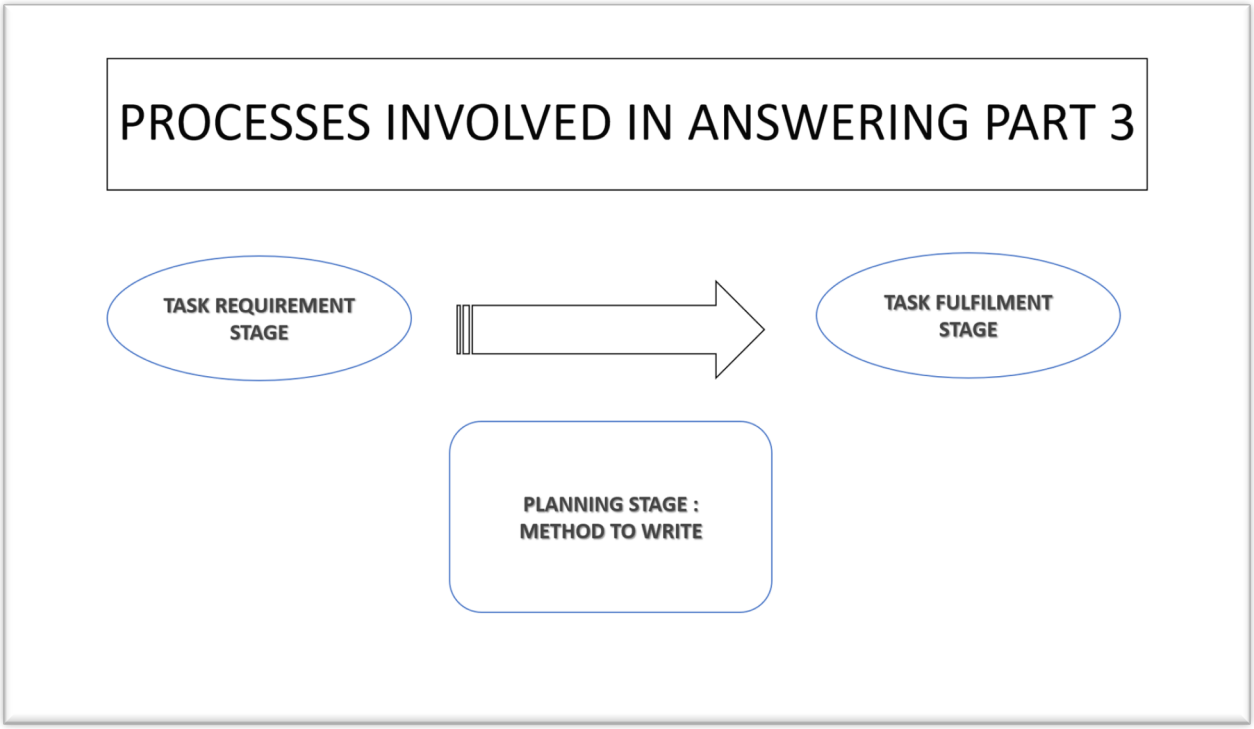
a) Story

b) Report

c) Article

d) Review

2. The candidates are required to write an essay within the range of **200 – 250 words**.
3. The following is the process involved to answer the question in Part 3.



TEACHER'S NOTES:

- Each essay goes through the same process of writing which begins from identifying the task requirement to the stage of task fulfillment.
- Use suggested technique to guide the students for the planning stage.

ASSESSMENT SCALE FOR PART 3

SPM Writing Part 3 assessment scale

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

STORY WRITING

SET A

Learning Standards:

4.1.4 Express and respond to real or imagined opinions and feelings
4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics
4.2.1 Punctuate written work on a range of text types with reasonable accuracy
4.2.2 Spell written work on a range of test types with reasonable accuracy
4.2.4 Use formal or informal registers appropriate to the target audience in most familiar and unfamiliar situations

QUESTION 1

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

- the description of the nightmare
- how it ended

Write your story.

TIPS TO ANSWER THE QUESTION

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

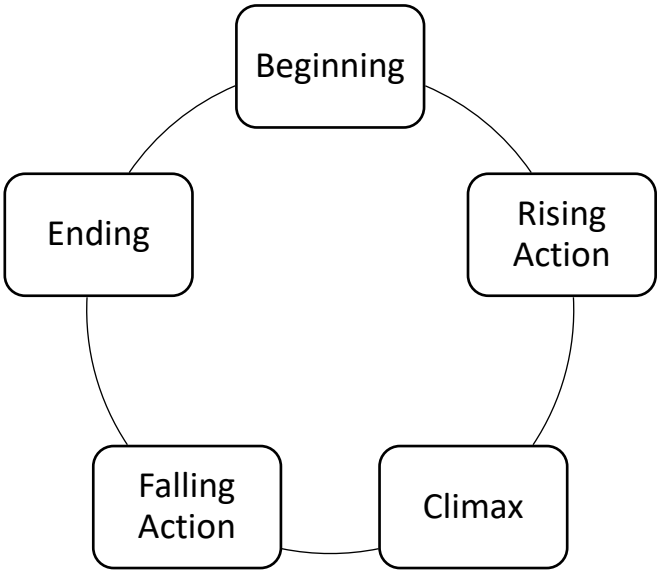
TASK REQUIREMENT STAGE

- 1. GET TO KNOW THE TASK
- 2. IDENTIFY THE TASK

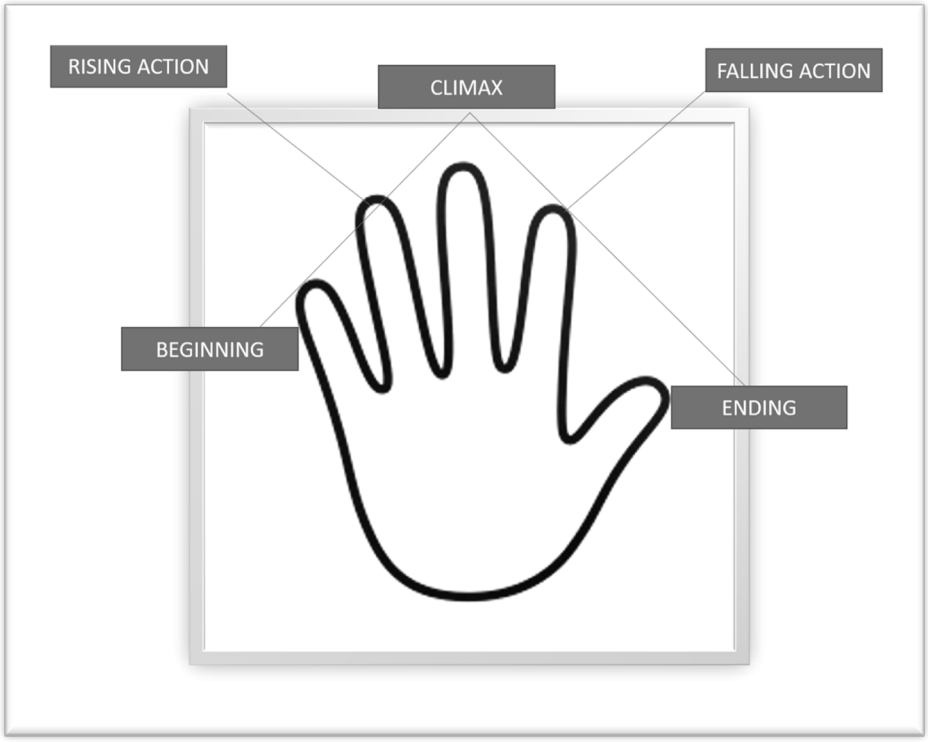
PLANNING STAGE

- 1. DRAW THE 'PALM DIAGRAM'
- 2. LABEL THE 'PALM DIAGRAM'
- 3. BRAINSTORM THE IDEAS
- 4. START WRITING

STEP 1 : GETTING TO KNOW THE 5 ELEMENTS AND THE 'PALM DIAGRAM'



ANSWERS



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

- Teacher guides the pupils to label the Palm Diagram
- Teacher discusses the answers with the pupils

STEP 2 : CONTENT OF PALM DIAGRAM

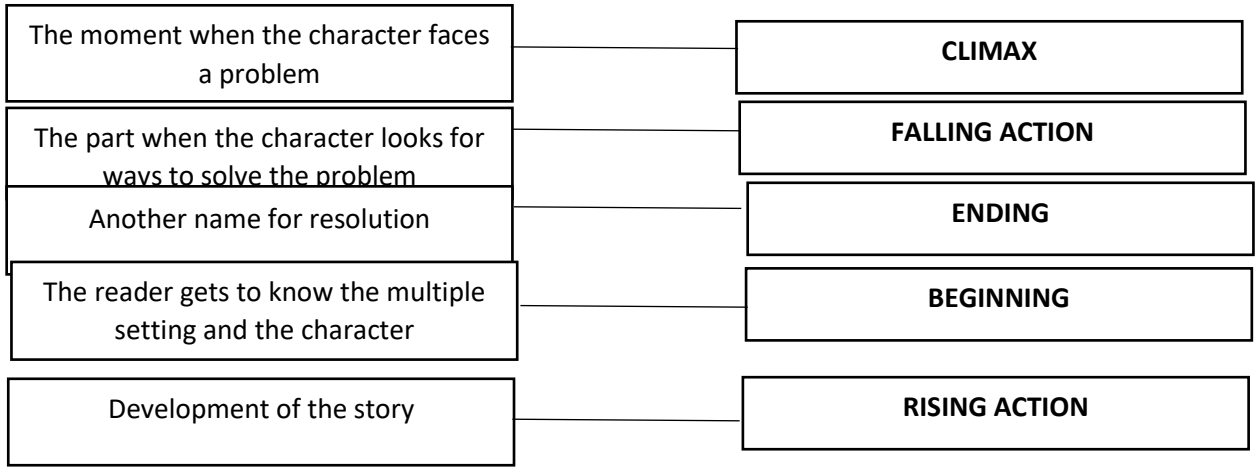
COMPONENT	ELEMENT	ELABORATION
INTRODUCTION	BEGINNING	Who is the main character? What is the setting [time, place, social]?
CONTENT	RISING ACTION	What has happened to the character? How does the character feel, respond and react?
	CLIMAX	What conflict does the character face?
	FALLING ACTION	How to solve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

TEACHER'S NOTES:

- Teacher explains the writing structure based on the table above
- Teacher discusses the answers for PRACTICE 2 in pupil's module

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

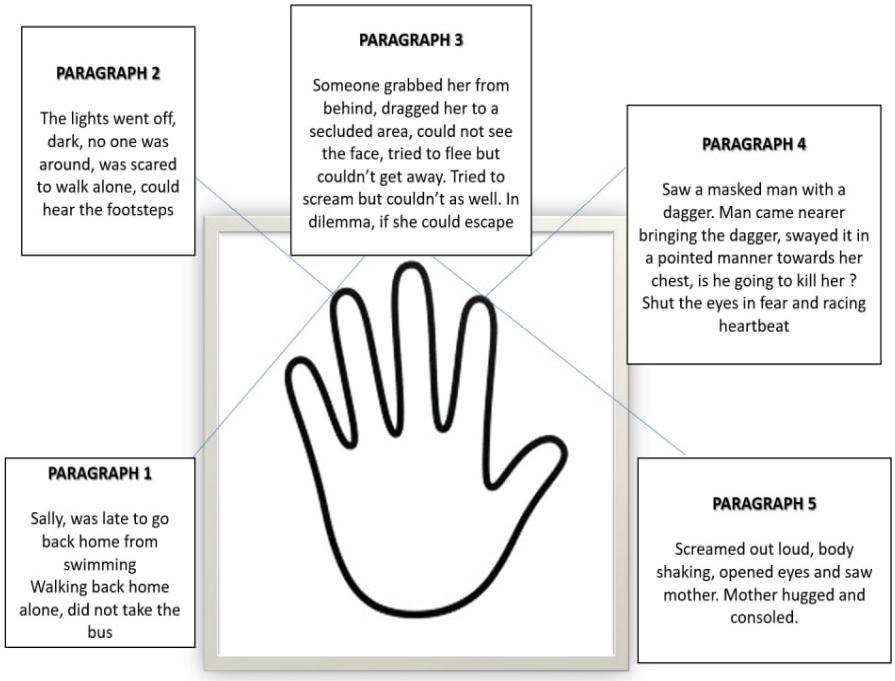
ANSWERS



STEP 3 : BRAINSTORM THE IDEAS

- Teacher guides the pupils to map out the ideas in the palm diagram as shown below
- Teacher discusses the answers for PRACTICE 3 in pupils' module

ANSWERS



TEACHER'S NOTES:

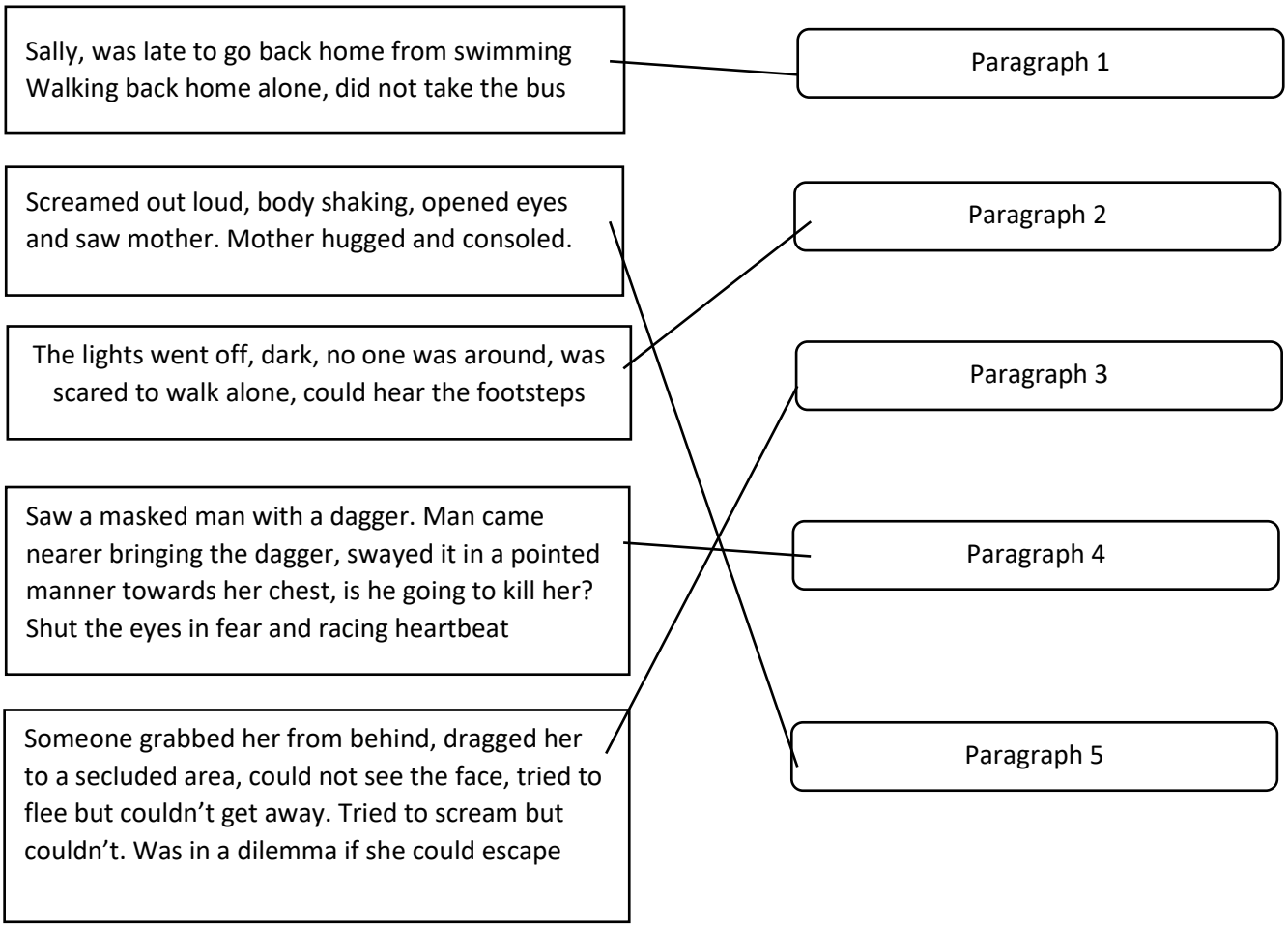
- Teacher discusses the answers for the questions based on the elements of the palm diagram above
- For instance:
  Beginning - Who is in the nightmare? Sally, a girl who is walking back home alone after her swimming lesson.
- As teacher guides the questions in the palm diagram, pupils are able to obtain ideas to answer the task.

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

MATCHING THE CONTENT IDEA WITH ITS PARAGRAPH

- Teacher guides the pupils in matching the content idea with its paragraph [Pupils' Module]
- Teacher discusses the answers with the pupils

ANSWERS



STEP 4 : VOCABULARY CLOUD

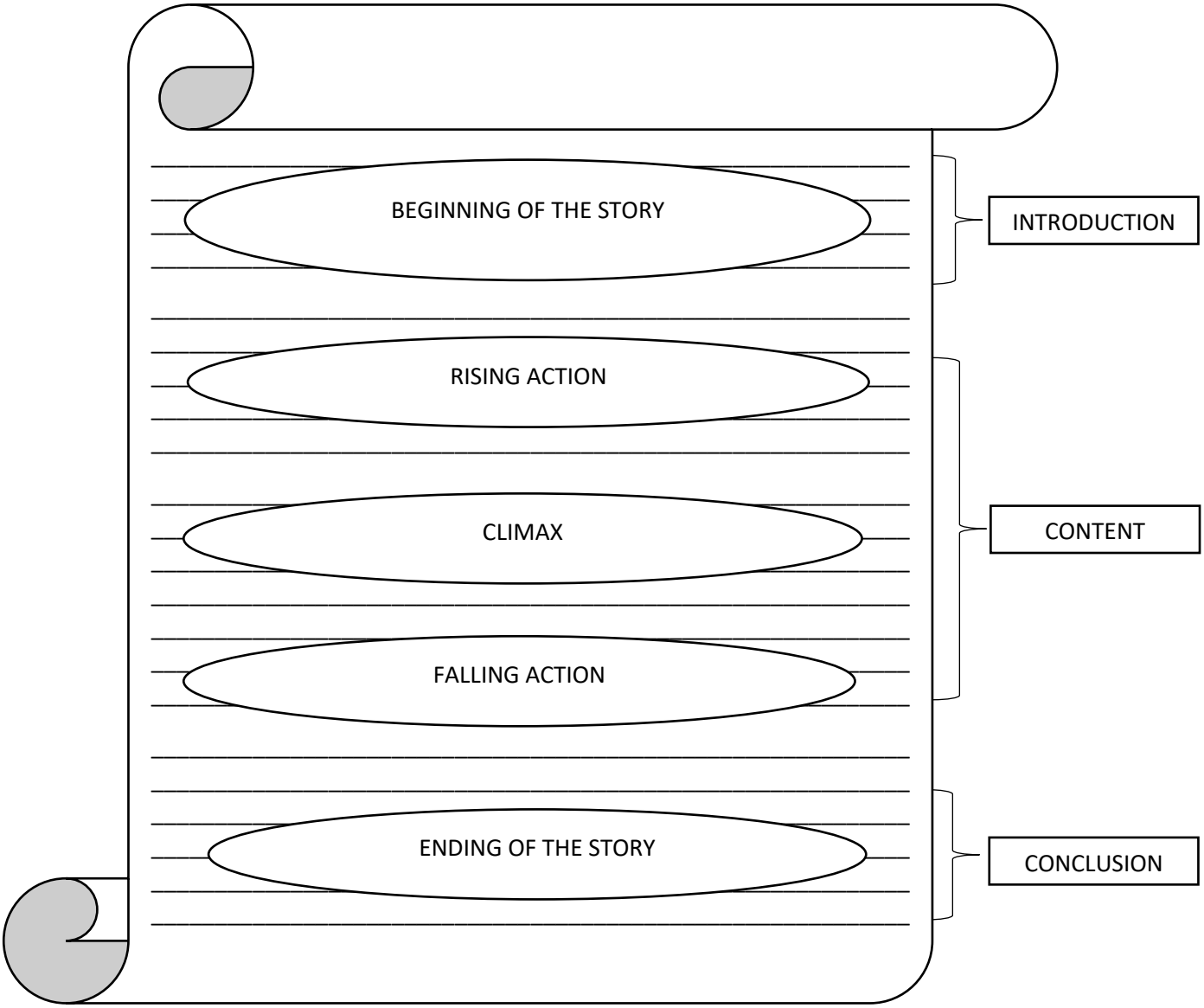
- Teacher introduces vocabulary cloud to the pupils
- The main use of the vocabulary cloud is for the pupils to know and use relevant words, phrases and adjectives while writing a story



TASK FULFILMENT STAGE

- 1. START WRITING
- 2. WRITING CHECKLIST

STEP 5 : START WRITING : WRITING TEMPLATE STRUCTURE



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

- Teacher guides the pupils to fill in the blanks using the words or phrases from the vocabulary cloud according to the paragraphs
- Teacher discusses the answers with the pupils
- Sample answers are given below

INTRODUCTION

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

CONTENT

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

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

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

Sally! Sally! Sally!

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

REFER TO SUGGESTED ANSWERS FOR PRACTICE 5 AND PRACTICE 6

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

SUGGESTED SAMPLE INTRODUCTORY PARAGRAPH

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

SAMPLE CONTENT PARAGRAPHS

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

Suddenly, someone grabbed Sally from the back and started dragging her. She tried to fight back and scream out for help but her mouth was sealed. She was brought to a smelly area. Sally tried to see the person's face but it was masked. He was wandering back and forth after tying up her hands and legs. Sally started to strategise an escape plan but to no avail. She was in dilemma if she would escape from him.

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

SAMPLE CONCLUDING PARAGRAPH

Sally! Sally! Sally!

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

SPM PRACTICE
LET'S TRY ON YOUR OWN!

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

- the description of the day
- what had happened

Write your story.

TIPS TO ANSWER THE QUESTION

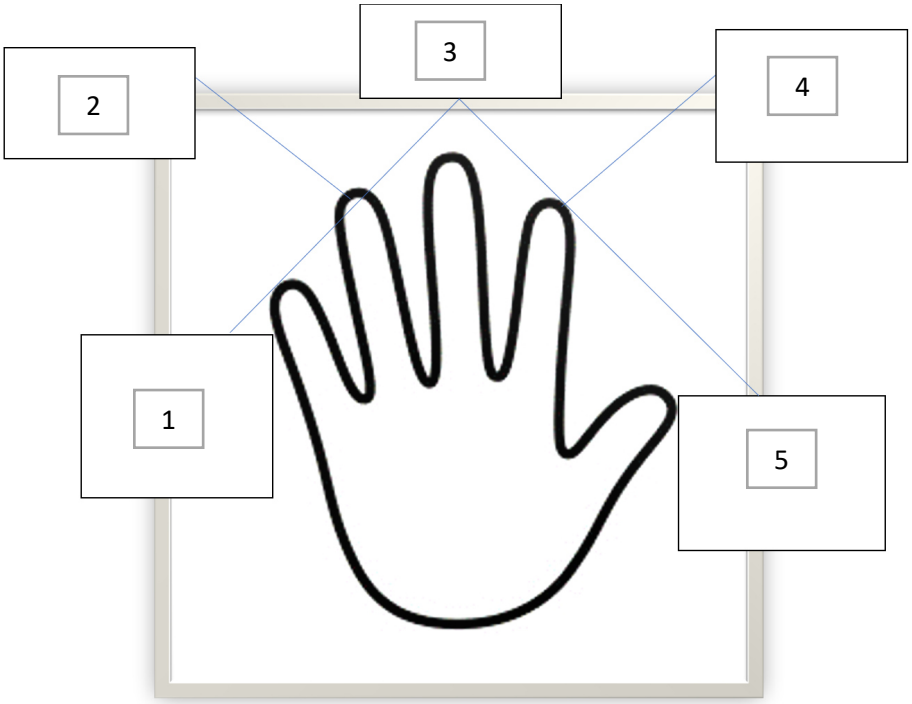
1. **Read the Question**
2. **Draw the palm diagram**
3. **Label the diagram**
4. **Brainstorm the ideas**
5. **Start writing according to the writing structure**

- As guided and shared earlier, the teacher can follow the tips to guide the pupils in answering the SPM PRACTICE question

BRAINSTORM THE IDEAS

- The Palm Diagram : Teacher guides the pupils to brainstorm ideas for the task

  ANSWER



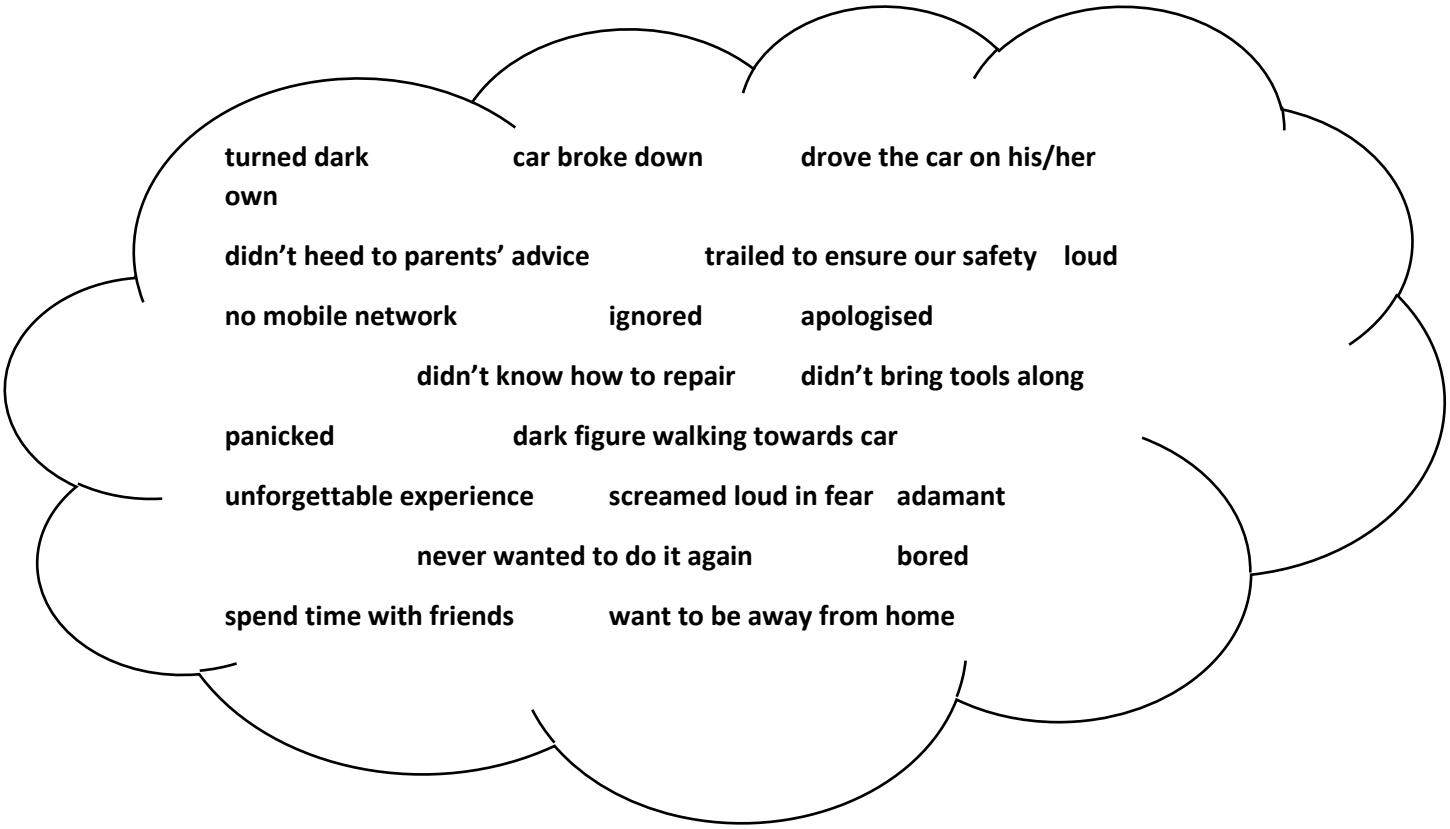
SUGGESTED ANSWER

1	**Three friends decided to go on a road trip**
2	**Demanded to drive on their own without listening to their parents' advice**
3	**Turned dark, haven't reached the destination, car broke down, no network**
4	**Didn't know what to do, no one was around, a car stopped**
5	**Felt scared, dad arrived, helped to repair the car, reached home safely**

VOCABULARY CLOUD

- Teacher guides pupils to come up with words, phrases and adjectives related to the task in the space provided below

SUGGESTED ANSWER



START WRITING

SUGGESTED ANSWER

The exam was over. Sally, Sean and I were bored. We kept hanging out together at the same places. One day, Sean came up with a brilliant idea of going for a long drive. When we proposed it to our parents, they were not keen with that idea. They disagreed by saying it was not safe for us to drive on our own without parents but we were still adamant. After a long persuasive session, finally our parents agreed.

We started packing our favourite things. Our excitement was at its peak that whenever our parents offered to help us, we kept ignoring them. None of us heeded their advice about bringing items like first aid kit, extra food, power bank and tool kit box. We didn't feel those items were important, so we refused to bring them along. Our parents even advised us to leave early but we wanted to enjoy the sunset scenery, so we left in the evening.

Sally volunteered to drive us, so we let her do so. Sean started singing with his melodious voice as we stormed onto the highway becoming unstoppable. The sky was turning dark and suddenly, there was a loud screeching sound and the car jerked continuously for a few metres, finally stopping abruptly. Sally tried to restart the car engine but it was in vain. We panicked. We tried to call our parents and emergency number but there was no mobile network. All the three of us panicked!

It was turning dark and there was no vehicle on that road. It was as silent as dead. Sean asked the two of us to stay in the car and not leave as he wanted to try walking for some distance to look for help but we disagreed. We felt resentful as we refused to listen to our parents who were trying to help us. We started to sweat as it was too hot sitting in the car but we were clueless. In a blink of an eye, we noticed a car approaching us at an unusual speed that we screamed loud in fear.

We held each other tightly when a few dark figures walked towards us. They knocked onto the car windows by shining the torchlights and calling out our names. They were our fathers. It was such a relieving sight to see our heroes arrived to rescue us. Apparently, they followed us after our phones were unreachable. We apologised for our behaviour and promised not to repeat such antics ever again. After the car was repaired, we reached home safely.

ASSESSMENT SCALE FOR ORGANISATION

SCORE	PART 3
5	Text is well-organized and coherent, using ***a variety of cohesive devices*** with generally good effect.
3	Text is generally well-organized and coherent, using ***a variety of cohesive devices.***
1	Uses simple connectors and ***a limited number of cohesive devices*** appropriately.

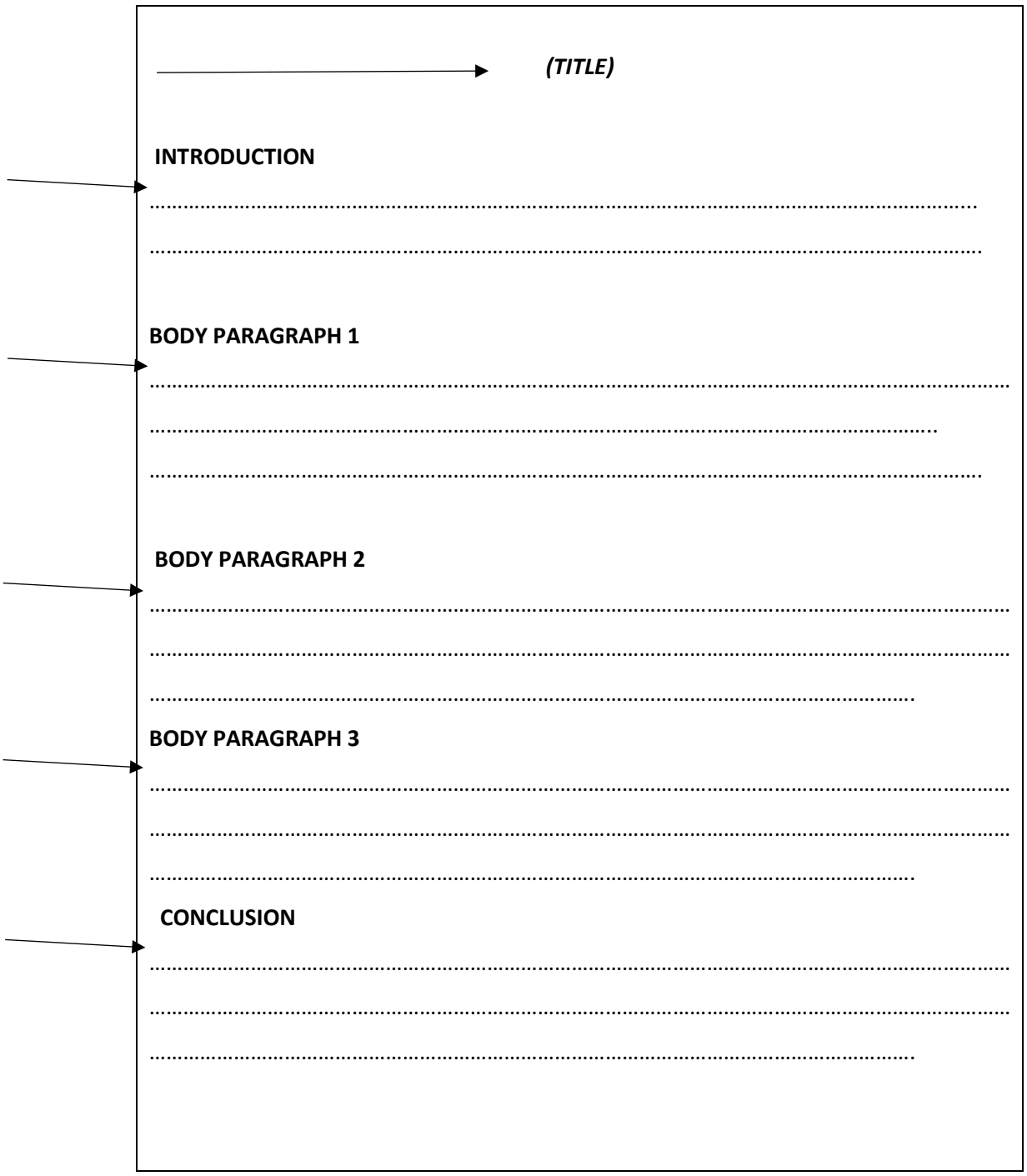
ARTICLE

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

(LET THE STUDENTS LABEL IT)

SUGGESTED LAYOUT OF THE ARTICLE

ANSWER



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

STEP 1 – ANALYSE	STEP 2 – PLAN	STEP 3 - PRESENT
● read and understand the instruction and stimulus. ● highlight the bullet points given. ● identify the key words, phrases or task. This will help you focus on the important aspects of your article. ● understand what the article should be about.	● respond to the question. ● use all the bullet points given to guide you in writing your answer. ● elaborate on the points given. ● give reasons and examples wherever suitable.	● organise your paragraphs. ● use the appropriate cohesive devices so that your essay reads smoothly. ● use a variety of vocabulary. ● use short and long sentences. ● write your essay in the appropriate style. ● ensure that the word count is 200 – 250 words.

LEARNING STANDARDS

4.1.2 - Explain advantages and disadvantages of (i) ideas (ii) plans (iii) arrangements

4.1.4 - Express and respond to real or imagined opinions and feelings.

4.1.5 - Organize, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics.

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

4.2.2 - Spell written work on a range of text types with reasonable accuracy.

4.2.4 - Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations.

Question 1

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

Articles Wanted!

The Sports Facilities of My School.

●What other types of sports would you like to suggest?

●What special facilities should your school have?

●How can you maintain your school's sports facilities?

Write us an article answering these questions.

The best article will be published in the school magazine.

Write your article

**** EXAMINATION TIPS** (THE TEACHER IS ADVISED TO DO THE PROCESS TOGETHER WITH THE STUDENTS)**

1. ***Understand the question.***

1.1 Read the instructions carefully

1.1.1 Identify the situation and task.

1.1.2 Analyse the stimulus.

1.2 Underline the key words and phrases **(TEACHER WILL ASK THE STUDENTS TO REFER TO THE GIVEN QUESTION ABOVE)**

1.2.1 Give suggestions for other types of sports or activities.

1.2.2 Write about special facilities in the school.

1.2.3 Offer suggestions on how to maintain school's sports facilities.

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

SUGGESTED ANSWER

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

Firstly, I wish to see more indoor game facilities in my school. For instance, gym training centre and futsal are popular among young people nowadays. Many students like to go to a gym to get their body in good shape. Thus, with a gym in school, students no longer need to pay to use a gym outside.

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

Secondly, we need to build proper shower and changing facilities. With these, students get to refresh themselves after a sports session before the learning process in class. Basic facilities such as water heaters, shower gel and shampoo should be provided. Lockers in the changing room should also be provided.

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

Lastly, the sports facilities should be well taken care of by the students. Thus, they need to be responsible and considerate users. Students should clean the equipment and tidy up the area after using it. Other than that, students should also handle all the equipment with care.

3. Organise your content.

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

A. Giving the summary of the main points.

B. Special facilities your school should have

C. Other types of sports or activities you would like to suggest having

D. General topics of the essay

E. Describe and elaborate on the ways students can help maintain the facilities

ANSWERS

C Body Paragraph 2

D Introduction

A Conclusion

B Body Paragraph 1

E Body Paragraph 3

4. Write according to the writing frame

Introduction

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

♦ Body paragraph 1

- Describe other types of sports you would like to have

♦ Body paragraph 2

- Describe special facilities your school should have

♦ Body paragraph 3

- Describe the ways students can help maintain the facilities

♦ Conclusion

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

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

TEACHER'S NOTES:

- Remind pupils to refer to the previous practice. Ask the students to fill in the blanks with the suggested answer or their own answer

►**Refer to the above suggested answer for reference**

The Sports Facilities of My School

Sports facilities in a school are important for leading students' good physical health and mental health. Therefore, schools should offer a variety of sports to cater students of all ages and different level of interests. Besides, all the facilities should also be improved.

Firstly, I wish to see more indoor games facilities in my school. For instance, gym training centre and futsal are popular among young people nowadays. Many students like to go to a gym to get their body in good shape. Thus, with a gym in school, students no longer need to pay to use a gym outside.

Secondly, we need to build proper shower and changing facilities. With these, students get to refresh themselves after a sports session before the learning process in class. Basic facilities such as water heaters, shower gel and shampoo should be provided. Lockers in the changing room should also be provided.

Lastly, the sports facilities should be well taken care of by the students. Thus, they need to be responsible and considerate users. Students should clean the equipment and tidy up the area after using it. Other than that, students should also handle all the equipment with care.

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

Question 2

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

Submission for articles is open! ***Stay Fit, Stay Healthy!*** ● What do you think about the issue of obesity among teenagers? ● What are the possible causes? ● How can teenagers stay healthy? Write us an article answering these questions. The best article will be published in our next newsletter. Write your **article.**
**** EXAMINATION TIPS** (THE TEACHER IS ADVISED TO DO THE PROCESS TOGETHER WITH THE STUDENTS)**

1. ***Understand the question.***

   a. Read the instructions carefully

      i. Identify the situation and task.

      ii. Analyse the stimulus.

   b. Underline the key words and phrases **(TEACHER WILL ASK THE STUDENTS TO REFER TO THE GIVEN QUESTION ABOVE)**

      i. What do you think about the issue of obesity among teenagers?

      ii. What are the possible causes?

      iii. How can teenagers stay healthy?

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

- Teacher instructs the students to choose their partner
- Teacher explains on how to complete the task.

.

ISSUE OF OBESITY AMONG TEENAGERS

CAUSES OF OBESITY AMONG TEENAGERS

HOW TEENAGERS CAN STAY HEALTHY?

3. Write according to the writing frame

♦ Introduction

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

SUGGESTED ANSWERS

♦ Body paragraph 1

Obesity is a condition that occurs when a teenager has excess weight. Obesity occurs among the teenagers whereby they love to take fast food, fried food or food with added sugar. They also take less fruits, vegetables and water intake

♦ Body paragraph 2

Obesity is a medical problem that increases the risk of other diseases and health problems such as diabetes and high blood pressure. Some of the causes of obesity are practising unhealthy diet and leading a sedentary lifestyle. The teenagers take big portions that contribute to weight gain. Looking at computer, tablet and phone screens is a sedentary activity. Therefore, they should exercise more and be active to burn the calories.

♦ Body paragraph 3

The teenagers should not only take good care of their physical health but also mental and emotional state. Firstly, they should exercise regularly of at least 30 minutes every day. They should also maintain a healthy weight to avoid chronic illness. Other than that, they should also get enough sleep of at least 7 hours sleep. Lastly, teenagers should also consider their lifestyle choices and habits

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

Obesity Among Teenagers

Obesity is a condition that occurs when a teenager has excess weight. Obesity occurs among the teenagers whereby they love to take fast food, fried food or food with added sugar. They also take less fruits, vegetables and water intake

Obesity is a medical problem that increases the risk of other diseases and health problems such as diabetes and high blood pressure. Some of the causes of obesity are practising unhealthy diet and leading a sedentary lifestyle. The teenagers take big portions that contribute to weight gain. Looking at computer, tablet and phone screen is a sedentary activity. Therefore, they should exercise more and be active to burn the calories.

Teenagers should not only take good care of their physical health but also mental and emotional state. Firstly, they should exercise regularly of at least 30 minutes every day. They should also maintain a healthy weight to avoid chronic illnesses. Other than that, they should also get enough sleep of at least 7 hours sleep. Lastly, teenagers should also consider their lifestyle choices and habits

All in all, teenagers should take good care of their health from young. They should stick to consistent bedtime and wake up time apart from exercising and eating healthy food.

Question 3

You see this notice on the school noticeboard.

Articles Wanted

A Healthy Lifestyle

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

Write to us an article answering these questions.

The best article will be published in the school magazine.

♫♫♫ WRITING TIP ♫♫♫

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

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

● Do you have a healthy lifestyle?

● Those who keep a healthy lifestyle are less likely to get sick.

● We need self-discipline to maintain a healthy lifestyle.

Write your article in 200 – 250 words

A. Understand the question. ***(Teacher needs to guide and monitor the students)***

i. Read the instructions carefully.

ii. Underline the keywords and phrases.

iii. Then select the correct answer for the questions below.

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

ANSWERS

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

B. Plan what to write for your answer.

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

SUGGESTED ANSWER

Nowadays, people are more concerned about their health than before. As the Covid-19 pandemic has been quite a serious matter, it is clear that living a healthy lifestyle should be everyone's priority.

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

SUGGESTED ANSWER

A healthy lifestyle is living a life in a way that benefits our health. It is through good eating habits, having a regular exercise, getting enough sleep and practising a balanced work life. The teenagers should always be concerned about their health even if everything is functioning well. Poor health does not suddenly develop overnight. Serious health problems such as heart disease and hypertension only appear after many years of neglect. So, the teenagers should always think about their health issues.

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

SUGGESTED ANSWER

Maintaining a healthy lifestyle as teenagers is not hard. Their daily school life is already part of their physical activity. However, it is a challenging routine to manage the teenagers' diet and sleep because it needs a strong self-discipline. They need to eat healthy food regularly and avoid unhealthy snacks and fast food. In addition, they should also get sufficient sleep and keep a schedule for studying and leisure.

C. Organise your content.

Arrange and number the following notes in a sequence.

ANSWER

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

D. Write your article.

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

Introduction	Body Paragraph 1	Body Paragraph 2	Conclusion
• people - concerned about health • reason -pandemic	• healthy lifestyle - way of life that benefits health • good eating habits, regular exercise, enough sleep, balanced work life • teenagers should start healthy lifestyle since young • avoid illnesses and serious health conditions.	• maintain healthy lifestyle • physical activities - part of school life • diet, sleep, self-disciplined • follow the schedule	• healthy lifestyle should start at young age by managing diet

Nowadays, people are more concerned about their health than before. As the Covid-19 pandemic has been quite a serious matter, it is clear that living a healthy lifestyle should be everyone's priority.

A healthy lifestyle is living a life in a way that benefits our health. It is through good eating habits, having a regular exercise, getting enough sleep and practising a balanced work life. The teenagers should always be concerned about their health even if everything is functioning well. Poor health does not suddenly develop overnight. Serious health problems such as heart disease and hypertension only appear after many years of neglect. So, the teenagers should always think about their health issues.

Maintaining a healthy lifestyle as teenagers is not hard. Their daily school life is already part of their physical activity. However, it is a challenging routine to manage the teenagers' diet and sleep because it needs a strong self-discipline. They need to eat healthy food regularly and avoid unhealthy snacks and fast food. In addition, they should also get sufficient sleep and keep a schedule for studying and leisure.

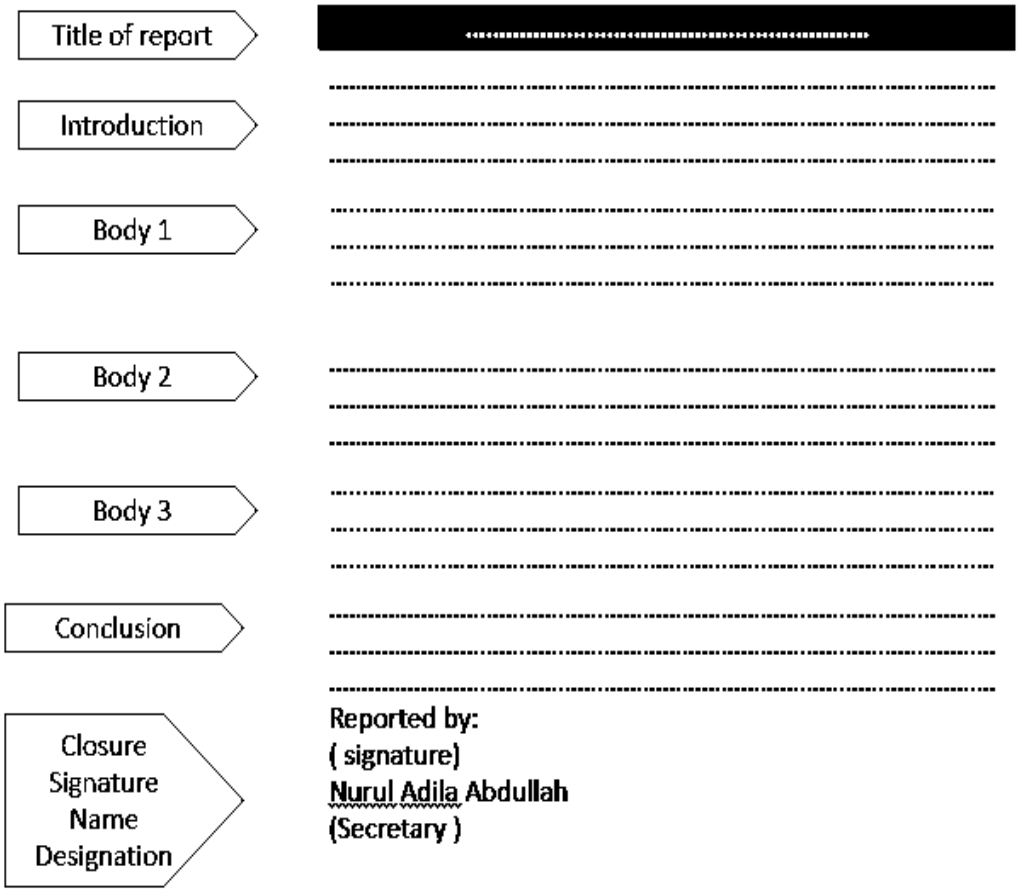
- In conclusion, healthy lifestyle should start at young age by managing diet. Teenagers can have productive and healthy life if they have good eating habits and take balanced diet.

REPORT

A concise factual and informative document written for a particular purpose and audience.

The audience is someone of a higher authority such as the school principal, discipline teacher or teacher in charge

Layout of the Report Writing



A COMPLETE GUIDE FOR WRITING A REPORT EFFECTIVELY

STEP 1 – ANALYSE	STEP 2 – PLAN	STEP 3 - PRESENT
● read and understand the instruction and stimulus. ● highlight the bullet points given. ● identify the key words, phrases or task. This is to help you focus on the important aspects of your report. ● Identify the position of the writer ● understand what the report should be about.	● respond to the question. ● use all the bullet points given to guide you in writing your answer. ● make a draft, using keywords ● elaborate on the points given. ●include details of what happened ●give a summary of what took place.	● organise your paragraphs. ● use formal language in the past tense ● use the passive voice ● use variety of language ● use short and long sentences. ● write your essay in the appropriate style. ● ensure that the word count is 200 – 250 words.

QUESTION 1

●Teacher should discuss the question thoroughly with the students

●Explain to the students about highlighting the keywords in the question given.

As the secretary of the school's charity run organising committee, you are required to write a report on the charity run for your school principal. Your report should include : ● the purpose of the charity run ● incidents that happened during the event ● suggestions for improvement
Write your report.

Planning of the essay

Introduction

- Respond to the question given in the task
- Elaborate or give more details to the content points
- Introduce your topic : provide brief general information using WH Questions

SUGGESTED ANSWER

A charity run was held in SMK Bunga Raya on Sunday, 18 November 2021. All the teachers, students and their family members gathered in the school field at 7.30 a.m. The chairman of the Parent-Teacher Association, Encik Norazman bin Nordin, officiated the 10-km charity run.

Body Paragraph 1

- **State the purpose of the run – raise funds**
- **Elaborate on how funds can be raised**

SUGGESTED ANSWER

The purpose of the run was to raise funds to build a new and bigger school hall. Participants need to pay RM 50 for the registration fee. Everyone receives a T-shirt, a running vest and also a goodie bag sponsored by Munchkin Food Sdn Bhd and Chee Keong Bookstore.

Body Paragraph 2

- **Describe the incidents that happened during the Charity Run**

SUGGESTED ANSWER

During the event, two participants fainted when they were about to reach the finishing line. One of them did not have breakfast before the event while the other participant was exhausted due to dehydration. The St John's Ambulance was quick to take action to help the two participants. The two participants recovered shortly after they were given treatment. Some other participants suffered mild cramps but they continued with their run instead.

Body Paragraph 3

- **Give the suggestions for improvements**
- **Elaborate with reasons**
- **Include examples if possible**

SUGGESTED ANSWER

There were some shortfalls that could be improved by the organiser. Some of the participants were dehydrated as there were not enough water stations along the route. Besides, some participants suffered cramps because they did not do warm-up exercises. In the future, a warm-up session needs to be conducted before the run. More water stations are to be placed along the route too.

Conclusion

- How the event ended

SUGGESTED ANSWER

The event ended at 10.30 a.m. Prizes and medals were given to the first 30 participants who managed to finish the run. Many participants look forward to another run next year.

Question 2

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

Your report should include :

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

Write your report.

Planning of the essay

Introductory Paragraph

- Went for a camping trip – when?
- Who participated?
- The location – camping ground (where)?

SUGGESTED ANSWER

Report on the Scouts Camping Trip

The Scouts of SMK Lavender Heights went for a camping trip from 6-9 July at Rawang Recreational Park in Selangor. There were 45 members who participated in this camp and 5 teacher advisors were also on duty during the camp. The camping ground was situated at a small clearing in the forest.

Body Paragraph 1

- Various activities prepared
- Who officiated?

SUGGESTED ANSWER

Various interesting and fun activities were prepared for the members. On the first day, the opening ceremony was officiated by the principal, Encik Harun Ramli. The teacher advisor divided the participants into five patrols. He also briefed them on the safety precautions at the camping site.

Body Paragraph 2

- How to pitch tents, tie knots, make gadgets
- played games- teamwork / learned to trust team mates
- cooked dinner

SUGGESTED ANSWER

The first activity was to pitch tents. Then, the Scout Master taught the members how to tie knots and make gadgets which would be useful during the camp. After lunch, they played games in order to get to know each other better. The games also taught the Scouts members about teamwork and to trust the team mates. The members cooked dinner for themselves because each patrol was in charge of cooking their own meals.

Body Paragraph 3

- second day – jungle trekking
- at night – campfire

SUGGESTED ANSWER

On the second day, the members went jungle trekking to put into practice the survival skills that they have learnt. In addition, at the end of the night, they had a huge campfire. The members sat around it, sang songs and told ghost stories with each other. They really had enjoyable moments there.

Conclusion

- closing ceremony – best patrol chosen

SUGGESTED ANSWER

On the last day, they had closing ceremony and the best patrol was chosen by the teacher advisors. Then, all the scouts cleared all the waste and kept all the tents and utensils.

Question 3

Reports Wanted!

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

Who were involved in the activities?

What were the achievements?

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

Write your report.

PLANNING OF THE ESSAY

Introduction Paragraph

- weekly meetings – every Wednesday
- various activities and achievements

SUGGESTED ANSWER

SMK Bandar Baru English Language Society

Every Wednesday, the English Language Society will have its weekly meetings at English Subject Based Classroom. The members had delightful memories of various activities and achievements throughout the year.

Body Paragraph 1

- inter-class English Quiz
- inter-school English Debate Competition

SUGGESTED ANSWER

The annual inter-class English Quiz was held on 27 February. It was participated by all the students from Form 1 to Form 5. Aleesha from 5 K emerged as the winner. She received a winning trophy donated by Y.B Suhaimi Baba. The society also took part in the inter-school English Debate Competition organised by District Education Office on 18 April. Ten secondary schools participated and our school managed to continue until the final round. We won the second place in the competition.

Body Paragraph 2

- International Robotics and English Olympiad
- robotics challenge – scrabble - poetry recital

SUGGESTED ANSWER

The society organised a big event known as International Robotics and English Olympiad. It was held from 15-17 September at the school hall. The participants were teachers and students from Malaysia, Singapore, Indonesia and Brunei. There were robotics challenge, scrabble competition and poetry recital as well. I am pleased that our school won the first place for the robotics challenge.

Body Paragraph 3

- annual dinner
- fancy dress party

SUGGESTED ANSWER

Last but not least, we had our annual dinner at Coffee Corner Old Street. All the committee members and five teacher advisors gathered. We had added a fancy dress party during the dinner. The fancy dress party was so successful whereby we had Madam Pushpa who posed as a beautiful princess and Mr Chew who posed as Hang Tuah. We also celebrated Madam Yomana's retirement during the event.

Conclusion

- thank – support and co-operation

SUGGESTED ANSWER

In conclusion, on behalf of the committee, I would like to thank all the teacher advisors and students from SMK Lavender Heights for their support and co-operation to make all these activities successful and memorable.

REVIEW

●A review is an assessment of what you have experienced. For example, a review of the movie you have watched, a book you have read, a restaurant you have visited and other similar experiences.

LAYOUT OF THE REVIEW

Below is a suggested layout of the review. (Ask the students to label it)

ANSWER

INTRODUCTION

……

……

……

BODY PARAGRAPH 1

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BODY PARAGRAPH 2

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……

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BODY PARAGRAPH 3

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……

……

CONCLUSION

……

……

……

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

STEP 1 – ANALYSE	STEP 2 – PLAN	STEP 3 – PRESENT
● read and understand the instruction and stimulus. ● take note of the questions in the review that you need to answer. ● do not leave out any questions ● identify and underline the key words, phrases or task. This will help you focus on the important aspects of your essay. ● understand the types of review that you need to write (movie, book, restaurant, etc.)	● respond to the question. ● use the keywords and phrases that you have identified to guide you in answering the questions in the stimulus. ● include the background details of what you are reviewing. ● describe briefly what it is (e.g. summary of the movie or book, what kind of restaurant it is, etc.) ● provide your opinion or assessment on what you are reviewing.	● organise your paragraphs. ● use the appropriate cohesive devices so that your essay reads smoothly. ● use a variety of vocabulary and sentences. ● write your essay in the appropriate style. ● ensure that the word count is 200 – 250 words.

LEARNING STANDARDS

4.1.2 - Explain advantages and disadvantages of (i) ideas (ii) plans (iii) arrangements

4.1.4 - Express and respond to real or imagined opinions and feelings.

4.1.5 - Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics.

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

4.2.2 - Spell written work on a range of text types with reasonable accuracy

4.2.4 - Use formal and informal registers appropriate to the target audience in most familiar and some unfamiliar situations.

Question 1 (FILM REVIEW)

TEACHER'S NOTE:

1. **Teacher discusses the question with the students**
2. **Teacher asks the students to find the keywords and use the writing guidance below.**

You see this notice in a town newsletter.

MOVIE REVIEW



Film Review needed?

Have you watch interesting film lately?

Tell us why you liked the film?

Would you recommend the film to your friends? Why?

The best review will be published in our town newsletter

INTRODUCTION

i. Watched Justice League

ii. Superhero movie based on comic book

iii. Bruce Wayne and Diana Prince try to bring the meta-humans of Earth together after the death of Clark Kent.

SUGGESTED ANSWER

Recently, I watched a film entitled Justice League. It is a superhero movie based on the comic book. The film is about Bruce Wayne and Diana Prince who try to bring the meta-humans of Earth together after the death of Clark Kent.

BODY PARAGRAPH 1

What I like about the film

iv. Main point – blockbuster / box-office success – fast-paced action film

v. Examples – car chases / explosions / combat scenes

vi. Supporting details – car chasing scene / fighting scene

vii. Additional point : cast of interesting characters

♦ Bruce Wayne – brave / responsible / try to save the world

SUGGESTED ANSWER

The thing I like best about this film is because it is a box-office success. Besides, it is also a fast-paced action film. In the film, we could see a lot of car chases, explosions and combat scenes. Unexpectedly, the car chasing scene and fighting scene are the parts that build up the suspense in the film. I also like the cast of interesting characters. We could clearly see how Bruce Wayne shows that he is a brave and responsible person in order to save the world.

BODY PARAGRAPH 2 – what I dislike about the film

i. Main point – a lot of violence

ii. Supporting detail – many lives lost in the battle

iii. The costume - not interesting

SUGGESTED ANSWER

However, there are a few things that I dislike. The film has a lot of violence. It shows how many lives were lost in the battle. In addition, the costume that they are using is not interesting.

CONCLUSION

In summary, the film is entertaining because it is a fast-paced action film and has interesting characters in the film. I would definitely recommend the film to my friends.

Question 2 (FILM REVIEW)

TEACHER'S NOTES:

1. **Teacher explains the question to the students**
2. **Teacher introduces the list of vocabulary on movie review to all the students.**
3. **Teacher gets the students to find the meanings to assist them in writing the essay.**

You recently saw this advertisement in a magazine.

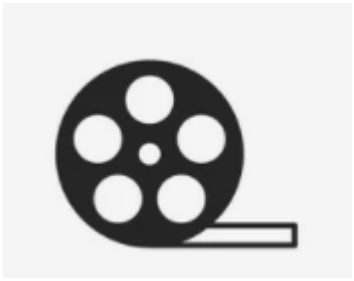
MOVIE REVIEWS REQUIRED

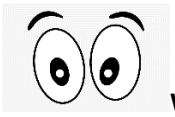
Have you watched any interesting movies lately? Send us your movie review.

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

Would you recommend the movie to your friends? Why?

The best review will be published in our magazine.





WORD SMART – WORDS THAT SHOW STRONG POSITIVE REACTIONS:

i. **Engaging**
ii. **Engrossing**
iii. **Epic**
iv. **Exciting**
v. **Heart-warming**
vi. **Magnetic**

vii. **Memorable**

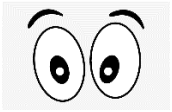
viii. **Satisfying**

ix. **Unforgettable**

x. **Superb**

xi. **Touching**

xii. **Vivid**



WORDS THAT DESCRIBE AN ADVENTURE FILM

i. **Action-packed**

ii. **A lot of fight scenes**

iii. **Great special effects**

iv. **Exciting**

v. **Boring**

vi. **Full of violence**

vii. **Predictable**

viii. **Confusing**

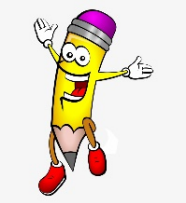
ix. **Senseless**

x. **Slow-moving**

PHRASES FOR WRITING A FILM REVIEW

Kind of film (genre)	♦ Drama ♦ Action film ♦ Thriller
Producer	♦ Produced by
Director	♦ a film directed by ♦ to develop a story ♦ well-directed ♦ expertly directed
Screenplay/script	♦ … from a screenplay by … ♦ multi-layered script screenwriter … ♦ The script was written by … ♦ … co-writes … ♦ …'s writing is astonishing/plausible/witty ♦ tightly written ♦ give characters the opportunity to …
Actors/characters	♦ great performance ♦ well acted ♦ … does a very good job as … ♦ The performances in … are excellent. ♦ … adds a lot to the film ♦ … is absolutely remarkable/especially memorable as … ♦ … is very/less convincing … ♦ newcomer ♦ a film full of wonderful characters ♦ appealing, fascinating, funny,

Plot/story	♦ amusing, boring, confusing, entertaining, exciting,unbelievable
	♦ arouse curiosity
	♦ reach a climax
	♦ develop a story
	♦ plot twists
	♦ One of the most surprising moments in the film occurs when …



Suggested answer

I have watched the movie “The Maze Runner”. It is based on a story written by James Dashner. “The Maze Runner” takes place in a place called the “Glade” located in the centre of a huge maze made of stone, and every night the walls close around the Glade. Most of the actions take place in the maze at night when the Grievers come out. The Grievers are half machine and half animal.

The main character in the movie is a boy named Thomas. Thomas is very curious on how he gets to the Glade and why everyone is sent there in the first place. He also wants to know how the outside world looks like because he actually has a family.

The plot of the story is about how Thomas and other Gladers find their way out of the maze. The climax in the story is when all of the Gladers decide to make one last run for it and then everything becomes dysfunctional.

The story wants us to learn that everyone has to work together to accomplish something huge. When we try a huge task on our own, we probably would not be able to do it, but together we can do anything.

I would recommend this movie to anyone, even if one does not like science fiction. This movie has an amazing storyline. It holds my interest because it is full of suspense, especially when the characters have no choice but to run for their lives.

QUESTION 3 (BOOK REVIEW)

TEACHER'S NOTES :

1. **Explain to the students the writing process of book review.**
2. **Follow the step-by-step instructions for completing the essay.**

A. <u>Understand the question.</u>



REVIEWS WANTED !

(Underline the key words / phrases)

You see this notice on the school website.

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

What do you enjoy reading about the book?

Why do you recommend the book to your friends?

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



Grammar Tip

1. Use the present tense when referring to the events in a story
Eg: Alice travels to Wonderland with her best friend.

2. Use past tense when describing an author's work or a historical event
Eg : Sherlock Holmes won Pulitzer Prize in 1965.

B. <u>Plan what you should write for your answer.</u>

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

Main ideas	Notes
Book title and author	**Student's own answer**
When did you read this book?	**Student's own answer**
What is the story about?	**Student's own answer**
What do you like?	

	Student's own answer
What do you not like?	**Student's own answer**
Recommendation	Student's own answer

List of helpful vocabulary

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

i. can't bring myself to finish it – cannot force myself to complete it
ii. Dull – boring
iii. Mediocre – of poor quality
iv. Not my cup of tea – not to my liking

▶ *TO RECOMMEND A BOOK*

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

SUGGESTED ANSWER

C. <u>Organise the contents</u> (continuation of the exercise in Part B)

1. INTRODUCTION

Everyone does reading not only for pleasure, but also for getting knowledge. There are many different types of books in the market. One of them is a book about self-development. The title of the book is Shine with Confidence written by Aisha Tanaka.

2. BODY PARAGRAPH 1

The book is very motivating because I felt uplifted after reading it. It discusses the positive aspect on the changes that we can do. Having low confidence is a common problem for many of us and I am not the only one. The guidelines given in the book are practical. Some of the suggestions given are easy to achieve. Other helpful tips on ways to improve our grooming are also given. It teaches us what to wear for different occasions and how to engage in conversations.

3. BODY PARAGRAPH 2

The overall presentation of the book is also good. It has attractive designs and is colourful. There are a lot of pictures and photos. The layout is well organised and it is easy for the readers to locate the sections.

4. CONCLUSION

All in all, it is a good book to read because we will be able to apply the information in real life. We should learn and know what to do to boost our confidence.

Organisation of the review	Notes
A Review of _____ Recently, my sister paid me a visit and _____ entitled _____ by the author _____. It was one of her _____. I had already _____ because of the _____ so I was keen _____. This book is about _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	 **INTRODUCTION (example)** ∴ sister – passed me a book ∴ favourite when a teenager ∴ had watched a film – already know about Sherlock Holmes – keen to find out about a must-read book **BODY PARAGRAPH 1** ∴ _____ _____ ∴ _____ _____ ∴ _____ _____ ∴ _____ _____

Organisation of the review	Notes
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	**BODY PARAGRAPH 2** ∴ _____ _____ ∴ _____ _____ ∴ _____ _____ ∴ _____ _____ **CONCLUSION** ∴ _____ _____ ∴ _____ _____ 

SUGGESTED ANSWER

A Review of Shine with Confidence

Everyone does reading not only for pleasure, but also for getting knowledge. There are many different types of books in the market. One of them is a book about self-development. The title of the book is Shine with Confidence written by Aisha Tanaka.

The book is very motivating because I felt uplifted after reading it. It discusses the positive aspect on the changes that we can do. Having low confidence is a common problem for many of us and I am not the only one. The guidelines given in the book are practical. Some of the suggestions given are easy to achieve. Other helpful tips on ways to improve our grooming are also given. It teaches us what to wear for different occasions and how to engage in conversations.

The overall presentation of the book is also good. It has attractive designs and is colourful. There are a lot of pictures and photos. The layout is well organised and it is easy for the readers to locate the sections.

All in all, it is a good book to read because we will be able to apply the information in real life. We should learn and know what to do to boost our confidence.

QUESTION 4 (BOOK REVIEW)

BOOKS WONDERLAND



Have 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 contact@wonderlandbooks.com.my

Your review will be published in our monthly newsletter.

A. <u>Understand the question.</u>

BOOKS WONDERLAND



Have 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 contact@wonderlandbooks.com.my

Your review will be published in our monthly newsletter.

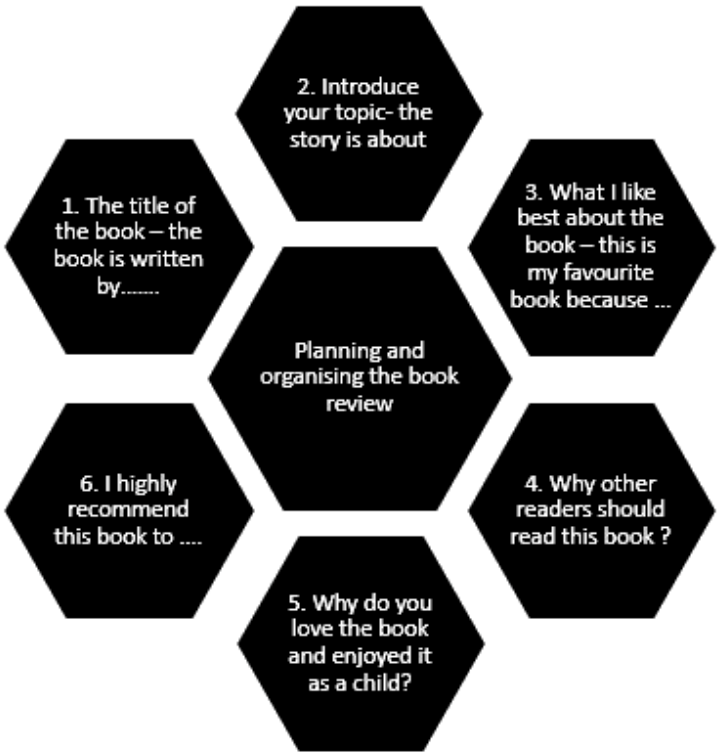
Underline the key words / phrases

Grammar Tip

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

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

B. <u>Plan what you should write for your answer.</u>



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

(Please refer to the planning and organising of the review)

A Review of _____

Recently, my sister paid me a visit and _____ entitled _____ by the author _____.

It was one of her _____.

I had already _____

because of the _____ so I was keen _____.

INTRODUCTION (example)

:. sister – passed me a book

:. favourite when a teenager

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

This book is about _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

BODY PARAGRAPH 1

:. _____

_____

:. _____

_____

:. _____

_____

:. _____

_____



SUGGESTED ANSWER

<u>The Graveyard Book by Nelson Osborne</u>

My favourite childhood book is The Graveyard Book by Nelson Osborne. It is a 300-page novel. The setting of the novel is mostly around the graveyard somewhere in England. The book is mainly about a boy Owen who can see and talk to the dead.

At first, I do not like the horror story, but as I keep reading the book, I could not stop because the storyline is exciting. When Owen's family was killed by the Killing Jack, he was found by a group of ghosts in a graveyard. Owen's mother, who had become a ghost, asked for help from somebody to take care of her baby. The ghost at the graveyard took the task of raising Owen.

In the story, I could see that the book was inspired by the famous classic The Jungle Book by Rudyard Kipling. The Jungle Book also tells a story of a young boy who lost his family and was raised by the pack of wolves. While reading the book, readers can feel spooky and a little creepy at times. This book keeps the attention span of the readers and makes them feel excited until the end.

Finally, I think The Graveyard Book remains relevant to the children today because it teaches important lessons about listening to the teachings and advice of others. In the book, Owen faces the consequences whenever he goes against his guardians' advice.

QUESTION 5 (REVIEW OF A PLACE)

REVIEWS NEEDED

What place have you recently visited that you would recommend to fellow students?

Submit a review of the place and say what you enjoyed there.

The best reviews will be published in our school magazines.



Write your review in 200 to 250 words.

A. <u>Understand the question.</u>

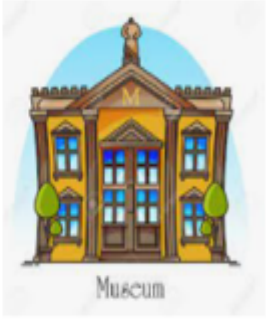
1. Read the instructions in the question carefully. ***<u>Underline the key words and phrases</u>***

REVIEWS NEEDED

What place have you recently visited that you would recommend to fellow students?

Submit a review of the place and say what you enjoyed there.

The best reviews will be published in our school magazines.



B. <u>Plan what to write for your answer.</u>

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

ANSWERS

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

C. **<u>Organise your content –</u>** Each of the notes would be best used in Introduction, Body and Conclusion of the review.



D. <u>Write your review.</u>

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

An Experience at Underwater World Langkawi During the recent school holidays, I visited _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	**Introduction** • name of the place • during the recent school holidays • one of the most enjoyable visits **Body Paragraph 1** • description of the place - oceanarium – showcasing marine animals • cost of admission– expensive but special discount for students • location **Body Paragraph 2** • What did you do there? • What you enjoyed the most? **Conclusion** • Recommendation

SUGGESTED ANSWER

A review of Grand Sea Village

Would you like to go to a place that gives peace of your mind and soul? What are you waiting for? Let's get away from the hustle and bustle of city life and go for an island trip with clear blue water. You will have a great experience at Grand Sea Village which is a cosy and relaxing paradise. All the staff are hospitable that makes the trip memorable.

Grand Sea Village is a hidden gem and you will be glad once you arrive here. The concept of the resort is so amazing that it is environmental friendly and has a lot of handmade features. The villas are facing the beach and you could feel the cool breeze and the sound of the waves. However, this place has poor internet connectivity with no WIFI.

Visitors can dine in at the open air beach restaurant. The cuisine varies between Malay, Chinese and Western style. They also serve buffet breakfast. On Saturday nights, barbecue is served. They even cater vegetarian menu for the guests.

The environment naturally offers both land and sea activities to keep us busy. Jungle trekking allows you to oversee the entire island. Snorkelling is also awesome that you are able to enjoy the beautiful coral reefs. We can also try boats or kayaks. Lastly, we can also experience the beautiful sunset.

I am truly impressed with Grand Sea Village. I would definitely recommend people to visit the place. You should not hesitate and go for staycation at Grand Sea Village.

QUESTION 6 (REVIEW OF A PLACE)

TEACHER'S NOTE

1. **Teacher explains the question to the students and get them highlight the keywords in the question.**
2. **The teacher clarifies the process of writing with the students**

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



Follow the following steps in writing the review.

(Step-by-step process is shown in the previous questions)

A. **Understand the question.**

B. **Plan what to write.**

C. **Organise your content**

D. **Write your review.**

SUGGESTED ANSWER

Good Eats at Benteng Café

A new eatery called Benteng Café opened in my neighbourhood next to the sports centre. My friend and I decided to check it out so we went there for tea last Sunday.

The moment we stepped into the café we were being greeted by cheerful voices of the staff. The place is cosy with small round tables and matching wooden chairs. A waitress in a pretty blue uniform showed us to our table and handed the menu. We ordered two cups of hot chocolate, a plate of pasta and the café specialty Benteng Waffle. While waiting for our food to arrive, we really admired the interesting décor. I could see a few potted plants hung from the ceiling.

Our food was served after half an hour. It was worth the wait because the waffle was beautifully decorated. On it were colourful pieces of fresh fruits. It was simply scrumptious. In contrast, the taste of the paste was just ordinary and taste was a bit tasteless.

All in all, I think Benteng Café is a cosy place to hang out. It has good service and decent prices. But, the quality of the food is not consistent. Still, I would recommend that my friends visit this café and try wonderful Benteng Café.

Speaking



For Speaking Exam, to get a better score,

PUPILS **MUST**

ANSWER **ALL** THE

3 PARTS so…

teachers need to help pupils to attempt all the parts

REMINDER!!

Firstly, familiarize yourself with the B1 level speaking topics below.
The list is taken from this website: https://eclexam.eu/topics/

B1 LEVEL SPEAKING TOPICS

Time and Daily Routine

Leisure Time and Hobbies

Working and Earning

Travel and Tourism

Science, Nature and Our World

Education and Learning

People and Relationships

Health and Lifestyle

Buying and Selling

Eating and Drinking

Common words and phrases related to the themes.
You need to familiarise yourself with all the vocabulary & grammar items related to B1

1. Personal	**2. Partnership**	**3. Family**
• personal particulars • appearance • inner characteristics • casual / evening wear	• relatives, friends • acquaintances, neighbours • classmates/schoolmates/colleagues	• family members • family occasions/celebrations • distribution of tasks in the family
4. Place of living	**5. Travelling/transport**	**6. Shopping/shops**
• house/block house/flat • furnishing/gadgets of the rooms • furnishing/gadgets of the kitchen and the bathroom • housework	• means/types of transport • public transport • timetable/information • buying tickets / preparation for a journey • travelling abroad/travelling documents	• shops/markets • department stores / departments • groceries/household goods • clothing • electric appliances
7. Media	**8. Services**	**9. Hobby**
• television • radio • newspapers / magazines	• financial services (transfer, exchange) • restaurant (menu, ordering, paying) • hotel (booking, paying)	• gardening / DIY • reading / listening to music • computer
10. Time/weather	**11. Health/illnesses**	**12. Sport**
• seasons / weather • weather forecast	• at the doctor's • common illnesses and their symptoms • prescriptions / medication /pharmacy	• popular sports • national sports • doing sports
13. Communication/keeping in contact	**14. Culture/entertainment**	**15. Studying/work**
• post (letter, telegram, parcel) • telephone (traditional, mobile, text messages) • Internet (e-mail, Skype, chat)	• guests • cinemas • theatres • museums • concerts • library (school, at home, public)	• types of schools • subjects • popular professions / workplaces • daily routine • colleagues / bosses / classmates
16. Culture and civilisation • basic practical information regarding the home country and the target language country (weather, currency, eating habits, daily routine, celebrations, shopping opportunities, et) • tourist attractions • accommodation / restaurants		

Tips to improve your speaking skills.

1. Write phrases (take new words and put them into contexts that you can remember easily).

2. Watch TV with subtitles and take notes.

3. Create stories with new words so that you can retell the story and remember the words.

4. Match new words with synonyms and similar words.

5. Use images. Relate new words to images.

6. Incorporate new words into your daily routine. Put post-it notes around the house etc.

7. Read all types of texts 8. Write all the time.

9. Think in English. Think about words and topics frequently.

10. Record your own voice. Record yourself on your phone saying new words in phrases.

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

HELPING WORDS & PHRASES

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

Time and daily routine

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

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

Garage Basement Loft/Attic Balcony Patio		Shower Toothbrush Fork Plate Sink Towel

Leisure Time and Hobbies

Unit Vocabulary	Collocations	Phrasal verbs
Can´t stand (v)	Keen on	Carry on
Fancy (v)	Fond of	Give up
Surf (v)	Good at	Go off
Swim (v)	Bad at	Take up
Read (v)	Excited about	Join in
Watch (v, n)	Interested in	Get into
Magazines (n)	Fascinated by	Call on
Documentaries (n)	Bored with	Hang out
TV/television (n)	Amazed at	Go out
the internet (n)	Listen to	Get around to
fashion (n)	Look at	Look forward to
entertainment (n)	Wait for	
hobby (n)	Laugh at	
jogging (v)	Depend on	
Travel (v)	Think about	
Leisure (n)	Prevent (sb) from	
Shopping (v, n)	Lend to	
Fun (n, adj)	Borrow from	

Working and Earning

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

Travel and Tourism

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

Science, Nature and Our World

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

Education and Learning

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

People and Relationships

Unit Vocabulary	Collocations	Phrasal verbs
Amusing (adj)	Bored with/of	Calm down
Emotion (n)	Interest in	Cheer up
Attitude (n)	Surprised at/by	Come on
Behave (v)	Excited about	Go on
Love (v)	Angry about	Hang on
Hate (v)	Worried about	Shut up
Enjoy (v)	Fascinated by	Speak up
Detest (v)	Excellent at	Run away
Loathe (v)	Aware of	Let down
Can´t stand (v)	Jealous of	Crack up
Mind (v, n)	Amazed by/at	
Naughty (adj)	Be eager (infinitive)	
Glad (adj)	Nervous about	
Cross (adj)	Scared of	
Noisy (adj)	Tired of	
Polite (adj)	Joke about	
Stress (v, n)	shout at	
Upset (v, n)	Laugh at/about	
Enthusiastic (n)	Cry about	

Health and lifestyle

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

Buying and selling

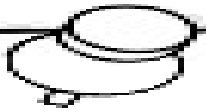
Unit Vocabulary	Collocations	Phrasal verbs
Bargain (v)	Pay for	Add up
Discount (v)	Spend on	Hurry up
Afford (v)	Ask for	Pay back
Change (v, n)	Waste on	Take back
Return (v)	Do the shopping	Save up (for)
Pay (v, n)	Be on discount	Give away
Buy/Purchase (v)	Decide on	Go for
Cost (v, n)	Go shopping	Opt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

Eating and drinking

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

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

How to prepare for the speaking test?



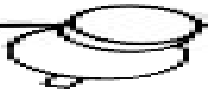
FIND YOUR BUDDY!!

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



RECORD YOURSELF!!

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



BE A YOUTUBE FRIEND!

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

TEACHING STRATEGIES FOR SPEAKING

(edited and taken from http://ielts-academic.com/)

1. Stick to pair practice

Since the Speaking module takes the form of a one-on-one interview, it's best to stick to this pattern in practice. Avoid whole-class interactions as much as possible and maximise time for pair practice instead. It's a common myth in language teaching that learner pairs simply replicate each other's mistakes. Research shows that they develop more advanced negotiation and explanation strategies with another learner than they would with a native speaker.

2. Force students to listen for the question

The problem with pair practice is that students are rarely able to resist reading the question even as their partner is asking it! You must activate their listening skills in Parts 2 and 3, or they will fail to cope when they can't catch the questions in the real test. Force them out of the reading habit by making the interviewee close the textbook during Parts 2 and 3 or prepare different question cards for each partner. A handout of emergency language for checking the question also helps.

3. Model for different band scores

Often the reason students fail to improve is simply that the models they are offered by trainers are so far beyond their ability that they have no idea how to apply them when speaking. Metalinguistic advice based on the scoring criteria, meanwhile, is often difficult for lower-level students to comprehend. A more effective classroom technique may be to model different answers for Bands 3, 4, 5 and 6, making only minimal changes to each answer so students have a clear sense of which changes produced a higher score.

4. Useful language remains useless until *you* make it useful

Most CEFR textbooks will suggest useful language for answering a set of practice questions, but few provide any real incentive to use it. Bewilderingly, many textbook authors place useful language after the questions, when students have already made up their minds about what they are going to say! Try making students cover the questions with one hand and guess at the questions based on the model language provided. This forces them to process model language more deeply, making it actually useful!

5. Remind pupils not to overuse certain words

Students repeatedly ask how they can improve their speaking scores in the same way they constantly cling to their favourite words and phrases: *I think; I agree; For example, So; Because; fun; interesting*. If you really want your students to venture out of their comfort zone in speaking, you might consider providing your pupils with a selection of certain words or phrases during practice. A synonym table would probably be useful.

6. Involve the listener

One classroom problem when teaching speaking occurs when students don't listen to their partner's answers because they're too busy thinking up their own. There are several techniques you can use to keep students involved while their partner is speaking, especially during Part 2: the individual long-turn. One is to require everyone to ask a follow-up question. Another is to get students to tick off the different prompts in Part 2 as they are answered. A more challenging task is to withhold the question from one of the pair, who then has to guess at the contents of the question based on their partner's answer.

7. Teach a range of strategies to expand answers in Part 3

There are many ways of answering the question in Speaking Part 3. If your students never deviate from the 'I think X because Y' linear approach, consider practice activities that force them to expand in other ways. One technique is to have them deal cards containing prompts such as Personal Example, Example from Knowledge, Three Reasons, Attribution, Concession, Recommendation, Prediction, Comparison (Country), or Comparison (Past/Present). Answers will sometimes become incoherent or even surreal but that can add to the fun of the exercise.

8. Make a note of common errors in speaking

Speaking practice activities are a great opportunity to gather information about students' most frequent errors which can then be fed back into future lessons. In my experience, students appreciate detailed correction in one-to-one teaching situations, but in group situations it's better not to highlight errors made by individual students. It's also better to highlight errors after rather during an activity. Your notes could form the basis of a grammar workshop later on, one that is more relevant to your students' real needs than the exercises in the textbook.

9. Give your students feedback tools

Pair practice becomes much more rewarding when students have the right tools to give feedback. CEFR English SPM is almost alike like IELTS so Malaysian teachers can refer to ILETS website for more information. ILETS Academic has created a simplified feedback sheet based on the IELTS Speaking scoring criteria. The sheet breaks down each of the four scoring criteria into three basic skills that your students need to demonstrate, saving you the trouble of explaining the more complex and jargon-filled band descriptors.

10. Teach to the test

It may surprise you to know that many CEFR textbooks make no direct reference to the Speaking assessment criteria, even though it is publicly available. Textbooks are therefore of limited use, especially when you have a single student who would benefit more from your feedback on their spoken answers with direct reference to the scoring criteria. To teach speaking well, listen carefully to what your students say and match your feedback to the official assessment criteria.

SPM Assessment Scales

INTERLOCUTOR'S JOB

Can understand questions and instructions directed at him/her though will **sometimes** have to ask for repetition of **particular words and phrases**.

Requires **some** prompting and support.

Can **maintain the interaction** by asking and responding to questions and suggestions on familiar matters **in a simple and direct way.**

SPM Assessment Scales

The three analytical criteria are:

- **Grammar**
- **Vocabulary**
- **Communicative Competence**

ASSESSOR'S JOBS!!!

The interlocutor uses the **Overall Spoken Performance** scale

The level of the test is primarily targeting CEFR B1 to B2 with the highest results reported at **C1**

Analytical criteria for Speaking

Band 3 descriptors – B1 level

Score	Grammar	Vocabulary	Communicative Competence
3	Can communicate with **reasonable** accuracy. Can show a **good** degree of control of simple, and **attempt** some complex grammatical structures. Can form longer sentences and link them together using **basic** cohesive devices.	Can use **a range of appropriate** vocabulary to talk about everyday situations and familiar topics. Can convey relevant meaning but may have **errors in vocabulary choice**.	Can express him/herself clearly though there is **some** hesitation. Can initiate, maintain, develop and close a conversation with **little difficulty.** Can ask for clarification **and further details** in order to move a discussion forward.

SPEAKING MODULE

PART 1

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

Teaching Strategies for Part 1

- Pupils are **not** given separate scores for each part of the English SPM CEFR Aligned Speaking but rather the examiners give marks based on the abilities that the candidate shows during the test. As English SPM CEFR Speaking Parts Two and Three are more challenging than Part One, this means that candidates can either see this part of the exam as an easy start that gives them a chance to relax and get their heads into gear or as an easy way of getting some good language in right from the start.

- Although they are tested on their speaking rather than their listening ability, **pupils will need to understand the questions** or be able to indicate that they don't understand. Problems that some of the pupils have had while practising or taking Part One include:

  - Understanding "What would you like me to call you?"

  - Understanding "Where do you live?"

  - Understanding questions with phrasal verbs like "take up" (e.g., a new hobby), "get on with" (e.g., with your brother or sister), "brought up" and "take after" (your mum or your dad)

  - Understanding questions about festivals and celebrations (especially the exact definitions of those two things)

  - Understanding the difference between "hobby" and "interest"

  - Understanding the difference between "holiday", "public holiday" and "days off"

  - Understanding more precise expressions for relationships, e.g. "extended family", "close friend" and "direct boss"

  ** Therefore, as this kind of vocabulary can also be used in their answers, it is well worth some class time.

- Some pupils also have a general problem understanding British English and/ or unfamiliar accents in the test, and as these are relevant to the Listening paper too, they are well worth some practice. **British vocabulary** that can throw them includes "flat" (meaning apartment), "film" (meaning movie), "holiday" (meaning "vacation"), and "cinema" (meaning movie theatre).

- As in the other parts of the exam, their answers are judged mainly on their ability to really communicate. In this part of the exam this mainly consists of answering exactly the question that was asked, having the right length of answer with the right amount of detail, and being comprehensible. As the examiner always has follow up questions such as "Why?"/ "Why not?" available, candidates shouldn't worry too much about the length of their answers but answering "Yes" to "Do you have a large family?" is obviously not good communication.

Very long answers like “Yes, I do. My oldest brother is a hairdresser who lives in Johor. Last week he…” are obviously not real communication or really answering the question either**, so emphasis on answering as you would in L1/ real life and making most answers a decent-length sentence or two is generally useful for pupils.**

- Pupils will also be marked on their ability to speak fluently with good pronunciation, vocabulary and grammar (“organisation” such as linking ideas together being more relevant to other parts of the exam). To get a high score**, their vocabulary and grammar should both be reasonably accurate** (especially avoiding basic errors and ones that could cause communication problems) and include some high-level forms such as phrasal verbs.

- The main kinds of **vocabulary they will need in Speaking Part One will be words and expressions to talk about the kinds of topics** for B1 level such as different kinds of accommodation (e.g., “studio flat”, “semi-detached house” and “student halls”). The amount of possible vocabulary for those topics is obviously huge, but their task is made more manageable by the fact that in this part of the exam they are only asked to speak about their own accommodation, family, etc. **Looking up and learning vocabulary** to describe their own lives, perhaps while writing descriptions of their hometown etc, is therefore one of the most useful things they can do outside class, but some students will need to be told to memorise the vocabulary rather than the whole descriptions that they write.

- The functional language they use to ask for repetition, pause for thought etc will be judged under the same criteria of accuracy, fluency and ambition as their grammar and vocabulary. Functions which are likely to be particularly important for this part of the exam include:

  - Expressing preferences
  - Giving reasons
  - Expressing uncertainty (e.g., about their future or memories of things that happened a long time ago)
  - Talking about future arrangements, plans and predictions
  - Defining/ Explaining untranslatable words such as the names of local festivals and foods
  - Giving exceptions (e.g., “Yes, I do enjoy my job a lot, apart from having to fly all the time. I hate airports!”)
  - Showing when the question doesn’t quite match the answer (e.g., “Do you have any plans for this weekend?” “Actually, I’m going straight to the airport after this exam.”)

Activities to practise Speaking Part One

Needs

This part of the exam ties in very nicely with needs analysis, e.g., getting them to ask each other past, present and future questions about their daily routine, work, studies and uses of English, then expanding that to similar questions on accommodation, keeping fit, etc.

Analysing the questions

As well as answering typical questions, any time pupils spend looking carefully at questions will help them be ready to understand and answer them in the exam. Students could rank them by how difficult they are to understand or answer, put them in categories by topic, put them into categories by time (past, present or future), or put them into sub-categories by what aspect of one time they are talking about (e.g., now or routines/ habits, or plans or arrangements).

Guide with speaking prompts

As the vocabulary and the grammar in the questions need to be understood and could well be useful in their answers, it is worth testing them on what they remember about the questions after they finish asking each other in pairs. For example, give them the same questions with gaps in which they should add the right tense, preposition or determiner from what they have learnt or their grammar knowledge. You could also ask them to brainstorm/ remember questions for one topic with no or very limited prompts (e.g. just sample answers, or just topic and question word) and check if the questions they come up with are grammatically correct and likely to come up in the exam.

Making it realistic

Ways of making pair work exam practice realistic include asking them to stand up and knock on the table to practise coming into the room, giving the person in the examiner role at least some questions that their partner has never seen before, giving the examiner alternative forms of the questions and follow up questions, and making sure they use a range of tenses and the right number of topics.

Expanding ideas

One pupil asks exactly the same question over and over with their partner trying to give a longer answer each time, e.g. “What do you do?” “I’m a student” then “What do you do?” “I’m an undergraduate at Birmingham University” etc. When they can’t continue speaking, the teacher/interlocutor can try to prompt for more responses.

Matching questions and answers

Giving pupils sample questions and answers to match is a good activity, providing the questions are carefully selected in terms of difficulty levels and suit the time given.

TIPS TO DO WELL IN PART 1

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

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

🏃 DAILY ROUTINE

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

🕑 FREE TIME

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

👨 WORK

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

✈️ TRAVEL

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

ENVIRONMENTAL

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

EDUCATION

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

PEOPLE

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

HEALTH

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

SHOPPING

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

FOOD

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



PART 1

(ACTIVITIES)

PART 1

Activity A	Let's Eat Out
Theme	Consumerism & Financial Awareness
Focus of the activity: Suggested time: 40 – 60 minutes	i) Explaining & giving reasons ii) Expressing opinions iii) Talking about future plans
Teaching Aid/ Reference:	www.esl.com
Instructions for teachers :	1. As warm-up activity, teacher distributes Activity 1 to the pupils. 2. Next, teacher asks the pupils to try to rearrange the dialogues into the correct order. 3. Then, teacher asks the pupils to sit in groups of 3. 4. Teacher randomly calls the groups and asks them to act it out. 5. Teacher on the same time can check the answers. 6. Next, the pupils are asked to remain in their groups. Then, the teacher gives a list of key vocabulary & phrases which are commonly used when ordering food at the restaurant. Please refer to Vocab List 1. 7. Teacher gives a set of dialogues to each of the group. Please refer to Activity 2. Next, pupils need to answer the questions. They can use the vocab list or phrases that have been given to them or they can give their own answers. 8. Give few minutes for the pupils to do the task and then once they have finished, they need to act it out. 9. As homework, the teacher asks the group to prepare a dialogue on the following topic: (Please refer to Activity 3) *Imagine that you and your friends are allowed to dine in at one of your favorite restaurants, write a dialogue between your friends and the waiter/waitress when you are ordering food.* ****Please take note of the following when you are writing your dialogues:* - *Your choice of food and your reasons* - *Your choice of drinks and your reasons* - *Your preference of food preparation such as not spicy or no garlic etc* 10. The pupils will practise their dialogues in the next lesson.

ACTIVITY A – WARM UP ACTIVITY (TO BE DONE IN GROUPS OF 3)

Let's eat out!



www.thistlegirlsdesign.com

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

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

And what would you like

Certainly! Would you like a table by the window?

A coke for me, please.

The veal medallions are the Chef's specialty.

Yes, that would be nice! Thank you!

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

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



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

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

Was everything all right?

Very well! And for you, young man?

Thank you. Here you are! Keep the change!

Your bill, Sir!

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

Good evening!

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

Here you are!

Waiter! Can you bring the bill, please?

I'll have a natur orange juice.

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

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Waitress: _____

Peter: _____

_____

Waitress: _____

_____

Peter: _____

_____

Waitress: _____

_____

Lisa: _____

_____

Waitress: _____

_____

Peter: _____

_____

Waitress: _____

Peter: _____

Waitress: _____

Lisa: _____

_____

Peter: _____ (...)

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

_____

Lisa: _____

_____

Waitress: _____

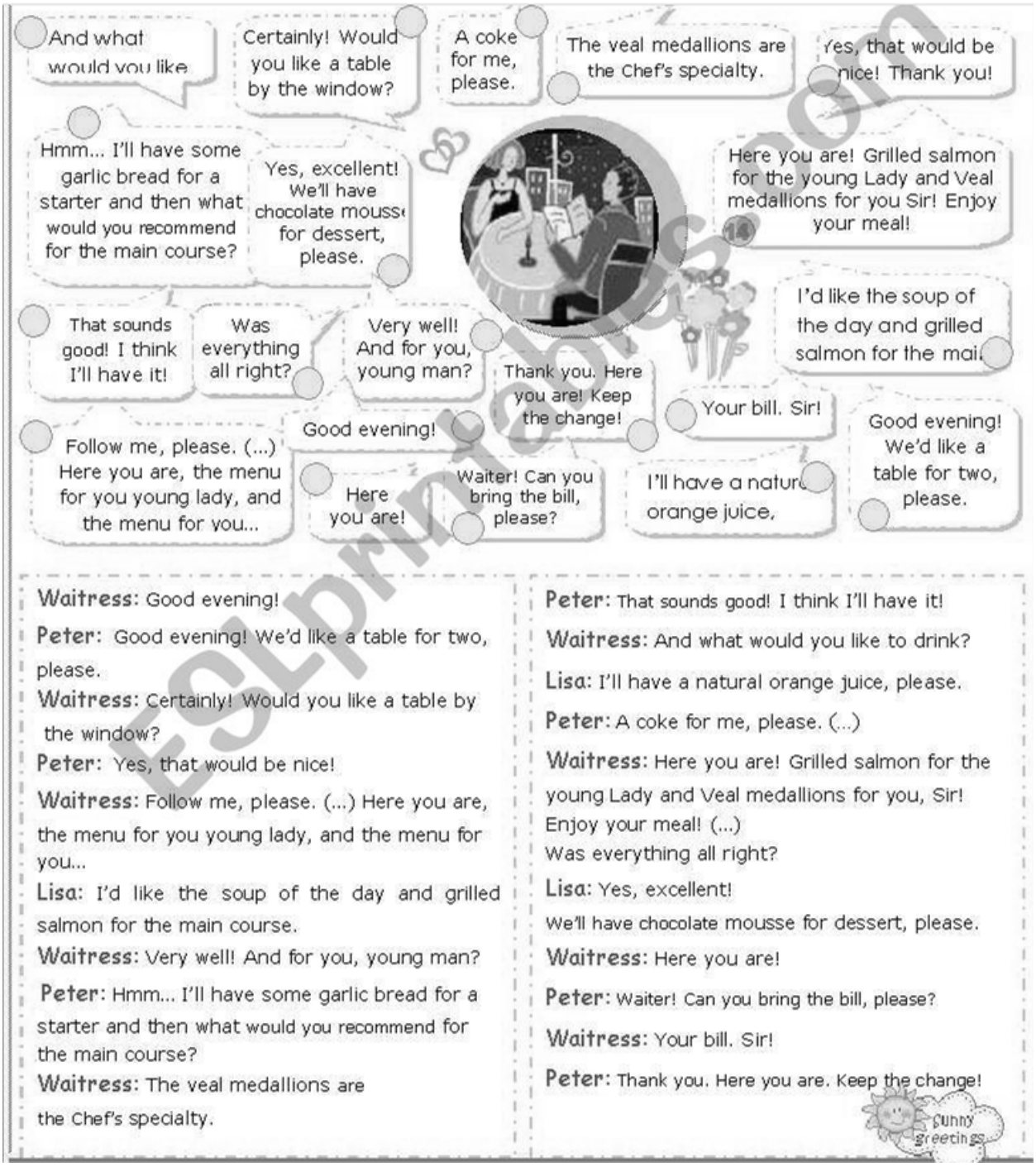
Peter: _____

_____

Waitress: _____

Peter: _____

Suggested Answers for Activity A: 1



Waitress: Good evening!

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

Waitress: Certainly! Would you like a table by the window?

Peter: Yes, that would be nice!

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

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

Waitress: Very well! And for you, young man?

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

Waitress: The veal medallions are the Chef's specialty.

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

Waitress: And what would you like to drink?

Lisa: I'll have a natural orange juice, please.

Peter: A coke for me, please. (...)

Waitress: Here you are! Grilled salmon for the young Lady and Veal medallions for you, Sir! Enjoy your meal! (...)
Was everything all right?

Lisa: Yes, excellent!
We'll have chocolate mousse for dessert, please.

Waitress: Here you are!

Peter: Waiter! Can you bring the bill, please?

Waitress: Your bill. Sir!

Peter: Thank you. Here you are. Keep the change!

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VOCAB/ PHRASES LIST 1- To be distributed to each group

Here are some key phrases used to discuss food in a restaurant when ordering and deciding on what to eat:

- Could I have a menu, please?
- Here you are.
- Enjoy your meal!
- Would you like ...
- Can I get you anything else?
- I'd like the cheque, please.
- That'll be ...
- Have a good day!
- The spaghetti/steak/chicken looks good.
- How is the pizza/fish/ chicken?
- What would you recommend?
- I'd like my steak rare/medium/well done.
- Are there any nuts/peanuts? My child has allergies.
- Do you have any vegetarian dishes?
- Could I have a glass of water, please?
- Could you tell me where the restroom is?
- I'd recommend the spaghetti/hamburger/pizza.
- Would you care for an appetizer?

VOCAB/ PHRASES LIST 1- To be distributed to each group

Here are some key phrases used to discuss food in a restaurant when ordering and deciding on what to eat:

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- Here you are.
- Enjoy your meal!
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- Do you have any vegetarian dishes?
- Could I have a glass of water, please?
- Could you tell me where the restroom is?
- I'd recommend the spaghetti/hamburger/pizza.
- Would you care for an appetizer?

ACTIVITY A: 2

(To be given to each group)

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

Alice: The menu looks nice. It is!

Peter: How is the……., Alice?

Alice: It's …… What would you recommend?

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

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

Waitperson: Fine. Would you like an appetizer?

Alice: ……

Peter: I think I'll have the ……

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

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

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

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

Alice: Good. That is because……

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

Waitperson: What would you like to drink?

Alice: I'd like a……. because……

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

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

Alice & Peter: Thank you.

ACTIVITY A: 3 (HOMEWORK)

(To be given to each group)

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

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

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

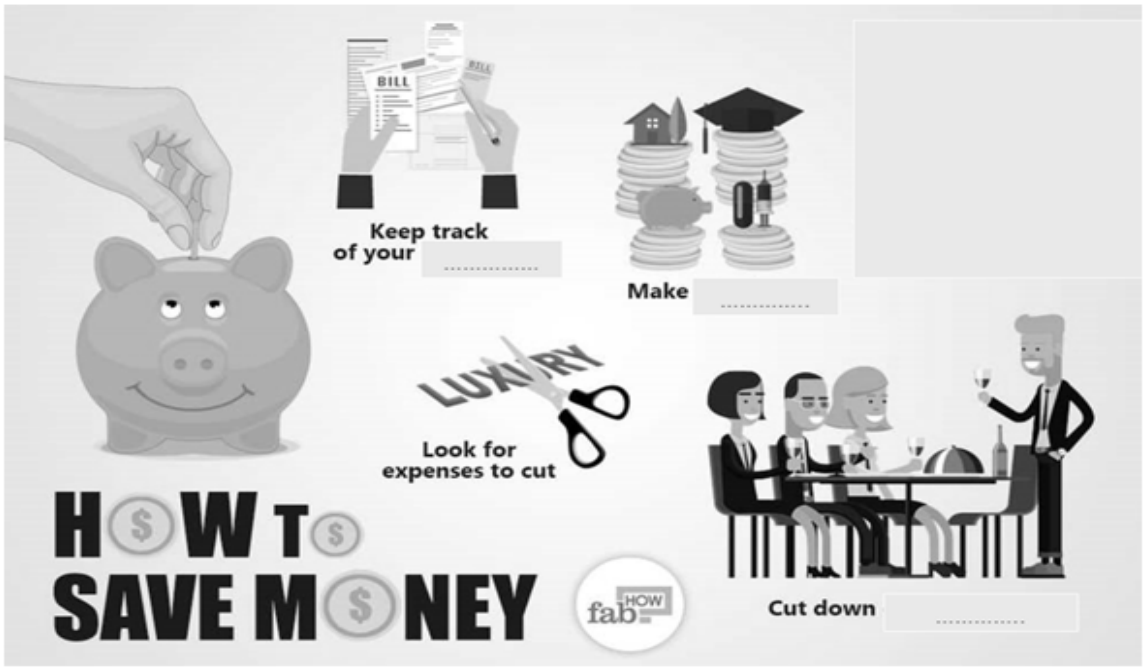


☞You will act this out in the next class. All the best!!!

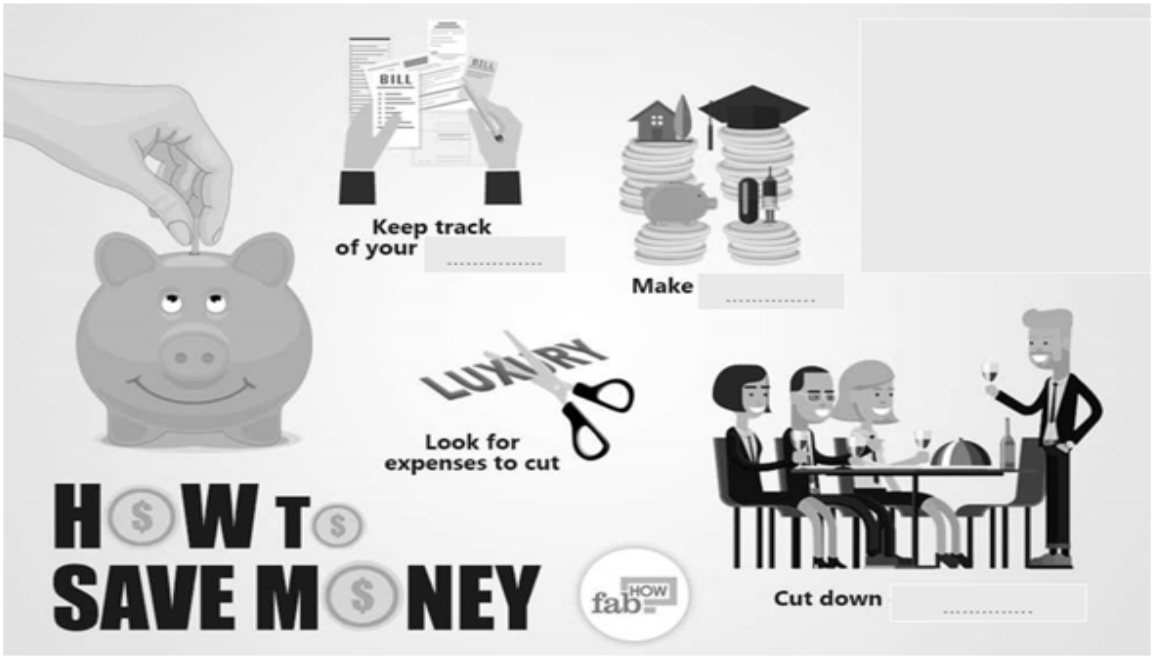
Activity B	What Do You Think?
Theme	Consumerism & Financial Awareness
Focus of the activity: Suggested time: 40 – 60 minutes	i) Giving factual information about self ii) Explaining & giving reasons iii) Talking about future plans iv) Talking about past experience
Teaching Aid/ Reference:	For a class printable handout – Refer to Activity B
Instructions for teachers :	1. As a warm-up activity, teacher asks the pupils to sit with their pair. 2. Then, teacher gives the poster on tips how to save money. Please refer to **Activity 4.** 3. Next, teacher gives a set of questions to each of the pair. Pupils take turn to ask and answer questions. 4. Teacher writes these questions on the board. i) Based on the poster, name one way to save money. *ii)* Why do you think it is important to…… (choose *any ideas from the poster such as save money in our piggy bank/ keep track of our spending/ make a monthly budget/ cut down eating out/ reduce buying expensive/ luxury things?)* *iii)* From the tips given in the poster, which tip that you like the most and why? *iv)* Give other examples on how to save money / How do you save your money? *v)* What do you usually buy using your monthly money given by your parents? *vi)* If you are working someday and have your own income, what are the things that you will spend your money on for every month? 5. After the warm-up activity, teacher can proceed to do **Activity 5.** For activity 5, the teacher can do the following to make the speaking lesson more interesting. i) Before the lesson, the teacher writes all the pupils' names on popsicle sticks. ii) Next, the teacher cuts out the list of the questions given below and put them in a box/ jar. iii) During the lesson, the teacher asks the pupils to sit with their pairs. iv) After that, the teacher selects the pupil by using the popsicle stick. v) Then, the selected pupil will pick up the question from the box/jar. vi) Teacher, then asks the pupil to read out the question to his/her partner and the partner will have to answer the question.

ACTIVITY B

1. Do the activity with a partner.
2. Refer to the poster. Take turns to ask and answer the questions written on the board.



1. Do the activity with a partner.
2. Refer to the poster. Take turns to ask and answer the questions written on the board.



ACTIVITY 5- FOR TEACHER ONLY

These are the conversational questions about shopping or money. The teacher can cut out the questions and put them in a box/ in a jar.

About how much did you spend on presents/gifts last year?	How much do you spend on food each week?
About how much do you usually spend each day?	How much do you usually spend each month on entertainment?
How much money did your parents give you for an allowance when you were ten years old?	How much do you usually spend each month on food?
How much time did you spend the last time you went shopping?	How much do you usually spend each month on transportation?
How often do you go shopping?	What do you need to buy next?
If someone gave you a lot of money, what would you do with it?	What do you spend most of your money on?
If someone gave you a million dollars, what would you do with it?	What is something that you want to buy, but don't have enough money to buy.
What kind of things do you often shop for?	What's the most expensive thing you've ever bought?
What kinds of things are you saving your money for?	Where do you usually buy food?
What store did you like best and what store did you like least?	Where is your favourite shopping area?
When you buy something, do you "shop around" and go to many stores to compare prices?	When you buy something, what is most important to you: price, quality, fashion trend, status/image?
If you needed to earn some extra money, how would you do that?	If you had a large amount of money, what would you do with it?
Would you give some money to charity?	Have you ever found any money on the street? If so, what did you do with it?

<table>
<tr><td>Activity C</td><td>Are you an artist?</td></tr>
<tr><td>Theme</td><td>People & Culture</td></tr>
<tr><td>Focus of the activity

<u>Suggested time:</u>
40 – 60 minutes</td><td>i) Giving factual information about self (bio data)
ii) Talking about present circumstances
iii) Expressing opinions
iv) Explaining and giving reasons</td></tr>
<tr><td>Teaching Aid/ Reference</td><td>For a class printable handout – empty A4 paper</td></tr>
<tr><td>Instructions for teachers

<u>Word bank:</u>
1. Can you draw this…
2. Balloon
3. Confetti
4. Cupcakes
5. Colourful
6. Music
7. Decorated room
8. Mother and father
9. Busy
10. Drinks
11. Table
12. On the left there’s …
13. On the right there’s …
14. In the middle there’s
15. At the bottom right, there’s
16. At the bottom left, there’s …</td><td><u>Warm up</u>
1. Teacher asks pupils about their experience celebrating birthdays
Suggested answers: the ideas of feelings/food/situation/ place
2. Teacher puts pupils in pairs and request pupils to label themselves A & B.
<u>While activity</u>
1. Pupils sit in pairs.
2. Pupils are requested to think and imagine their own birthday party.
3. Pupil A will share/tell/talk about his/her birthday party.
4. Pupil B will draw based on Pupil A’s description.
5. Steps 3 & 4 will be repeated and the role will be exchanged.
<u>Post activity</u>
1. All pairs get into groups of four.
2. Each pair will decide and choose which picture to be described to the other group.
3. Each pair describes their chosen picture/ they have drawn and choose one for the group.
4. Step 2 (in the post activity) is repeated until all pairs have presented.
5. Each group will now again decide which picture that the pupils will choose.
6. Use phrases for negotiating and reasoning. For example:
• In my opinion,
• I believe I prefer this picture because…</td></tr>
</table>

	• This is because… • I love looking at this picture because …. • This picture attracts me the most because … • I vote for this one because … • Having looked at all pictures, I believe this one (hold the picture/point at the picture) stands out the most.



If you have pupils who are unable to draw, you can provide this picture as a visual support.



Activity D	School Halloween Party!!
Theme	People & Culture
Focus of the activity Suggested time: 40 – 60 minutes	i) Giving factual information about self (bio data) ii) Talking about present circumstances iii) Expressing opinions iv) Explaining and giving reasons
Teaching Aid/ Reference	For a class printable handout. Refer to the School Halloween picture.
Instructions for teachers	Warm up 1. Teacher introduces the game of Hangman. The pupils have to guess the suitable word to continue the three options given. 2. Teacher writes on the board: New Year's Eve _____ Birthday _____ Christmas _____ and ask pupils if they can think of one word that can fit in all three of the gaps. Accept answers like party or celebration. 3. Pupils give response verbally and play the Hangman game to promote speaking skills. 4. Pre-teach the words Halloween, Fruit juice and costume. While activity 1. Pupils are put into pairs. 2. Each pair will receive a picture of a Halloween party. 3. Pupils label themselves as A and B. 4. Pupil A will describe what he/she could see and smell/feel (based on the picture) verbally. 5. Pupil B will describe what he/she could hear and taste (based on the picture) verbally. 6. Steps 4 & 5 – pupils can use Helping Words & Phrases. 7. Pupils share their feelings when going to a party. Post activity 1. Teacher asks for each pair to discuss their Halloween Party Plan. 2. Teacher randomly chooses from the class and asks any pair to present their plan. 3. Target language: 4. My special Halloween party should have …. 5. It will never be a party if it doesn't have …. 6. It would be stunning one if we could include… 7. What interests us about having a party is to have…

HELPING WORDS & PHRASES				
Music	Costumes	Ghost	Singing	Speakers
Drinks	Dracula	Happy	Playing guitar	Singers
Talking	Vampire	Loud	Balloons	Drumming
Food	On the chair	Radio	Cakes	At night
On the table	On the computer	Piano	Conversation	Sleeping
Dancing	Musician	Spiderwebs	Saxophone	On a sofa

Suggested Answers:

- There is food on the table
- A lady/girl is dancing on a chair.
- Two people are talking on a sofa.
- There are two singers.
- There is one guitarist.
- The saxophonist is playing his saxophone.
- Loud banging from the drums
- Lovely/angelic voice from the singers
- Blaring music/ deafening sound
- There are four people dancing.
- Two people are wearing ghost costumes.
- Two people are wearing vampire costumes.
- Loud music is in this air.
- Spiderwebs could be seen from both sides of the walls – on the left and on the right.
- The food looks lovely/ scrumptious/ delicious/ mouth-watering.
- I could smell the fruitcake perhaps after baking.



<table>
<tr><td>Activity E</td><td>Red Carpet Party!!</td></tr>
<tr><td>Theme</td><td>People & Culture</td></tr>
<tr><td>Focus of the activity

<u>Suggested time:</u>
40 – 60 minutes</td><td>i) Giving factual information about self (bio data)
ii) Talking about present circumstances
iii) Expressing opinions
iv) describe people, places and situations.</td></tr>
<tr><td>Teaching Aid/ Reference</td><td>For a class printable handout refer to Role Play cards and Question Sheet.</td></tr>
<tr><td>Instructions for teachers

<u>Some points during mingle-around session</u>

• Hello, how are you?
• Fine, thanks. What's your name?
• What did you do last week/month/year?
• What should I call you?
• Care to elaborate more?
• Please I'm interested to know more about you.
• That's wonderful!
• Please to know you sir/madam/miss.</td><td>Warm up
1. Teacher introduces to the pupils the idea of a party. Teacher gives an imagined situation.
2. Teacher asks pupils their feeling of going to a party.
3. Accept all responses.
While activity (role play)
4. Teacher tells the pupils that last week there was a party for lots of famous people and that they are going to act out the party.
5. Teacher chooses 10 pupils (or any number depends on your classroom sizer) to be someone famous (randomly) and inform the other pupils to be themselves. Those who are chosen to be someone famous- they need to act based on the role card description while the other pupils need to get to know these famous people and collect their personal information.
6. Teacher hands out the role cards and give the pupils two minutes to read the information on their cards and to prepare.
7. Teacher writes on the board and these prompts can be used
• Hello, how are you?
• Fine, thanks. What's your name?
• What did you do last week/month/year?
• How about you?
• Sounds interesting/dangerous/intriguing!
• Great to know you/ Pleasure to meet you. It's an honour to finally seen you in person.
Post activity
1. Once the time limit is up, Teacher puts pupils in groups of four and Teacher distributes the Question sheet.
2. Teacher gives five minutes to try to remember as many of the questions about the guests at the party as they can.
3. Teacher conducts plenary feedback by a show of hands. If the pupils are still having trouble, allow extra time.
4. The group that remembers the most correct answers are the winners.</td></tr>
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QUESTION SHEET

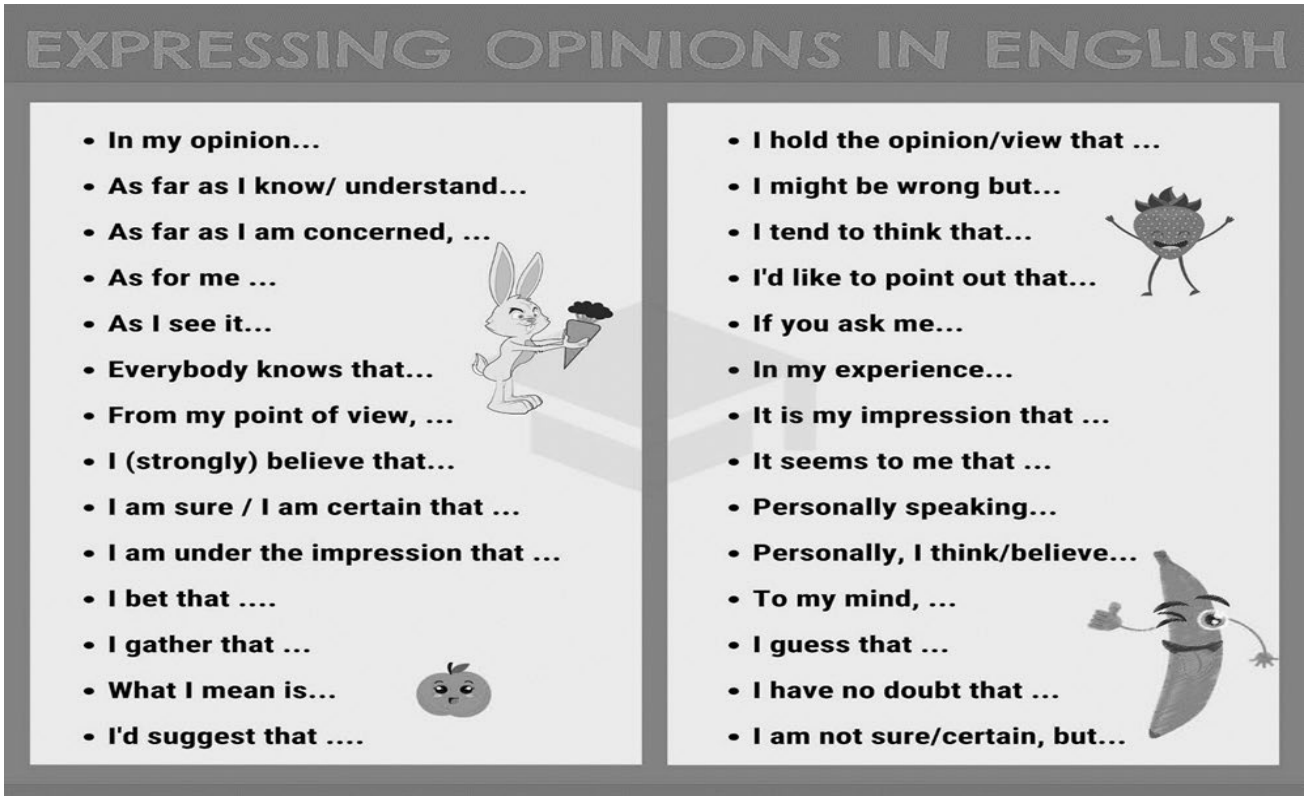
(TO BE GIVEN TO EACH GROUP AFTER THE MINGLE SESSION)

No	Question	Answer
1	Who has 3 children and starred in many famous blockbusters? Name at least one of his/her films.	
2	Who invented a new machine? Where was the scientist from?	
3	Who hurt himself in spring last year? What sport does he/she play?	
4	Who got inspired while waiting for his/her train? What did he/she write?	
5	Who has a centre parting with one of the most romantic films in the world? Name the film.	
6	Who recently won a large sum of money in his/her drama? How much does he/she win?	
7	Who has number one in song charts for more than 20 years? What is the title he/she has?	
8	Who interviewed a famous person last week? Who did he/she meet?	
9	Who was considered as one of the highly paid footballers in the history?	
10	Who had an interest for knitting and had an only child? What did he/she win in Tokyo 2020?	

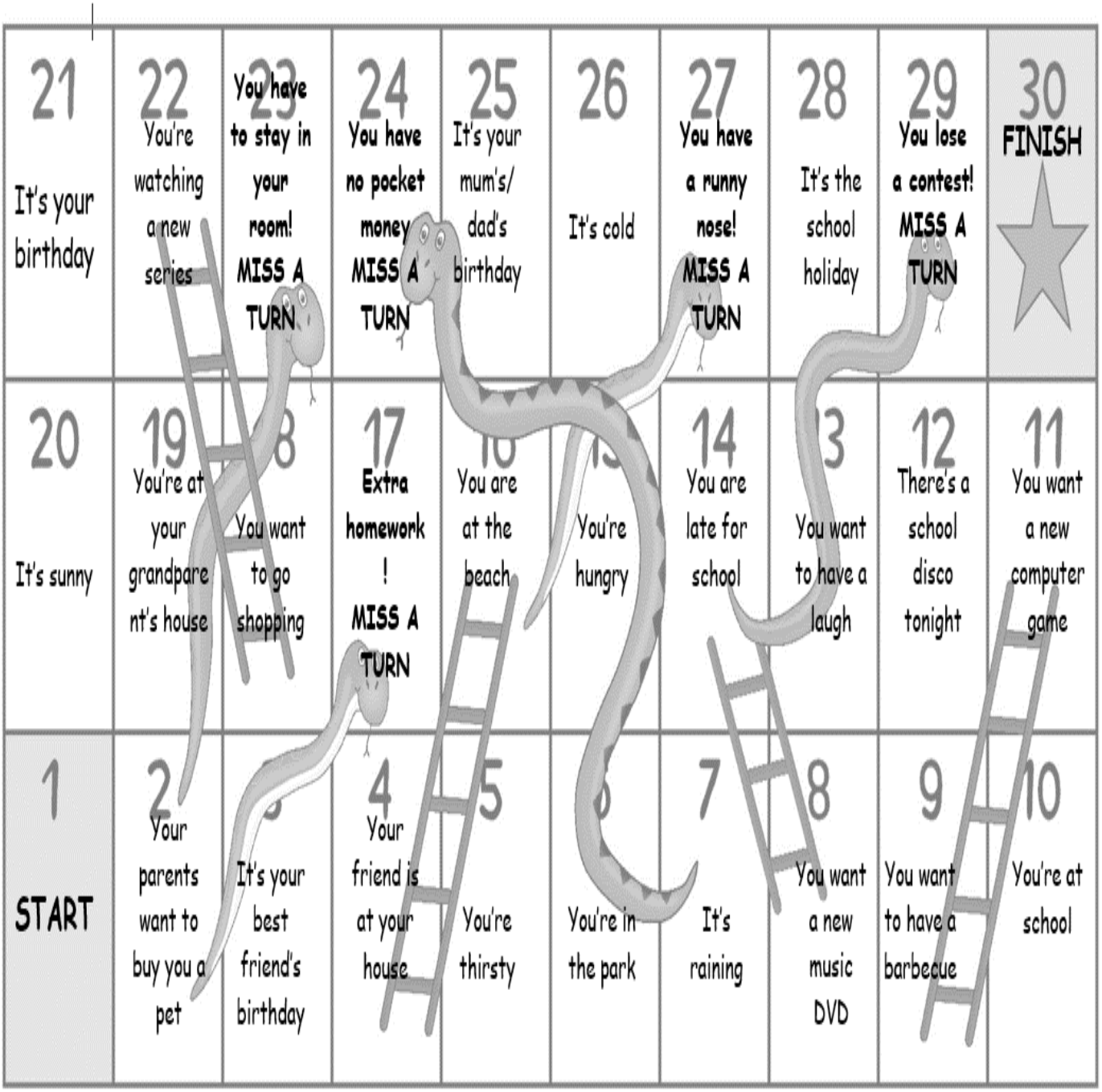
Name: Leonardo DiCaprio Place: Hollywood Job: Actor. Famous for: A heart-wrenching movie, Titanic. Attributes: Handsome & fashionable	Name: Leonardo DiCaprio Place: Hollywood Job: Actor. Famous for: Blockbuster movies such as Jumanji, The Mummy, and The Fast & Furious. Extra information: Having 3 children
Name: Cristiano Ronaldo Club: Manchester United F.C. Job: Footballer Extra information: Highly paid footballers in the history	Name: J.K. Rowling Place: England Job: children book writer Famous for: Harry Potter chronicle Extra information: Having 3 children
Name: Tom Daley Place: UK Job: diver Famous for: Tokyo Olympic 2020 (gold medal) Extra information: Interest for knitting	Name: Mariah Carey aka The Queen of Christmas Famous for : *All I want for Christmas is You single* Extra information: Has a twin kid
Name: Sarah Scoop Company: Daily Planet Job: journalist Extra information: Interviewed British Prime Minister	Name: Donald Peckham Club: Real Juventus Job: Footballer Extra information: Broke a leg last March
Name: Lee Jung-Jae Place: Korea Job: Actor Famous for : The Squid Games series Extra information: The series went viral	Name: Yuri Gagarin Place: Japan Job: Scientist Extra information: Invented a machine for travelling through time.

Activity F	What are you going to do? Snake & ladder!!
Theme	People & Culture
Focus of the activity Suggested time: 40 – 60 minutes	i) Giving factual information about self (bio data) ii) Talking about present circumstances iii) Expressing opinions iv) Explaining and giving reasons
Teaching Aid/ Reference	For a class printable handout – Photocopy one game board for each group of three or four, one counter for per pupil or use coins and one dice per group.
Instructions for teachers	Warm up 1. Teacher puts pupils in groups of three – four pupils. 2. Teacher gives each group a game board, a dice and counters/ coins. 3. Teacher explains that the aim of the activity is for pupils to get to the end of the board by saying what they are going to do and saying why in different situations. 4. Teacher also explains there is a box which the pupil can miss a turn if they arrive at that box and have to go down the snake. 5. Teacher gives pupils a model of what they should say by using an example situation: *It's Sunday. What are you going to do?* Elicit answers from the pupils. For example: It's Sunday. I'm going to sleep all morning. In the afternoon, I'm going to play basketball with my friends. While activity 1. Teacher asks the pupils to give a reason • Why are you going to sleep all morning? • Because I'm tired and I enjoy sleeping! 2. Teacher puts the examples on the board to help the pupils while playing the game. 3. Other pupils in the group can ask questions to the one who throws the dice (at least 1 question and 1 logical answer is given then the said player can move his/her counter). 4. Teacher demonstrates the Snake & Ladder activity with one of the groups: • Every pupil rolls the dice and whoever gets the highest number will be the first one to move and will be continued by the next high number. • The first pupil/player rolls a dice and moves his/her counter/coin on the game board. • The pupil reads the situation and then says what he/she is going to do. Other pupils in the group ask questions: Why…? If the first pupil manages to reply and justify

	his/her answer, he/she stays on that square. If he/she can't, he/she has to move back to the previous square. • The pupil who gets to the finish box first wins. • Teacher tells the pupils to start the game. Monitor the activity and act as a referee. Post activity 1. After completing the game, Teacher gets the pupils to give feedback to the class on some interesting ideas and reasons. 2. Refer to some of the examples and highlight important aspects of the content/grammar/ structures/ ideas.



WHAT ARE YOU GOING TO DO?



SAMPLE EXAM QUESTION PART 1

SAMPLE QUESTION PART 1

THEME: PEOPLE & CULTURE

General questions

Part 1
3-4 minutes

Phase 1
Interlocutor

Good morning/ afternoon.

I'm …. and this is my colleague …. She'll just listen to us.
First of all, we'd like to know something about you.

	Main questions	**Back-up prompts**
Candidate A	What's your name? Thank you.	Should I call you ….?
Candidate B	And, what's your name? Thank you.	
Candidate A	Where is your school located at?	Is your school located near the city centre/ far from the city ….?
Candidate B	How do you come to school? Thank you.	Do you come to school by ….?

Phase 2
Interlocutor
Now I'm going to ask you about **everyday life.**
Select one or more questions from the list to ask the candidates.
***Use candidates' names throughout**.*

Main questions	**Back-up prompts**
• Do you celebrate any special occasion with your family?	• Do you celebrate Hari Raya? Chinese New Year? Deepavali? (Prompt any celebration)
• Which do you prefer to go back to the village or stay in the city during your special occasion?	• Do you go back to the village or stay in the city during your family celebration?
• Can you describe your recent family celebration?	• How do you feel during your family celebration?
• How can you make your family celebration livelier?	• What can you do to make your family celebration more fun?

SAMPLE QUESTION 2

THEME: FINANCIAL AWARENESS & CONSUMERISM

General questions	**Part 1** **3-4 minutes**

Phase 1
Interlocutor

Good morning/ afternoon.

I'm …. and this is my colleague …. She'll just listen to us.
First of all, we'd like to know something about you.

	Main questions	**Back-up prompts**
Candidate A	What's your name? Thank you.	Should I call you ….?
Candidate B	And, what's your name? Thank you.	
Candidate A	Where is your school located at?	Is your school located near the city centre/ far from the city ….?
Candidate B	How do you come to school? Thank you.	Do you come to school by ….?

Phase 2
Interlocutor

Now I'm going to ask you about **everyday life.**

Select one or more questions from the list to ask the candidates.
***Use candidates' names throughout**.*

Main questions	**Back-up prompts**
• What do you spend your money on? • Which do you prefer online shopping or real shopping? • When was the last time you went shopping to buy clothes? • What is the most expensive thing that you ever bought?	• Do you usually spend a lot of money on food? • What do you usually buy online/ when you go shopping? • What kind of clothes that you like to buy? • Who did you give it to?

SAMPLE QUESTION 3 PART 1

THEME: HEALTH & ENVIRONMENT

General questions

Part 1
3-4 minutes

Phase 1
Interlocutor

Good morning/ afternoon.

I'm …. and this is my colleague …. She'll just listen to us.
First of all, we'd like to know something about you.

	Main questions	**Back-up prompts**
Candidate A	What's your name? Thank you.	Should I call you ….?
Candidate B	And, what's your name? Thank you.	
Candidate A	Where do you live/come from? Thank you.	Is your house located near the city/near the school?
Candidate B	Where do you live/come from? Thank you.	On your way to school, do you see a lot of trees/ flowers?

Phase 2
Interlocutor

Now I'm going to ask you about **everyday life.**

Select one or more questions from the list to ask the candidates.
***Use candidates' names throughout**.*

Main questions	**Back-up prompts**
• Do you recycle at home? • What can we do to help prevent pollution in our country? • Have you ever tried a dangerous/ an extreme sport? • What is your favourite sport? • How often do you eat chocolate and sweets?	• Name some of the things that you recycle. • Is there any pollution in your area? • What do you think are the benefits of doing this sport? • Who is your favourite sportsman/sportswoman? • What is your favourite sweet or chocolate?

SPEAKING MODULE

PART 2

Part	Task Format		Candidate Output	
	Interaction Pattern	Input	Discourse Features	Functions
Part 2 **Individual long-turn task** **3-4 minutes**	An individual long-turn task (1 minute) with a listening candidate response question (20 seconds).	Spoken rubrics. Written prompts given in candidate booklet.	Sustaining a long turn. Managing discourse: Coherence/clarity of message. Organisation of ideas. Accuracy and appropriacy of linguistic resources.	Talking about past / present / future experience. Explaining and giving reasons. Expressing and justifying opinions. Describing people, places and situations.

TIPS FOR TEACHING PART 2

Here pupils are asked to talk for 1-2 minutes on a topic. They will be given a topic with prompts. The interlocutor will give a topic and Candidate A will have 20 seconds to prepare. The process will be repeated for Candidate B.

Typical Speaking Part 2 questions

Here are some common topics that may be assessed. Prompts will be given to guide the candidate.
- can you describe a great teacher
- tell me about food from your native country
- speak about an object that means a lot to you,
- tell me about a memorable place, or celebrations/festivities,
- tell me about your family

How to teach pupils to respond to Part 2

1. Firstly, remind the pupils should always **answer the question directly**. Then **explain with more details and give an example.**

Let's look at a sample answer:

-Describe someone who has influenced you?

You could say:

"My teacher has influenced me greatly."

Then explain why.

"This is because he……."

Then use an example:

"There was one time…."

2. Secondly, **useful language** to teach your pupils for part 2

Ensure your pupils **can use phrases and adjectives** to describe people, things, and places. **Expose** them to all the B1 topics. One area that you could work on with them would be helping them feel comfortable using comparatives or superlatives:

- *it was one of the best…*
- *he was the most inspirational teacher anyone could ask for.*

Also, help them with phrases to conclude their statements:

- *When I think about him….*
- *I suppose I'd say….*
- *Looking back……*

(Source: https://www.global-english.com/)

Extra tips for Part 2- Some QA

What if the pupils need time to think?

The examiner does not expect the candidates to give instant answers, the candidates are not a robot! However, the examiner does expect the candidates to respond in a natural way. It is completely normal for native speakers to use certain words and phrases in order to give themselves time to think. The candidates probably also do it a lot in their own language.

Phrases that can be used by candidates if they need time to think include:

- That's a difficult question, let me think for a second.
- That's a very interesting question, let me think.
- It's very difficult to know exactly, but I think/but I believe/perhaps….
- It's difficult to say, I think….
- I don't really know for sure, but I would say….

The most important thing is to remind pupils not to overuse these phrases. Some pupils put them in front of every answer, and it sounds really unnatural. Remember, they are only to be used when the pupils get an unexpected or particularly difficult question.

How do candidates extend their answer?

Many pupils are worried that they will not have enough to say in Part 2.

In Part 2, the examiner will mostly ask for candidates' general thoughts on an issue; advantages and disadvantages; problems and solutions; how the issue has changed from the past until now; and how the issue will change in the future. Teachers should therefore expose and let students practice thinking and talking about their opinion on common everyday issues like health, the economy, education and the environment.

Teachers should remind the pupils that there is no set word limit for what a good Part 2 answer, but it should not be too short and not too long. If it is too short and the students will have failed to develop their answer properly; whereas, if it is too long and they may go off topic and/or make mistakes. As a rule, teachers should advise the pupils to try to answer with 3-4 sentences.
(probably 1 prompt for 1 sentence)

Technique #1- Paraphrase Question

A good way to extend your pupils' answer is to teach them to respond with a paraphrase of the examiner's question. Paraphrasing is when the pupils repeat the sentence but with synonyms so that it has the same meaning.

This technique is very effective because it not only gives the pupils time to think in a natural way, but it also focuses their mind on answering the question.

For example:

- **Examiner**: What can people do to try and reduce water pollution?
- **Student**: So, how can you keep the water clean? I think….
- **Examiner**: How can sport bring people together?
- **Student**: Sports can bring people together right. I believe…

Again, teachers should remind the pupils that this should not be used for every answer and only when they think it is appropriate.

Technique #2- Explain why

Many pupils state their opinion but don't extend their answer by stating **why** they feel that way. Some pupils are afraid of patronising the examiner and assume he or she will know why they have stated their opinion.

Example:

- **Examiner:** What can people do to reduce water pollution?
- **Student**: I believe the best way to keep water clean is to curb water use at home. (Why?) The vast majority of water is used in the home, (why?), for cooking, cleaning and washing, (why?) therefore by reducing the amount of water we use, (why?) the government can conserve the water supply and keep it clean.

By asking themselves 'why' they continue to explain their opinions, and this leads to more developed answer.

Technique #3- Give Examples

This seems an obvious one, but it is something many pupils don't do. In order to really develop their answer an example is normally needed. A lot of pupils complain that they don't know or can't think of any examples. Teachers might need to give suggestions that if they can't think of one just make one up. The pupils will not lose any marks for making up an example and this will only lead to them gaining marks for giving a well-developed answer.

A good technique is to use an example from a newspaper article or recent study.

Example: (online study method/platform)

- **Examiner**: Can you tell the changes of our public transport?
- **Student:** Absolutely**,** they have changed a lot. In the past most people used bicycles, but now they predominantly use motorbikes. For example, a recent survey found that 72% of people in Ho Chi. Minh City now own a motorbike. (made-up example)

Teachers can suggest to the pupils that they can make the statistics up and it is perfectly acceptable for them to do the same thing in the speaking test. The examiner will never disagree with them or ask you to prove any of their examples.

Technique #4- Make Concessions

Teachers need to remind the pupils that they make a concession by admitting that there are limits to their opinion or there may be another side to the argument. They use words like ‘however’, ‘on the other hand’ and ‘despite this’ to make concessions.

Some students don’t like doing this because they think it weakens their argument or opinion. In fact, by showing they are aware of other opinions they actually strengthen their argument.

Example:

- **Examiner**: Which one would you prefer, shopping on foot or online shopping?
- **Student**: Personally, I don’t really care either way. It seems online shopping has more advantages. However, online shopping does not allow the customers to try the items.



PART 2

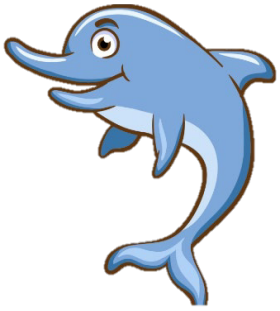
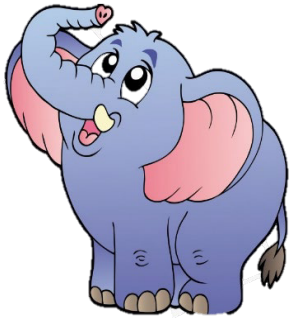
(ACTIVITIES)

Activity A	Do you even care?
Theme	Health & Environment
Focus of the activity Suggested time: 40 – 60 minutes	i) Talking about past/present/future experience ii) Explaining and giving reasons iii) Expressing and justifying opinions. iv) Describing people, places, and situations.
Teaching Aid/ Reference	For a class printable handout – picture of animals for each group
Instructions for teachers Word bank: 1. Bad for animals 2. There is/are 3. Confused 4. Dangerous 5. Should/ shouldn't 6. Provide income 7. In my opinion, 8. From my perspective, 9. On a personal note, 10. On a serious note, 11. Having said that, 12. This is because…	Warm up 1. Teacher activates pupils' schemata by asking about animal protection. 'Why do we need animal protection?' 2. Pupils are put into groups of 4 -5. 3. Each group will receive a picture of an animal. While activity 1. In group, discuss the provided tasks (making notes are allowed for the presentation). 2. Pupils will discuss in their group. 3. Take turn practising. 4. Pupils will take at least one task to speak in their own group. Post activity 1. Pupils present their findings. 2. Pupils vote for which presentation that they enjoy the most.

SOMETHING TO TELL!!

1. Pupils are given the opportunity to express their opinion based on the topic
2. Teacher can use School Speaker's Corner for a small class activity or perhaps during assembly or a 5-min sharing session at the beginning of the class/ PdPR.
3. Pupils are requested to express their opinion and most importantly include feelings. For example:
    - Confused/ cruel/ tormenting/ devastated/ challenged/ mentally disturbed
    - Unhappy/ bewildered/ horrifying/ inhumane
4. Teacher guides pupils to produce a simple speaking text (max 1 min).





No	Tasks
1	Describe your animal. You can talk about its colour, physical appearance)
2	Describe its habitat. Where do you usually see/spot this animal?
3	How can you show your love towards this animal?
4	Zoo is a place that keeps animals. Do you support or go against this act? Why?
5	Your message to the public regarding animal protection.

Activity B	How green are you?
Theme	Health & Environment
Focus of the activity Suggested time: 40 – 60 minutes	i) Talking about past/present/future experience ii) Explaining and giving reasons iii) Expressing and justifying opinions. iv) Describing people, places, and situations.
Teaching Aid/ Reference	For a class printable handout – print list of items
Instructions for teachers	Warm up 1. Teacher distributes a strip of paper to each pupil containing types of rubbish. Refer to the handout. 2. Teacher places four-coloured boxes in front of the class 3. Teacher requests pupils to decide which rubbish/waste that should go into which coloured boxes. 4. Pupils are given 1 minute to quickly decide and proceed with the activity. 5. Teacher leaves the boxes for later activity. While activity 1. Teacher puts pupils in pairs. 2. Teacher gives the same handout with strips of rubbish/waste but this one it has all types of rubbish. 3. In pair, pupils are requested to discuss, decide and categorise each type of rubbish for which box/bin that it should go to. 4. Teacher gives time for each pair to try (2-3 minutes) 5. Teacher gives clues to help them. For example: • Cans & Plastic are thrown into an orange bin/box • Glass is thrown into a brown bin/box • Papers are thrown into a blue bin/box • Food waste & non-recyclable are thrown into a green box/bin 6. Teacher gives extra injury time for pupils to discuss and make changes to their answers (extra 1 -2 minutes). 7. Teacher takes the early boxes during the warm-up activity and starts taking out strip by strip of papers. Teacher asks at each pair to confirm whether the pupils put early on was correct or wrong. 8. Each pair takes turn to give their answers either agree or disagree. If the pair disagrees, a change will be made by the pair. The changes can be countered by other pairs by giving their opinion/view. 9. Teacher demonstrates the target speaking phrases for pupils to practise:

	• That's the correct bin/box. • I think that's wrong. It should have been in … • I think that's right. • That's a wrong bin. _____ should be put into _____. • I agree/ I disagree because … <u>Post activity</u> 1. Each pair is given a choice to produce their own poster based on the specific-coloured bin/box. 2. Each pair needs to draw types of rubbish/waste. 3. Pupils take turn promote their poster in class or a gallery walk be done or 1 stay three strays can be done as well- depends on the situation.





1

SOMETHING TO EDUCATE OTHERS!!

1. Pupils are given the opportunity to express their opinion based on the topic
2. Teacher can use School Speaker's Corner for a small class activity or perhaps during assembly or a 5-min sharing session at the beginning of the class/ PdPR.
3. Teacher can assign pupils to paste their posters around school or at the canteen
4. Teacher can also do an inter-class activity/ exchange class activity. For example:
   - Class 5A will do the talking and explaining to Class 5B.
   - Class 5B will take note and produce a written summary/ mind map based on their peers' presentation



5 REASONS TO RECYCLE

SAVES ENERGY

By recycling items, producers save time not to have to make something from scratch.

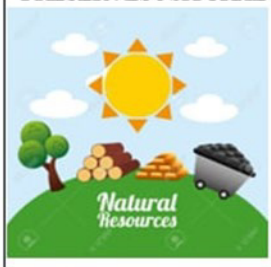




REDUCES LANDFILL USAGE

Recycling reduces the amount of waste we end up sending to landfill sites.

PRESERVES NATURAL RESOURCES



Rather than using our natural resources, we utilize resources that are already available.

GOOD FOR THE ECONOMY

Through recycling, will grow the demand for recyclable items, in return growing the economy.



REDUCE GLOBAL WARMING



Recycling helps reduce greenhouse gas emissions by reducing energy consumption. This avoids greenhouse gas emissions that would result from extracting or mining virgin materials.

Just a few of the reasons why you should recycle!!





Activity B: Part 2- How green are you?

(Photocopiable)

Newspapers	Aerosols	Sanitary products
Magazines	Food cans	Nappies
Junk mails	Food cartons	Meat and bones
Loose shredded paper	Plastic bottles	Egg shells
Envelopes	Plastic food trays	Cooked and uncooked food
Phone directories	Yoghurt pots	Teabags and coffee grounds
Catalogues	Polystyrene	Mirrors
cardboards	Light bulbs	Glassware
Perfume bottles	Jars	Cut flowers
Leaves	Clean straw or hay	Plate scrapings
Pet waste	Drink cans	Crystal

Note:

1. Make a copy of the above table and cut each box for the warm-up activity. Give each strip to every pupil to test their ability/general knowledge. If it is not enough, make an extra copy and repeat the same words.
2. Make another copy for each pair. Each pair will now have access to every rubbish/waste, and they need to decide which one goes to which coloured bin/box.
3. Create your own-coloured bins/ boxes – Blue, Orange, Green and Brown or just write them.

Answers:

Blue - Paper	**Brown – Glass**	**Orange – Can & Plastic**	**Green – Food waste & non-recyclable items**
Newspapers	Jars	Aerosols	Clean straw or hay
Magazines	Perfume bottles	Food cans	Pet waste
Junk Mails	Mirrors	Food cartons	Leaves
Loose shredded paper	Glassware	Plastic bottles	Sanitary products
Envelopes	Crystal	Plastic food trays	Nappies
Phone directories		Yoghurt pots	Meat and bones
Catalogues		Polystyrene	Egg shells
Cardboards		Drink cans	Cooked and uncooked food
			Teabags and coffee grounds
			Cut flowers
			Plate scrapings

Activity C	Are you having fun?
Theme	Health & Environment
Focus of the activity Suggested time: 40 – 60 minutes	i) Talking about past/present/future experience ii) Explaining and giving reasons iii) Expressing and justifying opinions. iv) Describing people, places, and situations.
Teaching Aid/ Reference	For a class printable handout – (Photocopy – Ask A friend question form & Ask A friend Handout)
Instructions for teachers	Warmer & While Activities 1. This is a class interview, and you will have the opportunity to interview your classmate and ask their personal opinion. 2. You will be given a set of questions and your teacher will request you to choose only four questions to be used during your interview. 3. Please make sure you really understand each question and choose the best one for your interview. Remember only four questions will be used. 4. Write your interview questions. 5. During the interview session, please make sure you speak, and your classmate will then speak to you in return. Remember this is a speaking activity and asking your classmate to just write his/her answers will defeat the objective of this activity. Post activity 1. Teacher stops the whole process after a few minutes (give time allocation around 15 – 20 minutes). 2. Teacher put pupils into pairs. Tell them to share the information they found about their classmates, using their notes as a guide. 3. Teacher asks the class if any pupil wishes to share something different or interesting with class.

ARE YOU HAVING FUN?

Read these questions. Choose five questions that you would like to ask your classmates.	
1	Which part of the week do you look forward to the most?
2	Did you have a good time during your last holiday?
3	How often do you see your friends?
4	What's your best memory so far this year?
5	How did you spend last weekend?
6	What's your favourite free time activity, and how often do you have time to do it?
7	What do you enjoy most in life?
8	What did you do to celebrate your last birthday?

ARE YOU HAVING FUN?

Read these questions. Choose five questions that you would like to ask your classmates.	
1	Which part of the week do you look forward to the most?
2	Did you have a good time during your last holiday?
3	How often do you see your friends?
4	What's your best memory so far this year?
5	How did you spend last weekend?
6	What's your favourite free time activity, and how often do you have time to do it?
7	What do you enjoy most in life?
8	What did you do to celebrate your last birthday?

Name:

Question & Answers:

Name:

Question & Answers:

Name:

Question & Answers:

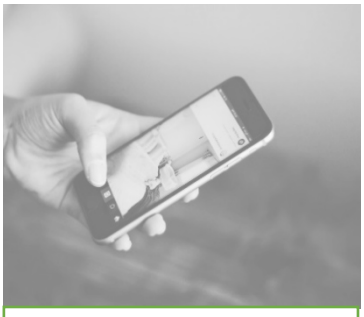
Name:

Question & Answers:

Name:

Question & Answers:

Activity D	Sharing my Experience
Theme	Science & Technology
Focus of the activity Suggested time: 120 minutes	• Talking about past/ present/ future experience • explaining and giving reasons, • expressing and justifying opinions,
Teaching Aid/ Reference:	• Image of a smartphone • Table A and Table B
Instructions for teachers	1. The image shows a gadget that is regularly used among pupils. This gadget has a lot of advantages and a lot of disadvantages. 2. Teacher shows the image and ask for pupils' opinions on advantages and disadvantages. 3. Pupils share their experience based on Picture D1. 4. Use the **helping words and phrases** to assist you when speaking. 5. Next, look at Picture D2 and talk in pairs on the benefits, disadvantages and use.



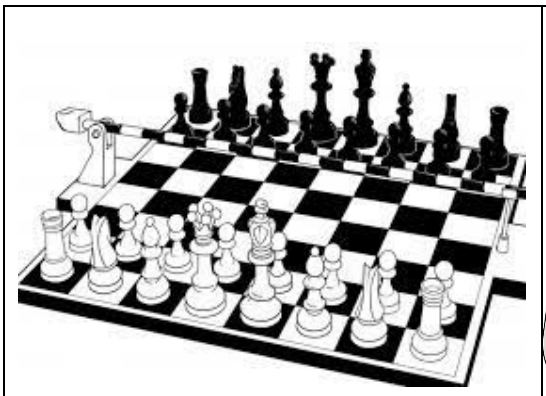
Picture D1

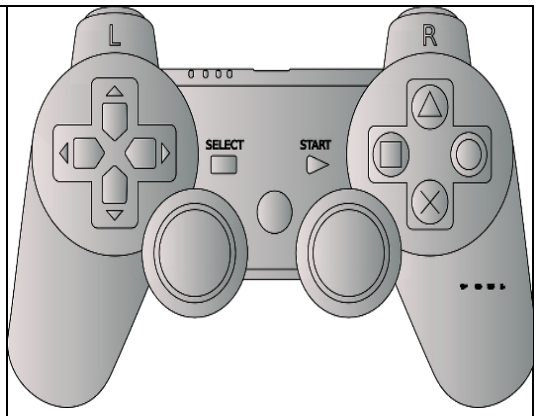


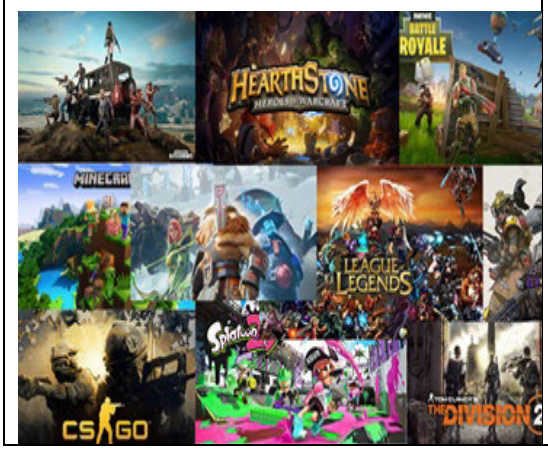
Picture D2

HELPING WORDS & PHRASES		
▪ Technology ▪ Frequent user ▪ Essential ▪ Important ▪ A lot of applications ▪ Allows communication ▪ Do a lot of schoolwork at once ▪ Time consuming	▪ Nomophobia (stress and separation anxiety of going phone free) ▪ Store personal information ▪ Fingertips ▪ Unsocial/ Anti-social ▪ Application ▪ Dangerous Content ▪ Counter boredom	▪ Access ▪ Look through ▪ Convenient ▪ Costly/ Expensive ▪ No private space ▪ Can see location ▪ Stay in touch/ keep in touch ▪ Smart User ▪ Relieve stress ▪ Fill free time

Activity E	My Personal Favourite
Theme	Science & Technology
Focus of the activity Suggested time: 120 minutes	explaining and giving reasons, expressing and justifying opinions,
Teaching Aid/ Reference	Pictures: i. Chess ii. Video game iii. Smartphone addict (online games) iv. Children playing in the field
Instructions for teachers	1. Pupils are provided with 3 talking chips (each pupil will receive 3). 2. Pupils will sit in groups of 3. 3. Each group will receive a set of pictures. 4. Each pupil will have to describe the pictures (use TABLE A for points/ideas). 5. Each pupil will put 1 talking chip and then he/she is allowed to speak. 6. Each pupil needs to finish all of his/her talking chips. 7. Each pupil takes turn to talk.









Use TABLE A for points/ideas to describe the pictures.

TABLE A

- How would you describe the activities shown?
- Which activities are better for groups, and which would be suitable for individuals?
- Which activity would you encourage your friends to do? Why?
- Which activity would you discourage your friends to do? Why?
- Are any of these activities popular with people of your age? Why do you think so?
- Do you do any of these activities? Why / Why not?
- Which activity would you like to take up? Provide an explanation

Below are some helpful phrases to be used during your group discussion.

This activity seems to be…
I believe/ I think/ suppose/…
In my opinion…helps you…
People of my age are interested in/ crazy about…
People of my age can't stand…
It's an ideal activity for those who like…
I'd like to take up…because…

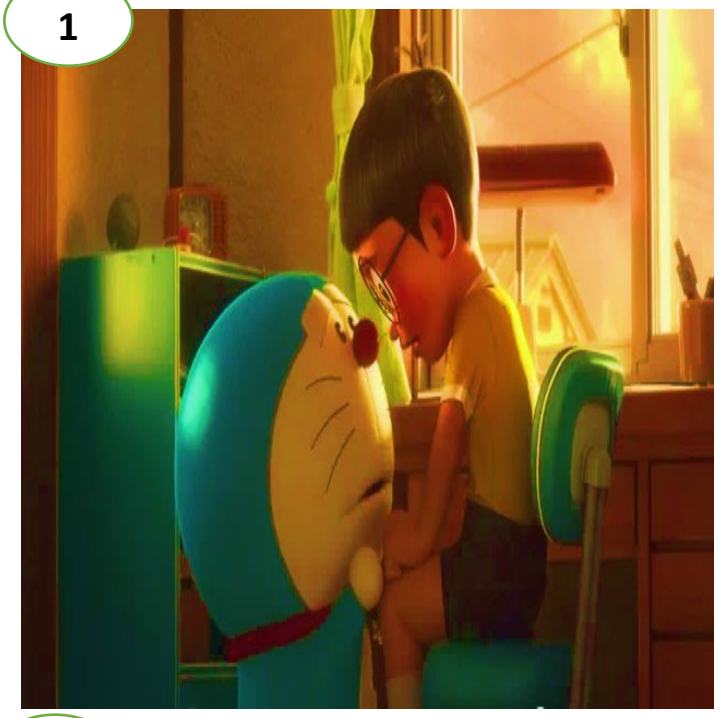
These are some words that you can use during your group discussion.

HELPING WORDS	
Creative	Keen about
Tests our ability to think	Have more friends
Bored with	Work together
Challenging	entertaining
Crazy about	exciting
Creative	Challenging
Lose focus	Be a fan of
Entertaining	disadvantage

Activity F	Am I from the future?
Theme	Science & Technology
Focus of the activity Suggested time: 60 minutes	explaining and giving reasons, expressing and justifying opinions, expanding ideas verbally
Teaching Aid/ Reference	Pictures: Doraemon story from 1, 2, 3 and empty blank 4. Each group will receive this.
Instructions for teachers	1. Pupils try to predict what will happen in the future. For example, how will the world look like? What about cars? What about the shopping mall? Verbally respond and give opinions. 2. Pupils are introduced to Doraemon and famous anime. 3. Pupils sit in groups of 3 and they have to create a story bsaed on the pictures. 4. Each pupil takes turn to tell at least 2 sentences describing each picture in sequence. 5. Each pupil is encouraged to produce dialogues. 6. The group will predict the ending of the story.

HELPING WORDS & PHRASES	
• **Sad** • **Emotional** • **Hugging** • **Console** • **Telling the truth** • **Please** • **Could you please…** • **Don't ever forget me** • **Tell me the truth**	• **We should be…** • **Don't go** • **Leaving is painful** • **Crying** • **We will see each other again** • **Sleepless night** • **Unexpected** • **Suddenly** • **Means the world to me**

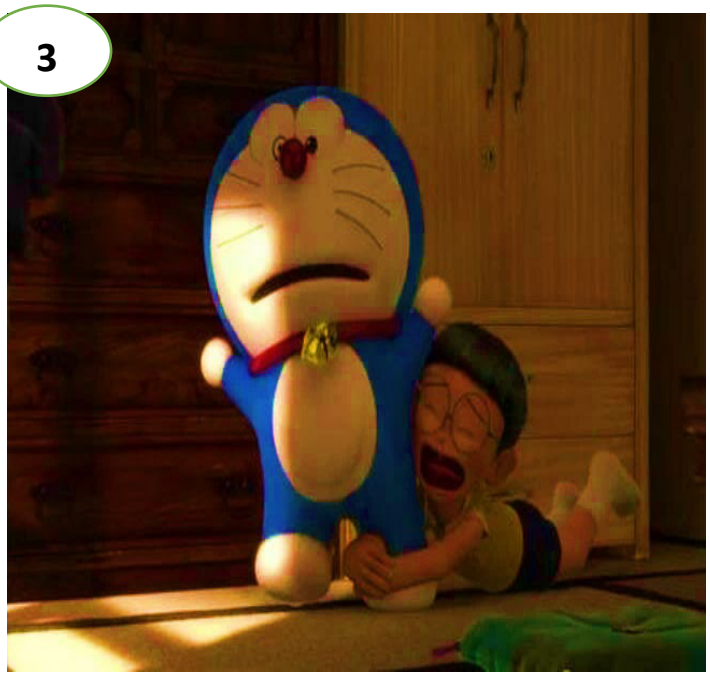
1



2



3



4



- Predict the ending.
- What will happen?
- What is the emotion here?
- Moral values learnt.

SAMPLE
EXAM QUESTION
PART 2

SAMPLE QUESTION

THEME: HEALTH & ENVIRONMENT

Candidate A

Candidate A: **Covid-19 Pandemic**
Talk about the Covid-19 Pandemic You should say: What do you understand by the phrase 'Covid-19 Pandemic'? Why do you need to wear a mask? Do you think it is important to practise physical distancing? Can you suggest the best way to stay protected from Covid-19? Why?

Candidate B

Candidate B: **Health vs Wealth**
Talk about the idea of health vs wealth. You should say: Which one is more important, health or wealth? Can wealth buy health or the other way around? How can one maintain his/her health? Suggest ways to properly use/ manage one's wealth.

SAMPLE QUESTION

THEME: HEALTH & ENVIRONMENT

Candidate A

Candidate A: **Go Green**
Talk about the Go Green activity in your country. You should say: What do you know about Go Green? Explain. List the advantages of practising Go Green in your country. List the disadvantages of not practising and ignoring the benefits of Go Green. Can you predict what would happen to our Earth in 50 years' time from now? Explain.

Candidate B

Candidate B: **Mother Nature**
Talk about the idea of Mother Nature. You should say: What do you know about Mother Nature? Explain. List the advantages of protecting our Mother Nature. List the disadvantages of destroying our Mother Nature. How can a student promote and encourage others to protect our Mother Nature?

SAMPLE QUESTION

THEME: SCIENCE & TECHNOLOGY

Candidate A

Candidate A: **The Use of Internet**
Talk about the use of Internet among pupils You should say: Do you have Internet access at home? How often do you use the Internet? Why do you use the Internet? Do you think the Internet is useful? Explain why.

Candidate B

Candidate B: **Modern Inventions**
Talk about the use of modern inventions in your life. You should say: Name a few things you would consider as modern inventions. (E.g., washing machine, blender, electric car) Name a few modern inventions you have at home. What could be one advantage of these modern inventions? What could be one disadvantage of these modern inventions?

SPEAKING MODULE

PART 3

Part	Task Format		Candidate Output	
	Interaction Pattern	Input	Discourse Features	Functions
Part 3 Discussion task 4-5 minutes	Candidates discuss a task based on a mind-map. Then they have a decision question to discuss.	Candidates are given a topic with a central focus question and surrounding ideas to help them.	Turn-taking and responding appropriately. Negotiating. Initiating. Developing topics.	Explaining and giving reasons. Exchanging information and opinions. Expressing and justifying opinions. Negotiating agreement. Making and responding to suggestions. Discussing alternatives.

Speaking Exam Part 3

- **Focus:** expressing and justifying opinions, agreeing and disagreeing, speculating
- **During the exam:** your students will spend app. 5 minutes discussing questions related to the topic from the previous task.
- **Students should watch out for:** giving very short answers and not engaging with an interaction with their partner.
- **Teacher's job:** help your students to get used to the idea of giving elaborate answers (always think about the WHY of their answer).

Making speaking practice fun: Questions Brainstorm

Procedure:

- Divide your students into pairs or groups of three.
- Choose a topic with your students (using your coursebook table of contents is a great reference i.e: family / school life / leisure / technology etc.)
- Write the following on the board:

1. Do you think …….?
2. Some people say that……. What do you think?
3. Why do you think ……?
4. What do you think ……..?
5. What can people do in order to ……..?

- Tell your students this is how questions in Part 3 of the exam usually start and establish what kind of answer they require (more elaborate one, no YES / NO answers here, please). Stress that it's not about monologuing either but justifying one's opinion is necessary.
- Ask your groups to choose three beginnings and finish the questions (concerning the topic you had chosen). You might brainstorm a couple of examples (ask your students not to use those).
- Once you have different sets of questions ask your groups to exchange their lists so that nobody stays with the questions they had written.
- **Speaking practice time**: students answer new questions with their partners, and they monitor each other to make sure the question is discussed in more depth. Encourage your students to interact with each other! Mingle around the room and monitor.
- Once the groups have finished, choose one question from each set and have a student from that group answer it for the rest of the class to hear.
- Spend some time at the end of the activity to go through some errors and, most importantly, discussing with your students what were some effective ways of answering

the questions in a coherent and varied way (how many alternatives to "I think" have your students used?). Have some examples of good language ready, in case your students find it difficult to come up with some ideas.

Why should you use this activity?

Students often complain that questions in Part 3 of the exam are really **dry** and they don't know how to answer. As a result, they end up giving very brief answers, which is exactly what they shouldn't do. **Reversing** the traditional classroom dynamic (teacher distributes the questions, students answer) gets students' **creative** juices flowing and makes them more **invested** in the activity. It also **raises their awareness** of what kind of questions they should anticipate in the actual exam.

Allowing your students to practice their answers in a smaller group first, makes them better prepared for the whole-class discussion. Finally, encouraging your students to monitor and correct their partners is a more **effective correction strategy** than letting them passively listen to each other.

Source: https://www.lessonplansdigger.com/

GENERAL TIPS FOR PART 3

When it comes to preparing for Speaking Part 3, there are certain questions that pupils often ask. The **two** most common ones are:

1. How can I interact well with my partner?
2. What are some examples of good language to be used in this part?

In these few pages, you will find out the answers to all of these questions.

- good strategies to manage your time and work together with your partner
- some common problems and how to avoid them

You can see the structure in Part 3 looks a little bit like a spiderweb. There is a question in the centre and five prompts around it.

Speaking Part 3 always follows the **same** idea:

Firstly, you discuss the question with your partner talking about the five prompts for about two minutes and secondly, you have to make a decision based on the same five points in one minute

1. Always involve your partner

- Good teamwork is IMPORTANT
- Take turns in responding like a game of badminton or ping pong.
- Be involved
- Be a good listener
- Welcome suggestions/opinions/ disagreements from your partner

2. Don't go too fast

- **Go steady and relax when delivering**
- **Notice your partner especially when he/she wants to speak- give him/her chance**
- **Don't dominate the conversation**
- **Divide and conquer all the points (decide with your partner who will be talking about which point) so you won't repeat the same idea**
- **Make time to decide when it comes to making a choice among all the options**

. Don't forget to listen to your partner

- **When your friend is talking, please listen**
- **Be attentive**
- **Agree and/or disagree with his/her opinion.**
- **Show interest and be supportive**

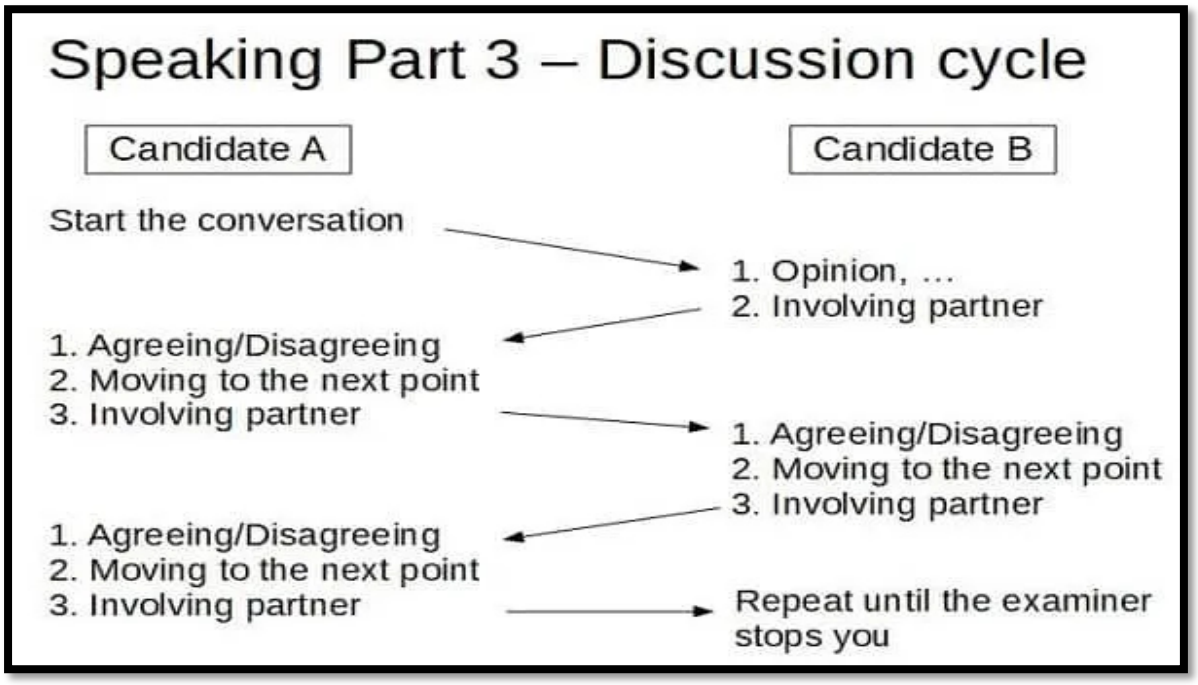
With all of these in mind…

Hopefully you feel a little bit more confident about Speaking Part 3.

Remember to stick to the questions, involve your partner as much as possible and use a wide range of expressions from the tables above.

SPEAKING STRATEGIES FOR PART 3

In the discussion part, you should focus mostly on **well-structured answers, good language** and **interaction with your partner.** It follows a cycle that you go through together until the examiner stops you after about two minutes. This cycle looks something like this:



SUGGESTED WORDS AND PHRASES

1. Introduction

Let's begin/start with ...

2. What you think about somebody/something

As far as I'm concerned, ...

I think ...

In my opinion, ...

As far as I know, ...

In my view, ...

I don't think ...

I don't believe that ...

Well, if you ask me, ...

If you want my honest opinion, ...

I've never come across the idea that ...

3. How to agree/disagree

I must admit that …	I don't agree at all.
I totally/fully/partly agree.	As a matter of fact, …
I agree/don't agree with you.	That's right/wrong.
I believe/don't believe …	Exactly.
I'm convinced that …	I can understand …
The way I see it …	It's hard to say.
It seems to me that …	It's a fact that …
I wouldn't say that …	However, …
I don't think so.	That's why …
You're right up to a point.	John likes computers. - So do I.
You could be right.	Steve doesn't like mobiles. -
That can't be right.	Neither do I.

4. Asking for clarification

- What do you think?
- What's your opinion?
- Would you like to say something?
- What do you mean?
- What are your ideas?
- What are you trying to say?

5. How to interrupt politely

- I'm sorry, but ...
- Can/May I add something?
- Sorry to interrupt, but ...

6. Other opinions

- On one hand ... on the other hand ...
- They claim that ...
- They also say ...
- The opinion among teachers is that ...
- That's a matter of opinion.

7. Phrases to keep a discussion going

- Let's get back to ...
- As we just heard ...
- Where were we?



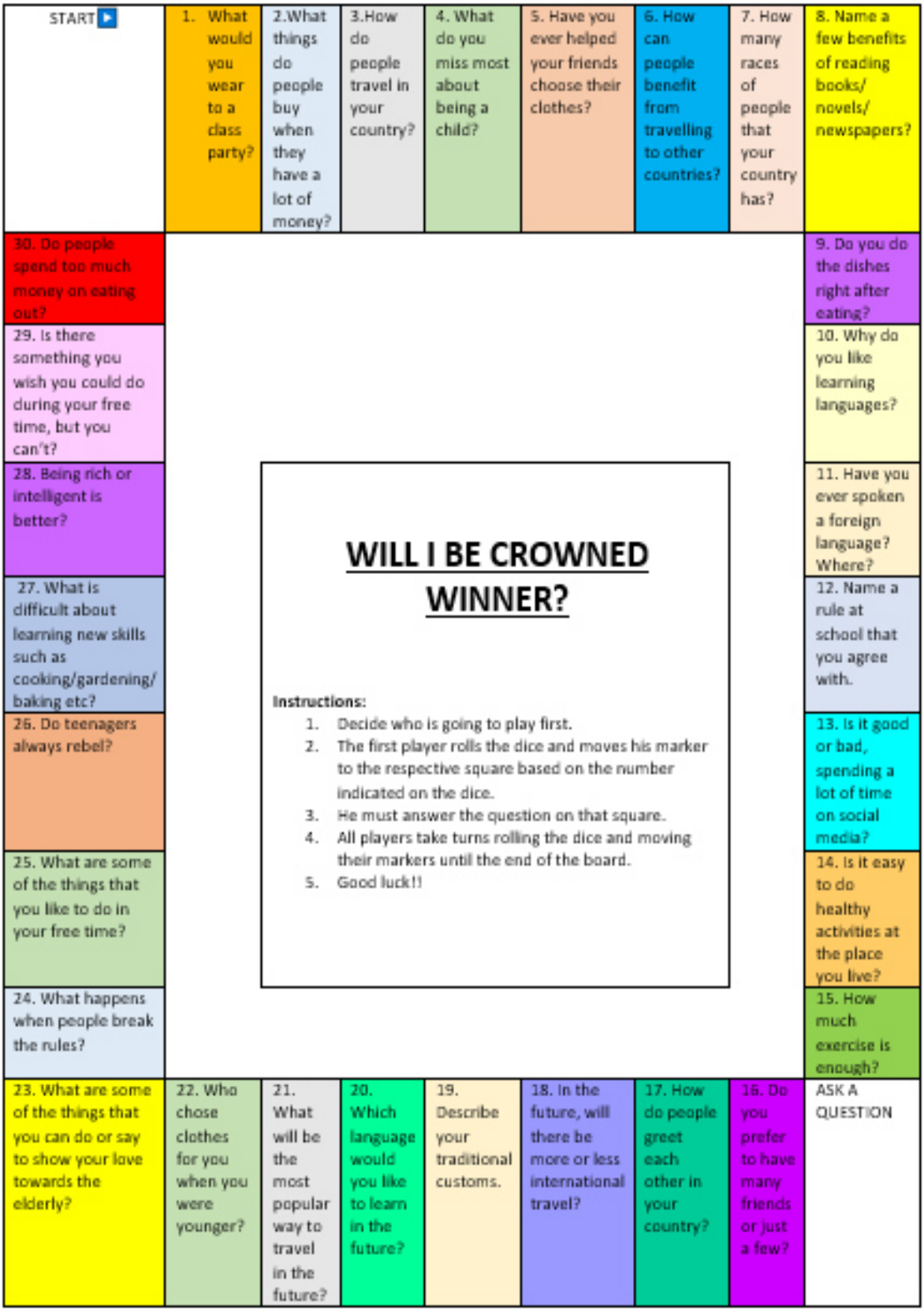
PART 3

(ACTIVITIES)

Activity A	Board Game : WILL I BE CROWNED WINNER?
Theme	People & Culture
Focus of the activity	Expressing preferences, giving reasons and describing the future
Teaching Aid/ Reference	Board game, dice or coins, counters, board, board marker
Instructions for teachers	Preparation Teacher prints off the attached board game (one per group of 4-6 students). In class 1. Explain to the class that today they are going to practice the Conversation task board game with questions related to the theme of people & culture 2. Ask the class what some of the related topics for the given theme are: Travel, fashion, rules and regulations, hobby, daily routine, education Write them on the board. 3. Remind the students about some the grammar areas for level B1 are: Present perfect tense, connecting clauses using because, will for informing and predicting, adjectives and adverbials of quantity, e.g., a lot (of), not very much, many, expressions of preference, zero and first conditionals, present continuous tense for future use, past continuous tense, modals connected to the functions listed above and infinitive of purpose Write some of these on the board. 4. Ask the class how long the Discussion Part lasts in the exam (two minutes), and how many notes they think they will be given in Part 3 (four or five usually).

	5. Divide the class into groups of four (or six or eight, depending on student numbers). Give each group a subject area to focus on and ask them to brainstorm questions they could ask related to their subject, using the grammar of the level. Elicit an example, for example: “Have you ever been to London?” “Do you think you will go to London in the future?” Give the students 5-10 minutes to complete this task. 6. Now give each group a number (1, 2, 3, 4, 5, etc.) and tell them to ask another group their questions. For example, groups 1 and 2 ask and answer their questions etc. 7. Explain to the class that now they are going to play a game involving answering questions related to the theme of People & Culture. 8. Give out one board game per small group, one dice and enough counters for one per student (or students can use coins). 9. Demonstrate how the game should be played. For example, a student throws a “5” and moves forward five squares and answers the question “Have you ever helped your friends to choose their clothes?” Ask the students to talk about their question for 30 seconds. 10.Monitor the groups, checking for understanding and helping where necessary.

ACTIVITY A: PART 3- THEME: PEOPLE & CULTURE- to be given to the pupil



Activity B	What would you do?
Theme	People & Culture
Focus of the activity: Suggested time: 120 minutes	- explaining and giving reasons, - exchanging information and opinions, - expressing and justifying opinions, - negotiating agreement, - making and responding to suggestions, discussing alternatives
Instructions for teachers	Warmer: What would you do? 1. Teacher pastes pictures of gadgets on the board and elicits ideas from pupils. Question: What can you do with this device? 2. Teacher puts pupils in pairs. While Activity: Discussion (Pair work) 1. Teacher will assign which picture should each pair receive and discuss. 2. Using the Tasks, each pair needs to discuss and be ready to present to the whole class. Post Activity : Presentation (Pair work) 1. Teacher randomly chooses any pair to present. 2. Teacher discusses No 5 Task as it requires a bit of guidance.









No	Tasks
1	Describe what you can see in the picture.
2	What would be your first reaction?
3	What is your feeling when your items/ belongings are broken?
4	Imagine your best friend who borrowed your phone, he/she lost your phone. How would you react?
5	Suggest the best way to keep our items/ belongings safe.

Activity C	Keeping it or throwing it?
Theme	Science & Technology
Focus of the activity Suggested time: 40 minutes	- explaining and giving reasons, - exchanging information and opinions, - expressing and justifying opinions, - making and responding to suggestions, discussing alternatives
Instructions for :teachers	Warmer: Keeping it or throwing it? 1. Watch the video on YouTube: Sweden is paying people to fix their stuff instead of throwing it away - YouTube 2. Based on the video, complete the graphic organiser. While Activity: Discussion (Pair work) 1. In pairs, pupils are asked to present their findings to their partner. 2. Teacher puts pupils in groups of 3. 3. Teacher distributes picture A, B & C to each group. 4. In group, discuss and be ready to present. Post Activity : Presentation (Group work) 1. Teacher randomly chooses any group to present. 2. Teacher replays the video and concludes the lesson.

Suggested answers:

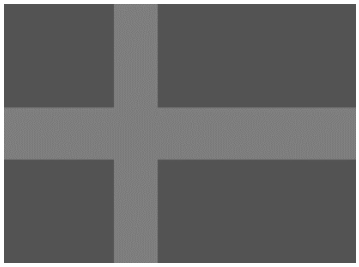
Things that can be repaired:

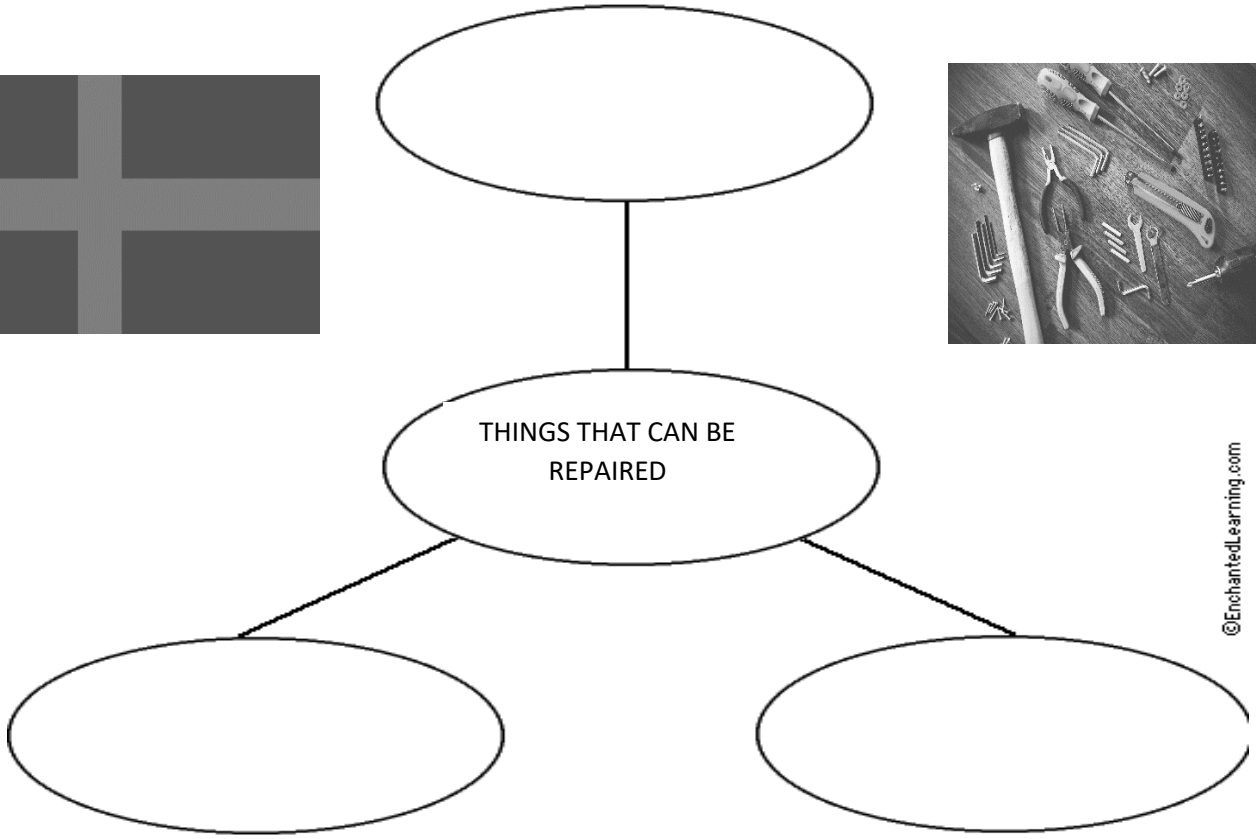
1. mobile phones
2. clothes
3. bicycles
4. fridges
5. washing machines

Suggested answers:

Benefits of repairing:

1. can claim back some income tax
2. reduce the environmental impact
3. encourage higher quality, longer lasting products.
4. more employment.





NO	BENEFITS OF REPAIRING
1	
2	

Instructions Part 2:

1. Discuss in groups of three and present in the class.
2. Pupils refer to pictures A, B & C.

A



DO YOU AGREE WE LIVE IN A THROWAWAY CULTURE? WHY?

B



WHAT ARE SOME OF THE CONSEQUENCES OF THROWING THINGS OUT INSTEAD OF FIXING THEM?

B



WHAT TYPES OF GOODS DO WE THROW OUT MOST OFTEN? WHY DO YOU THINK THAT IS?

Activity D	Wait for your turn!
Theme	Science & Technology
Focus of the activity: Suggested time: 40 minutes	- explaining and giving reasons, - exchanging information and opinions, - expressing and justifying opinions, - making and responding to suggestions, discussing alternatives - negotiating agreement,
Instructions for teachers	Warmer: Your favourite online learning platform 1. Teacher asks pupils their favourite online learning platform 2. Verbally, pupils give their responses While Activity: Discussion (Pair work) 1. In pairs, pupils are given points for and against online learning. 2. Pupils in pair, discuss with your partner. Make note when necessary. 3. Each pair is randomly chosen to present in their class. Post Activity : State your stand 1. After each pair has presented, everyone is asked to give his/her opinion. 2. Each pupil will be randomly chosen to state their stand (agree or disagree) with their reason.

ADVANTAGES AND DISADVANTAGES OF ONLINE LESSONS

CARD A: Advantage Allows pupils to study on their own comfortable physical space -study table -wear suitable and comfortable outfit	**CARD B: Advantage** Allows pupils to immediately search for information -Google search -learn faster
CARD C: Disadvantage Pupils may not concentrate and focus -Turn off camera and microphone -Be distracted with their phones or social networking sites	**CARD D: Disadvantage** Pupils can easily decide not to join the class -Teachers cannot monitor pupil's attendance -Pupils take time to submit or do not submit tasks at all

Activity E	SOCIAL MEDIA ADDICT – Agree or disagree?
Theme	Science & Technology
Focus of the activity Suggested time: 120 minutes	- making and responding to suggestions - expressing and justifying opinions - explaining and giving reasons
Teaching Aid/ Reference:	TABLE: Making Suggestions, Agree/Reject Situation Card 1, 2 and 3
Instructions for teachers	**Step 1:** Teacher writes down three phrases from the 'making suggestions' table and 'agree/reject' table and ask pupils to guess when these phrases would be used. Teacher provides an example of a situation on when these phrases would be used. **Step 2:** Pupils will have to work with a partner. Pupils will receive a situation. Based on the situation, they must have a conversation making suggestions and responding to the suggestions. Teacher reminds pupils to use the language support given in the box when responding to the question **Stage 3:** Teacher writes ten vocabulary they have used during their presentation on the white board and asks them to explain.

Making Suggestions	**Agreeing/ Rejecting**
• Let's revise • What about going to…? • How about going…? • Why don't we go…? • Couldn't we…? • Shall we…? • What would you say to…? • Don't you think it is a good idea to…? • Does it matter if we…? • Would you like to….? • Let' go to… • I suggest you/we take…into consideration • We could… • We might as well…	• Okay. Let's… • Yes, I'd like to… • Yes, I'd love to… • What a good idea! • Why not? • Yes, with pleasure • Yes, I feel like… • Yes, that sounds like a good idea • Yes, that sounds like a plan • Yes, that's not a bad idea • Brilliant! • Count me in too

Situation 1:

You have decided to buy a laptop and you are inviting your friend to come with you to a mall of your choice. However, your friend has a different suggestion. He thinks there is a better place you can buy it.

Pupil A: _____

Pupil B: _____

Pupil A: _____

Pupil B: _____

Situation 2:

You have decided to buy a science book. You could not decide between two different types of science books. Your friend has experience buying one of the books. Have a discussion to finalise which book would be the best.

Pupil A: _____

Pupil B: _____

Pupil A: _____

Pupil B: _____

Situation 3

You think it is convenient to use smartphones to do your online classes. However, your friend prefers using laptops for few reasons. Discuss which is a better option?

Pupil A: _____

Pupil B: _____

Pupil A: _____

Pupil B: _____

SAMPLE
EXAM QUESTION
PART 3

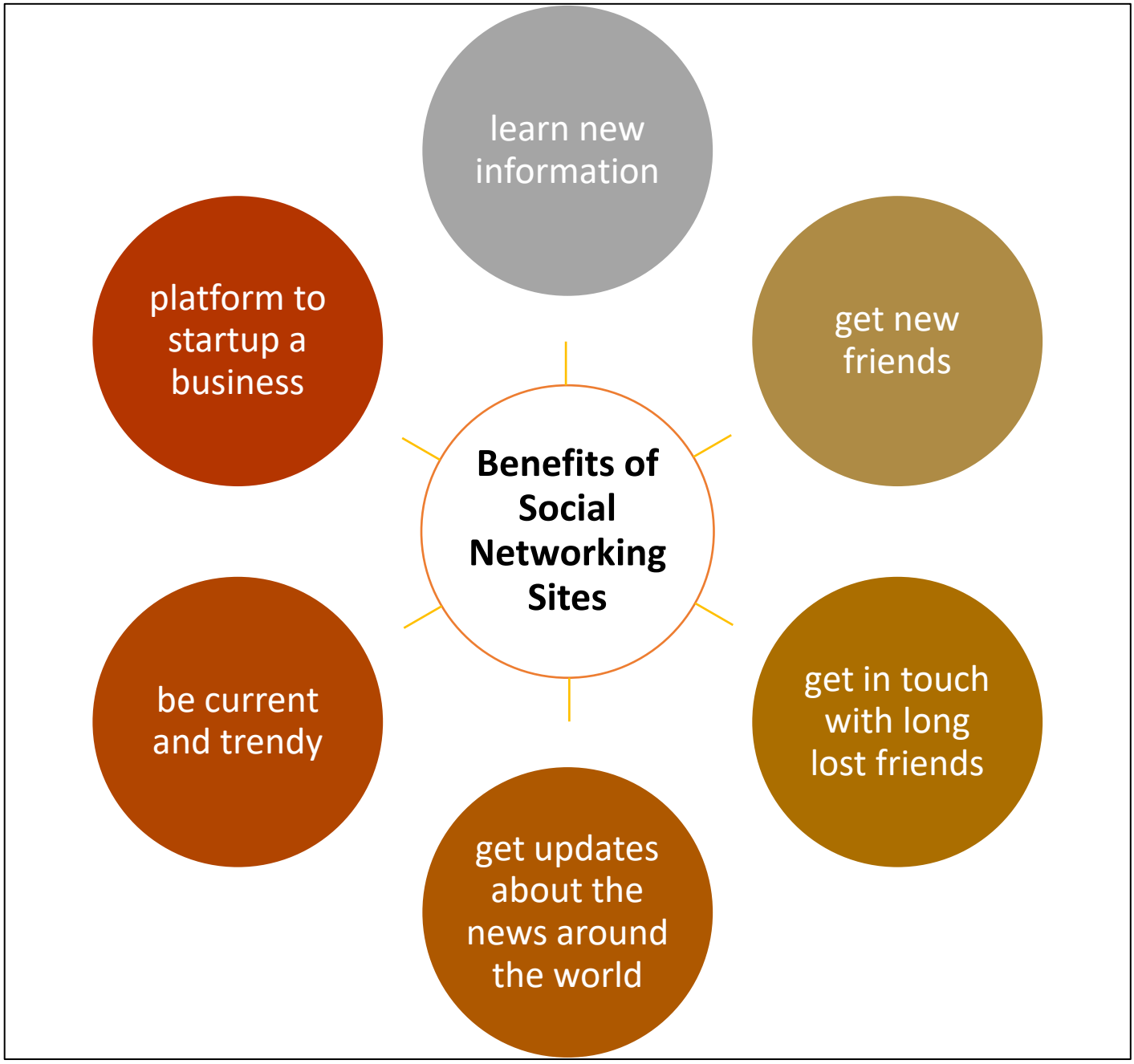
THEME: PEOPLE & CULTURE

Talk in pairs. You and your friend are assigned by your teacher to organize a talk on Ways to Spend Your Leisure Time Wisely. First discuss the advantages and disadvantages of each. Then decide which two topics will be beneficial for your fellow friends.



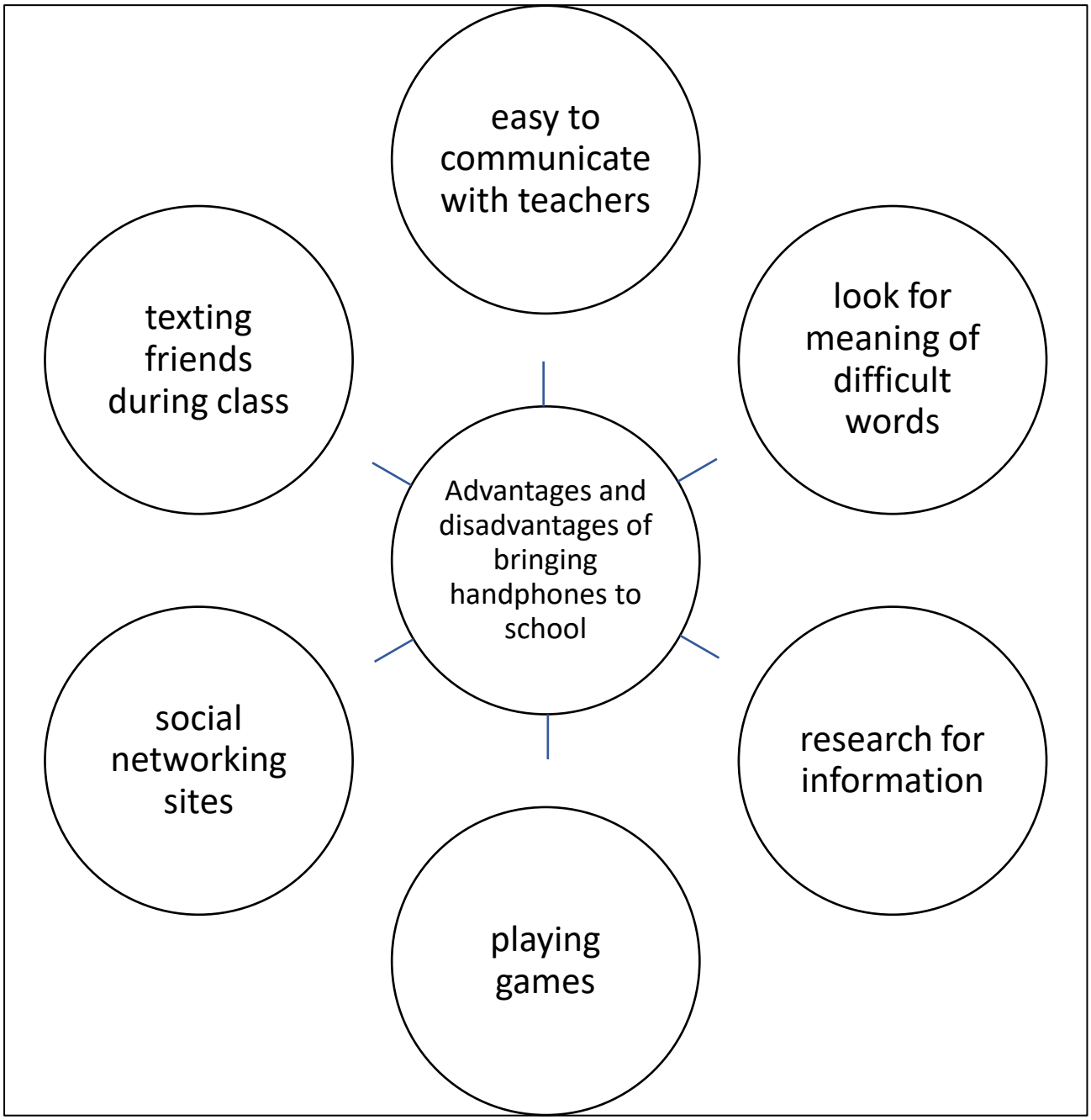
THEME: SCIENCE & TECHNOLOGY

You and your friend are assigned by your teacher to organize a talk on the benefits of social networking sites. First, discuss the advantages and disadvantages of each topic. Then, decide which two points will be beneficial for your fellow friends.



THEME: SCIENCE & TECHNOLOGY

You and your friend are assigned by your teacher to organize a talk on advantages & disadvantages of bringing handphones to school. First, discuss the advantages and disadvantages of each topic. Then, decide which two points will be beneficial for your fellow friends.



REFERENCE LIST:

1. www.esl.com
2. https://learnenglish.britishcouncil.org/skills/speaking
3. https://www.englishradar.com/study-english/english-level-b1/
4. https://perfectlyspoken.com/english-courses/b1/
5. https://www.cambridgeenglish.org/exams-and-tests/preliminary/
6. https://www.abaenglish.com/en/english-conversation-lessons/
7. https://www.cambridgeenglish.org/learning-english/activities-for-learners/?level=independent
8. https://www.bbc.co.uk/learningenglish/
9.

List of useful websites to get materials to teach speaking skill

https://learnenglish.britishcouncil.org/skills/speaking

https://www.englishradar.com/study-english/english-level-b1/

https://perfectlyspoken.com/english-courses/b1/

https://www.cambridgeenglish.org/exams-and-tests/preliminary/

https://www.abaenglish.com/en/english-conversation-lessons/

https://www.cambridgeenglish.org/learning-english/activities-for-learners/?level=independent

https://www.bbc.co.uk/learningenglish/

Listening

CEFR

LISTENING

SPM

TEACHER'S

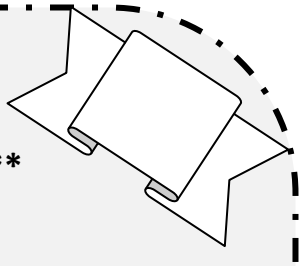
MODULE

CEFR LISTENING: AN OVERVIEW

Part	Task Type	Number of Items	Focus	Task Format
1	3 – option multiple choice	7	• The focus is on genre, identifying speaker feeling, attitude, topic, opinion, purpose, agreement between speakers, gist and detail.	• 7 short, unrelated dialogues or monologues. • There is one 3-option multiple-choice question per extract (60-70 words each).
2	3 - option multiple choice	8	• The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.	• A longer narrative or informational monologue (350-400 words) with 8 multiple-choice items.
3	Matching	5	• The focus is on identifying speaker feeling, attitude, detail, gist and opinion.	• 5 short monologue texts of approximately 50 words with 7 options given.
4	Note completion	10	• The focus is on detail, identifying specific information and stated opinion.	• A neutral or informal dialogue (interview) of 600 – 650 words. • Candidates complete gapped summary text with one word per gap.
Adapted from: https://www.cambridgeenglish.org/Images/CER_6168_V1_APR19_Cambridge_English_First_Handbook_WEB_v3.PDF				

Preparation: General Tips

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- Regularly expose audio materials to pupils.
- A daily learning programme which includes a 'hearing English' component from audio recordings will help prepare pupils.
- Include a range of voices, accents and styles of delivery.
- Encourage pupils to identify the stressed syllabus and words in listening text (the one carry the message) rather than trying to listen for every single word.
- Get your pupils to read a summary of what they are going to hear before they listen to the full text. This helps build up their confidence.
- Discuss with pupils what they can expect to hear. For example, names and places when they turn on the news/ numbers and times if they listen to announcements.
- Try changing the focus of the tasks pupils do in class. Ask them to listen for specific information and sometimes for the overall gist.
- Train pupils practise listening to and reading the questions. This helps pupils to be sure that they understand what they are listening for / what they have to do.
- Remind pupils to use the time allowed before each recording to read through all the questions carefully. This helps pupils get prepared for what they hear.
- Advise pupils that the information on the questions paper is to help them follow as they listen.
- Remind pupils to transfer the answers correctly and write clearly when they copy them onto the answer sheet.
- Advise pupils to answer all the questions, even though they are not sure of the correct answer.
- Pupils should not be distracted by individual words and phrases especially in Part 1, 2 and 3. They should listen to the whole message.
- Train pupils when to stop concentrating on a question which they are finding difficult. This enables them not to miss the next question.

Adapted from:
https://www.cambridgeenglish.org/Images/CER_6168_V1_APR19_Cambridge_English_First_Handbook_WEB_v3.PDF

Listening in exams

Before listening

Remind pupils to read and listen to instruction. This will give them information such as how many questions they need to answer in this section.

Remind them to underline key words in the questions – usually nouns and verbs

Tell them to understand each context. This will help them better understand the answer options.

Remind pupils to always read the question and think about the person talking and if they are giving an opinion or expressing an attitude or a feeling.



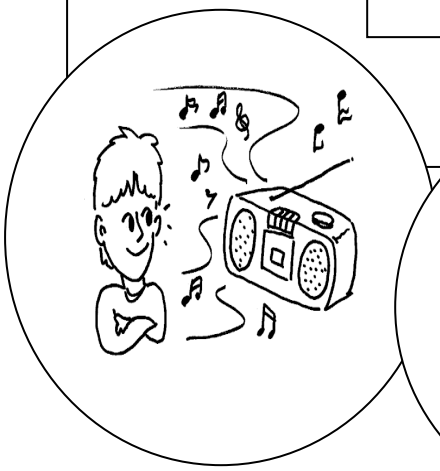
Train pupils to predict any answers based on their reading. Name? Noun? Number? Place?

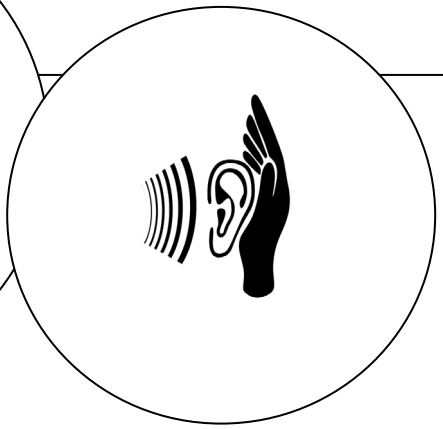
Adapted from:

https://www.cambridgeenglish.org/images/562911-tips-for-listening.pdf

While listening

- Remind pupils not to worry if they don't understand everything. Understanding the main idea is important.
- Remind pupils that they will hear the recordings twice, so not to worry if they miss the answer the first time.
- Remind pupils to listen to the whole recording the first time to help them with the context. Then check the answers the second time.
- Remind pupils not to get distracted with the previous question when they move to the next one.





Adapted from:

https://www.cambridgeenglish.org/images/562911-tips-for-listening.pdf

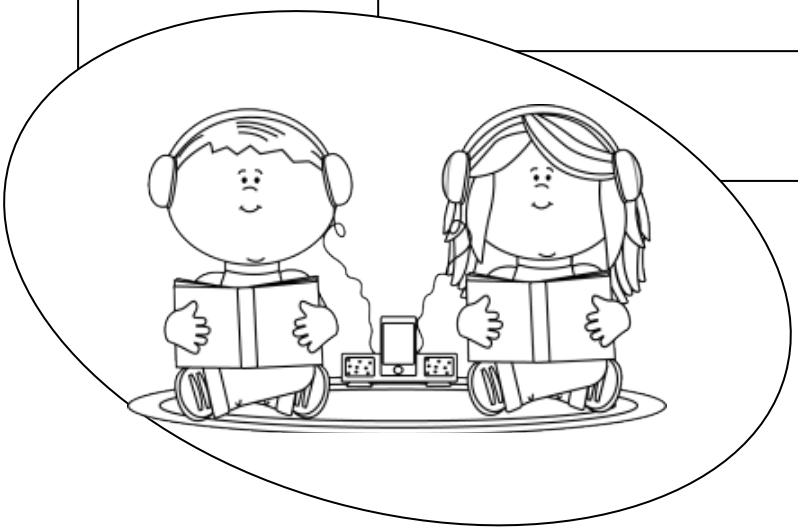
After listening

Remind pupils not to leave any empty spaces on their answer sheet.

Remind pupils whether they have transferred their answers on the answer sheet correctly.

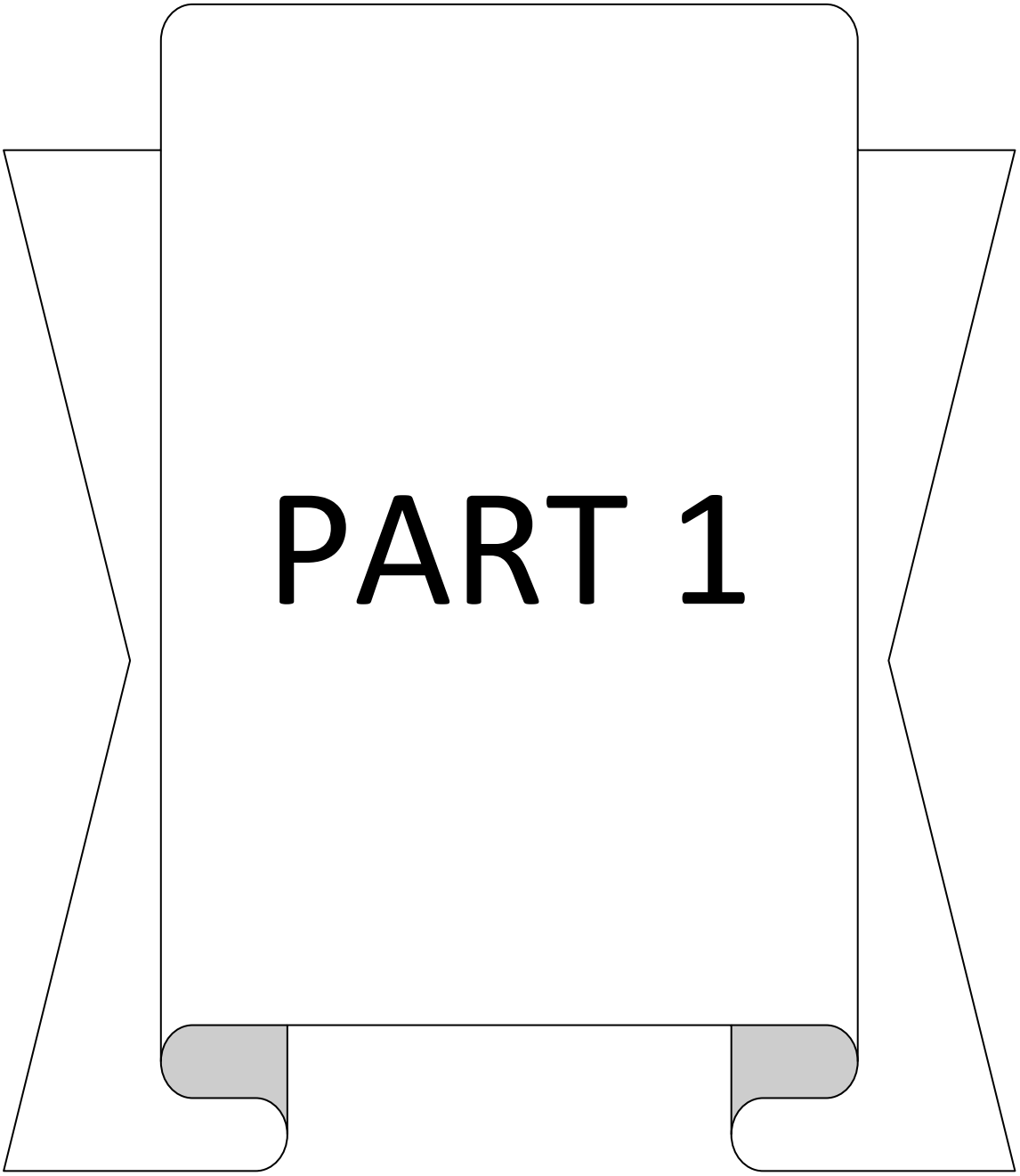
Remind pupils to check their spelling.

Remind pupils to check their punctuations.



Adapted from:

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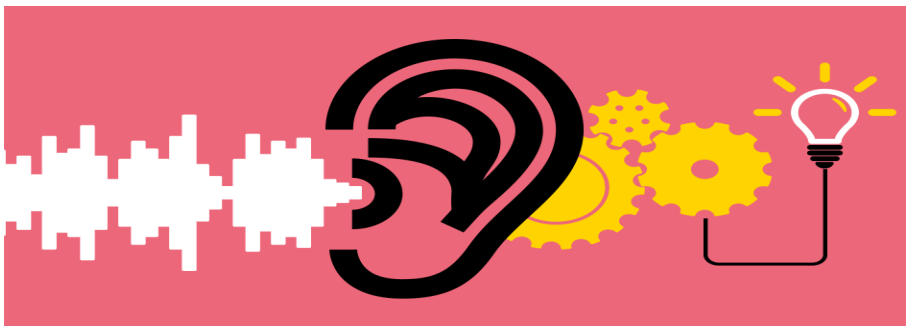

PART 1

Part 1

TASK FAMILIARISATION

- It is helpful to check with pupils what they know and can remember about the format of Part 1 of the exam when preparing in class.

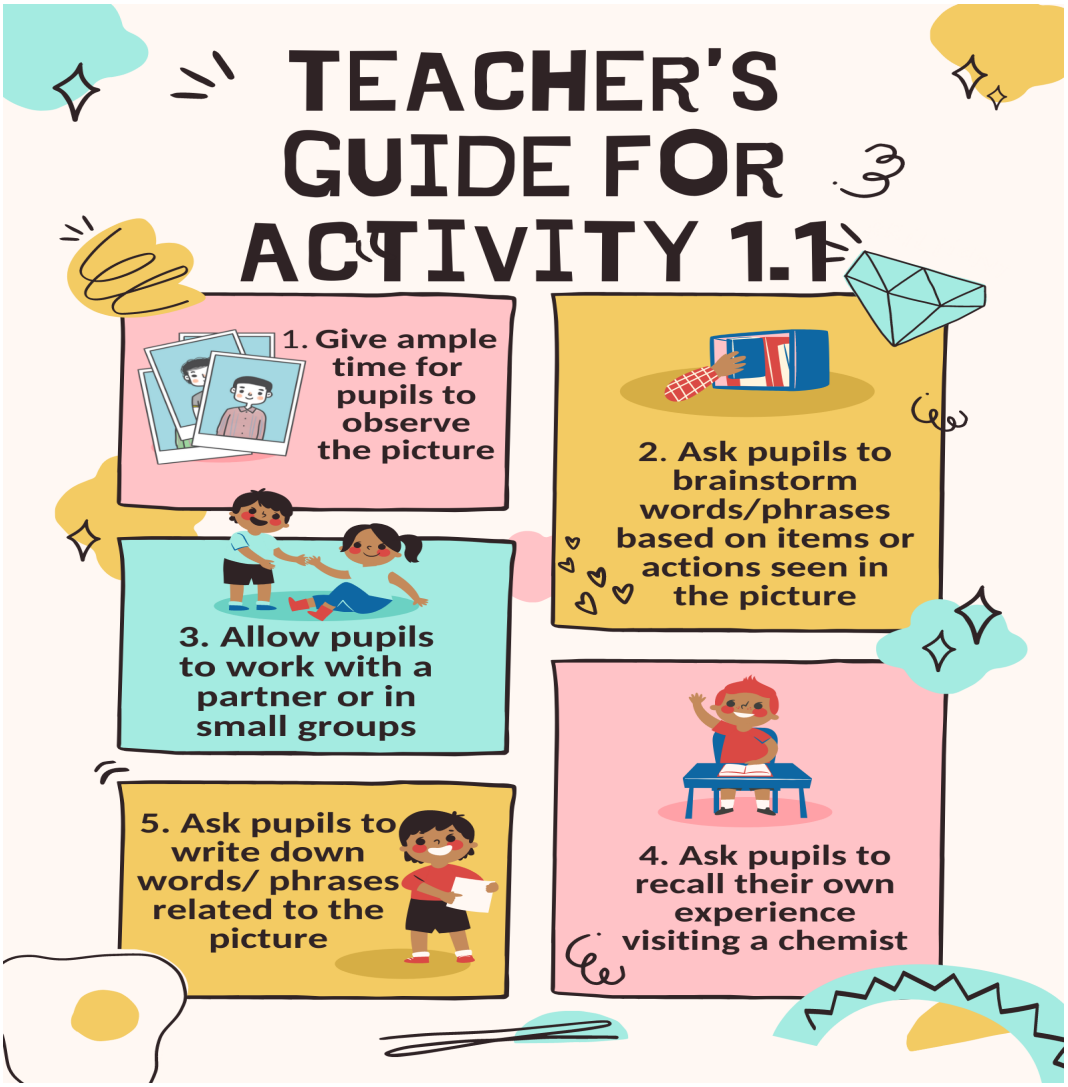
- Ask your pupils these helpful questions:
  - How many questions are there? (***Seven***)
  - How many options are given for each question? (***Three***)
  - What should you do before you listen? (***Read the question and think about the topic. Highlight key words in the question and think about what you might hear?)***
  - What should you do the first time you listen? (***Listen and choose the best option***)
  - What should you do the second time you listen? (***Listen and check the answers***)



Adapted from:

https://www.cambridgeenglish.org/Images/617355-b1-preliminary-for-schools-teachers-guide-to-developing-listening-skills.pdf

TESTING FOCUSES
• Understand specific details when listening to texts on familiar topics.
• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in longer texts on an increased range of familiar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

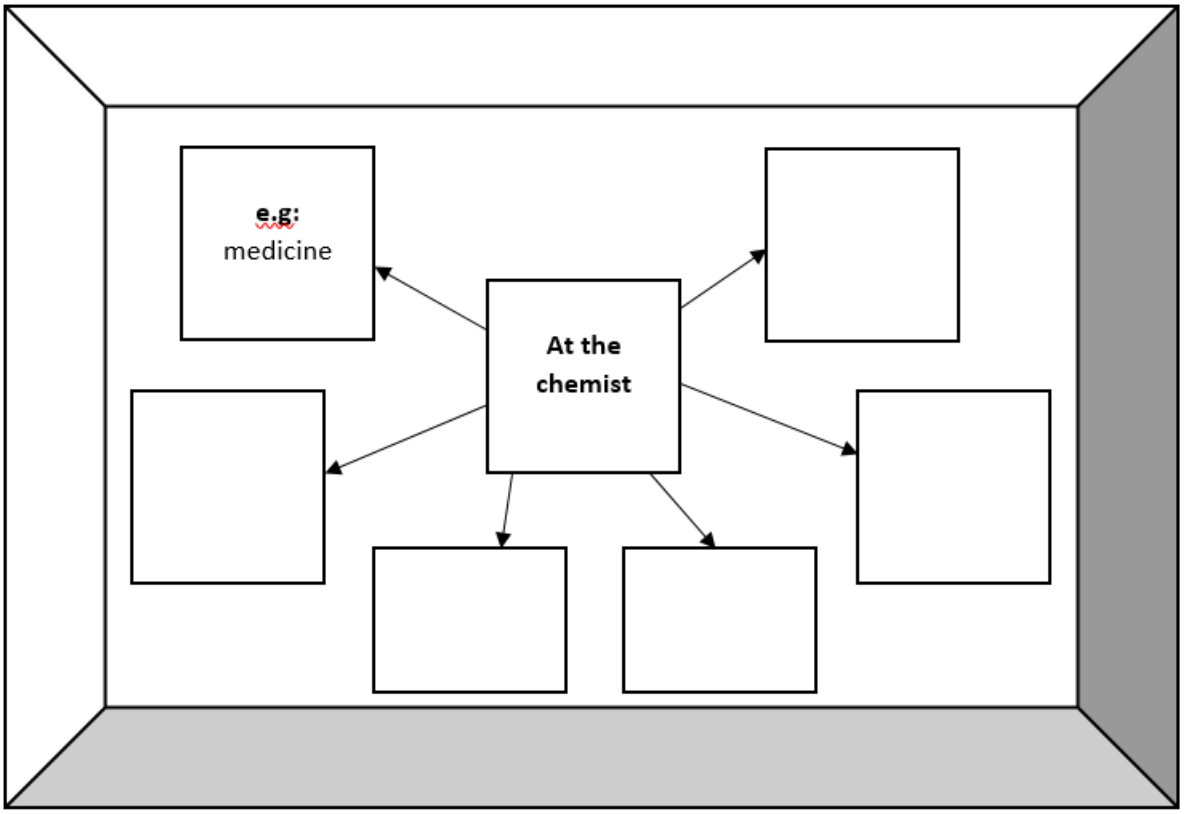


ACTIVITY 1.1

What can you see in the picture?



Write words or phrases about the picture in the diagram below.



TEACHER'S GUIDE FOR ACTIVITY 1.2

Guidelines for Matching Activity



1. Ask pupils to refer to a dictionary (an online dictionary will do too!)



2. While engaging pupils in the matching activity, give example sentences with the words used in context to let pupils guess the meanings on their own



3. Give pupils a time limit to create competition among the pupils when they attempt the matching activity



4. Ask pupils to discuss their answers with a partner (think-pair- share) or in small groups



5. Ask pupils to build sentences using the words learned after matching them with their meanings to check their understanding of the words

ACTIVITY 1.2

Match the word with its meanings.

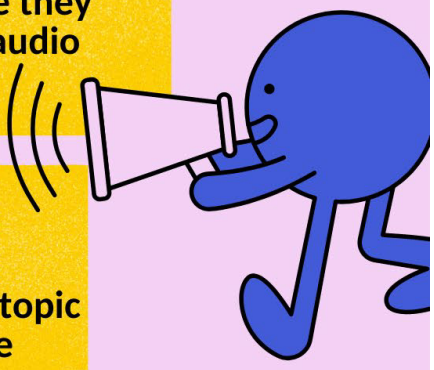
help	painful
sore	assist
medicine	finer
better	prolong
allergic	remedy
prescription	sensitive
afraid	authorisation
expensive	overpriced
continue	fearful



TEACHER'S GUIDE FOR ACTIVITY 1.3



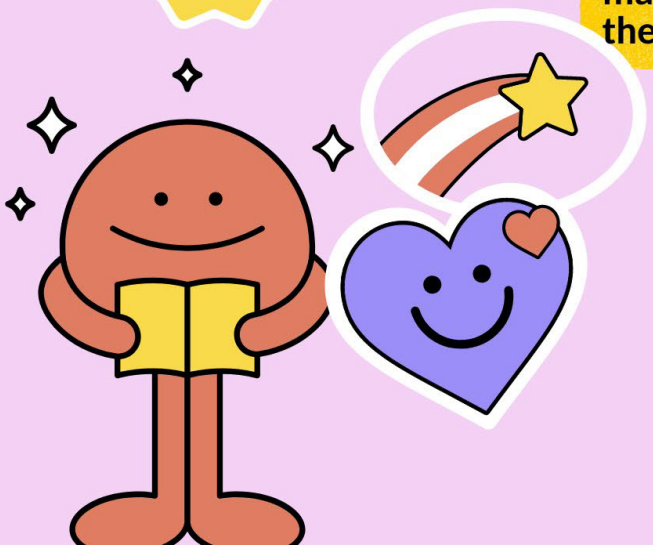
1. Ask pupils to look at the pictures before they LISTEN to the audio script



2. Explain what words or phrases pupils should be looking for based on the topic of the conversation in the audio script

3. Play the audio once and allow pupils to jot down the words or phrases they hear which relate to the pictures given

4. Play the audio for the second time for pupils who did not manage to complete the task the first time



5. For the listening comprehension task, allow ample time for pupils to get the main idea and specific details in the listening text before engaging them in a discussion of the answers

ACTIVITY 1.3

At the Chemist

Listen to the listening text entitled 'At the Chemist' and jot down the words or phrases you hear based on the pictures below. Then, answer the questions that follow.



Word:



Phrase:



Word:



Word:

1. Based on the words and phrases jotted down, what do you think the dialogue is about?

   _____

   _____

2. What was the customer trying to buy at the chemist?

   _____

3. What did the chemist suggest the customer buy?

   _____

1.Ask pupils to complete the blanks with no more than ONE word





2.Pupils should pay careful attention to the spelling of words to get their answers correct







3. Remind pupils to not capitalise words in the middle of sentences

THAT'S THE

Teacher's Guide for Activity 1.4!

ACTIVITY 1.4

Fill in the blanks with the correct words.

Activity 1.4

Let's fill in the blanks!

Chemist: Hello, can I ____ (1) ?
Customer: Yes, my wife sent me here. I, erm, need something for a ____ (2) throat ... and I can't stop coughing. It really hurts.
Chemist: Do you have a _____ (3) too?
Customer: Not really, no.
Chemist: Well, we have this _____ (4) . And these _____ (5).
Customer: Which is _____ (6) ?
Chemist: They're both good. The syrup is more _____ (7).
Customer: Oh, well ... I'll take the _____ (8), then. How many do I take?
Chemist: Just one.
Customer: Sorry, I'm sorry. Er, how often should I take it?
Chemist: Just one every four to six hours. Take it before mealtimes. Are you _____ (9) to any _____ (10) ?
Customer: No.

Score: /10

TOP TIPS

- Avoid writing down words with **capital letters** when they are **in the middle of sentences.**



TEACHER'S GUIDE FOR ACTIVITY 1.5

TRUE OR FALSE ACTIVITY

Tip 1

Ask pupils to read the statements before listening to the audio script and explain what information they should look for

Tip 2

Play the audio once and give time for pupils to decide whether the statements are TRUE or FALSE

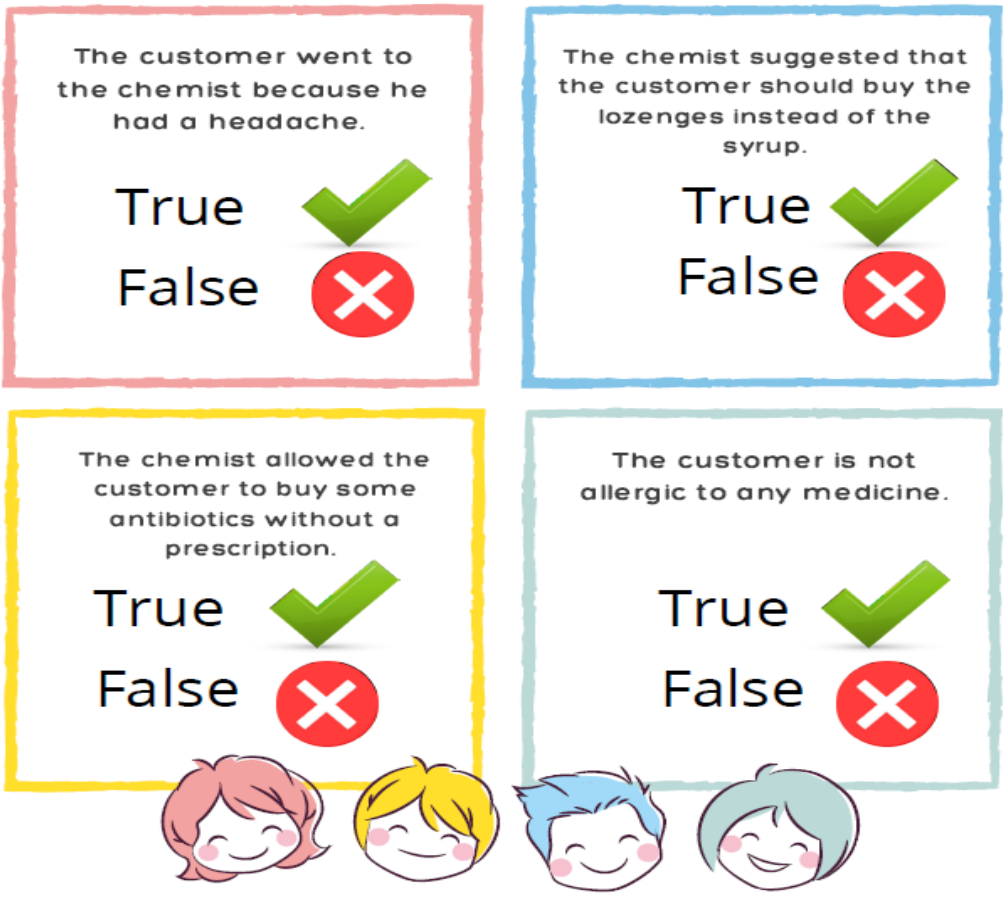
Tip 3

Engage the pupils in a discussion of the answers by showing the pupils the transcript in order to emphasise certain points in the listening text



ACTIVITY 1.5

Based on the listening text entitled 'At the Chemist' that you have heard, circle **TRUE** or **FALSE** underneath each statement in the boxes below.



ACTIVITY 1.6

EXIT TICKET

Fill in the blanks below after you have listened to the listening text 'At the Chemist'.

Words/Phrases I already know before listening:	Words/ Phrases I didn't know while listening:	New information I learned after listening:

Teacher's Guide

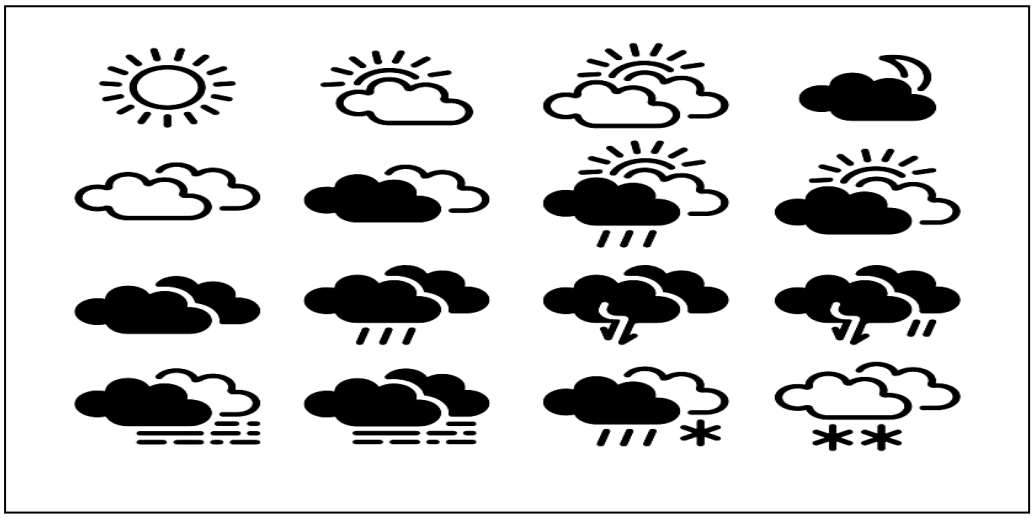


ACTIVITY	EXPLANATION
2.1	• Let the pupils observe the picture and brainstorm ideas with their partners. • Ask them to write words /phrases related to the pictures discussed in the circle map.
2.2	• Ask pupils to match the words with its meanings. • Let pupils guess the meanings on their own. • Ask them to discuss their answers with their pair. (Think-pair-share)
2.3	• Ask pupils to read the information in the graphic organizer. • Play the audio once and let pupils complete the graphic with main ideas and specific information. • Discuss the answers.
2.4	• Ask pupil to read the statement and explain their point of views about it. • Let pupils write the attitude shown by the writer when uttering this statement and ask them to justify their answer
2.5	• Ask pupils to read the questions and also the Top Tips. • Let them explain the focus of the question. • Play the audio and let them choose the best answer from the options. • Discuss the answer.
2.6	• Ask pupils to list 5 words about weather forecast that they have learnt. • Recap the lesson.

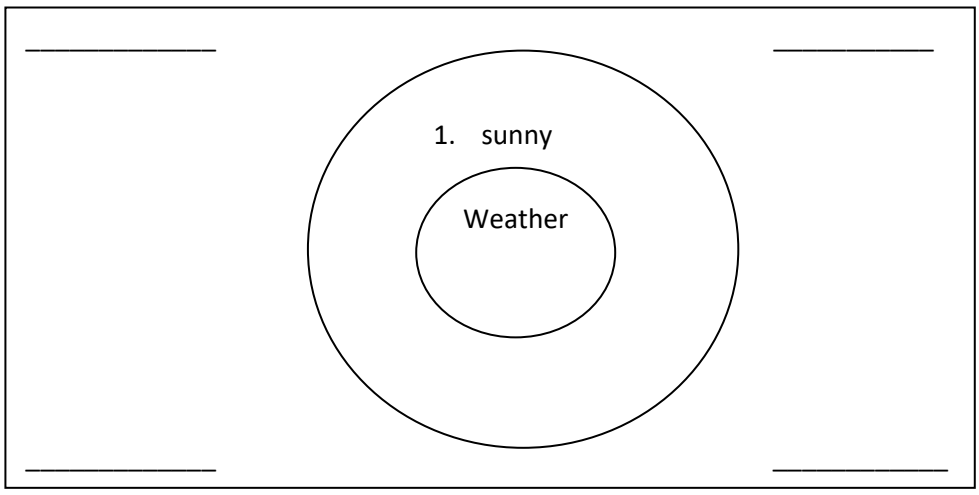
PART 1: TESTING FOCUSES
• Understand specific details when listening to texts on familiar topics.
• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in longer texts on an increased range of familiar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

ACTIVITY 2.1

In pairs, talk about the weather.



Based on your discussion, list words or phrases in the circle map below.



ACTIVITY 2.2

Match the word with its meaning.

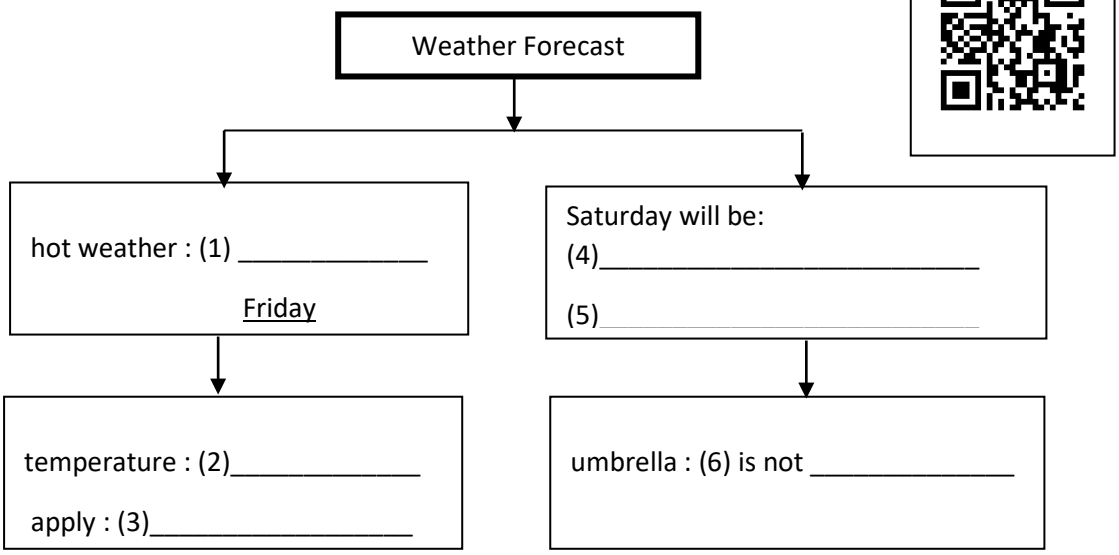
expect	chiller
weather	gloomier
wear	predict
cooler	apply
cloudier	climate

ACTIVITY 2.3

Testing focuses:	• Understand specific details when listening to texts on familiar topics.
	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in longer texts on an increased range of familiar topics.

You will hear a short radio weather forecast report. As you listen, complete the information in the graphic organizer below.





ACTIVITY 2.4

Testing focus:	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

What is the writer's attitude when he said the statement below:

Statement	Attitude
'…so don't forget to wear sun cream!'	_____

ACTIVITY 2.5 (SPM PRACTICE)

Listen to the radio report again on weather forecast and choose the best answer from the options [A, B or C].

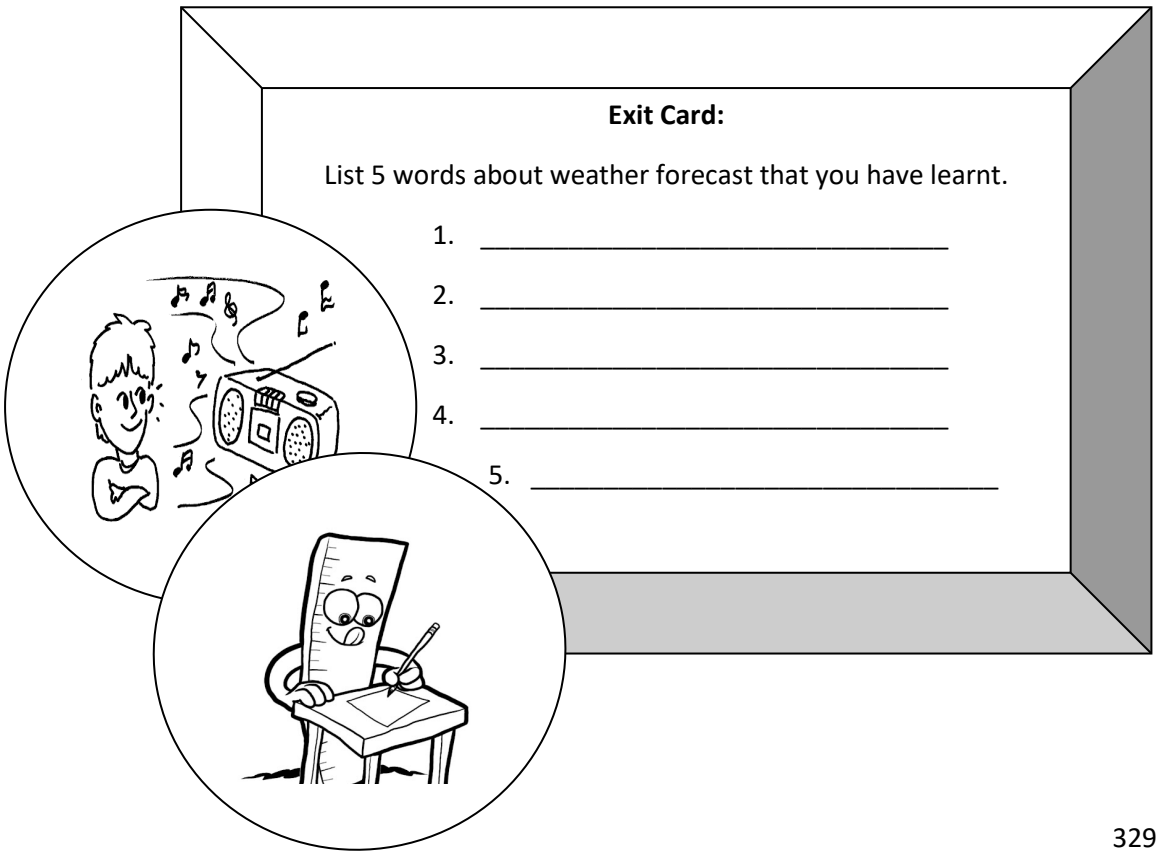
1. What will the weather be like at the weekend?
   - A hot
   - B rainy
   - C chilly and cloudy

TOP TIPS

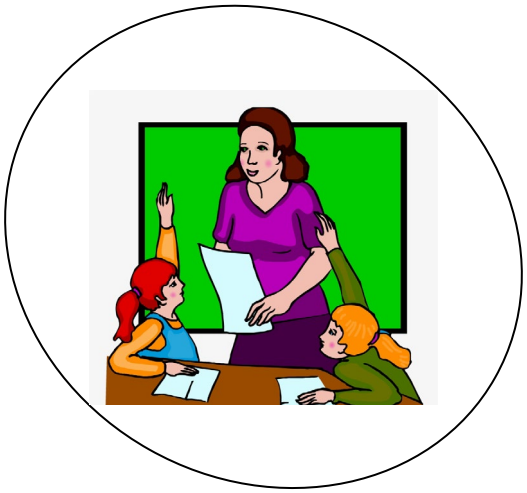
- **You have to focus on the type of weather at the weekend**

ACTIVITY 2.6

EXIT TICKET



Teacher's Guide



ACTIVITY	EXPLANATION
3.1	• Let the pupils observe the picture and brainstorm ideas with their partners. • Ask them to write words /phrases related to the pictures discussed in the table.
3.2	• Ask pupils to discuss with their partners and guess the meanings on their own. (Think-pair-share) • Provide dictionaries to support mediocre / low proficiency pupils. • Ask them to share and check the meanings with other pairs.
3.3	• Ask pupils to read the information in the graphic organizer and explain what they should look for while listening. • Play the audio once and let pupils complete the graphic with main ideas and specific information. • Discuss the answers.
3.4	• Ask pupil to read the statement and explain their point of views about it. • Let pupils write the opinion and justify it with a reason.
3.5	• Ask pupils to read the questions and also the Top Tips. • Let them explain the focus of the question. • Play the audio and let them choose the best answer from the options. • Discuss the answer.
3.6	• Ask pupils to list 5 words about holidays that they have learnt. • Recap the lesson.

ACTIVITY 3.1

In pairs, talk about the picture. Then, share your ideas with your group members.



Complete the table below.

Things needed for holidays	Holiday activities
1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

ACTIVITY 3.2

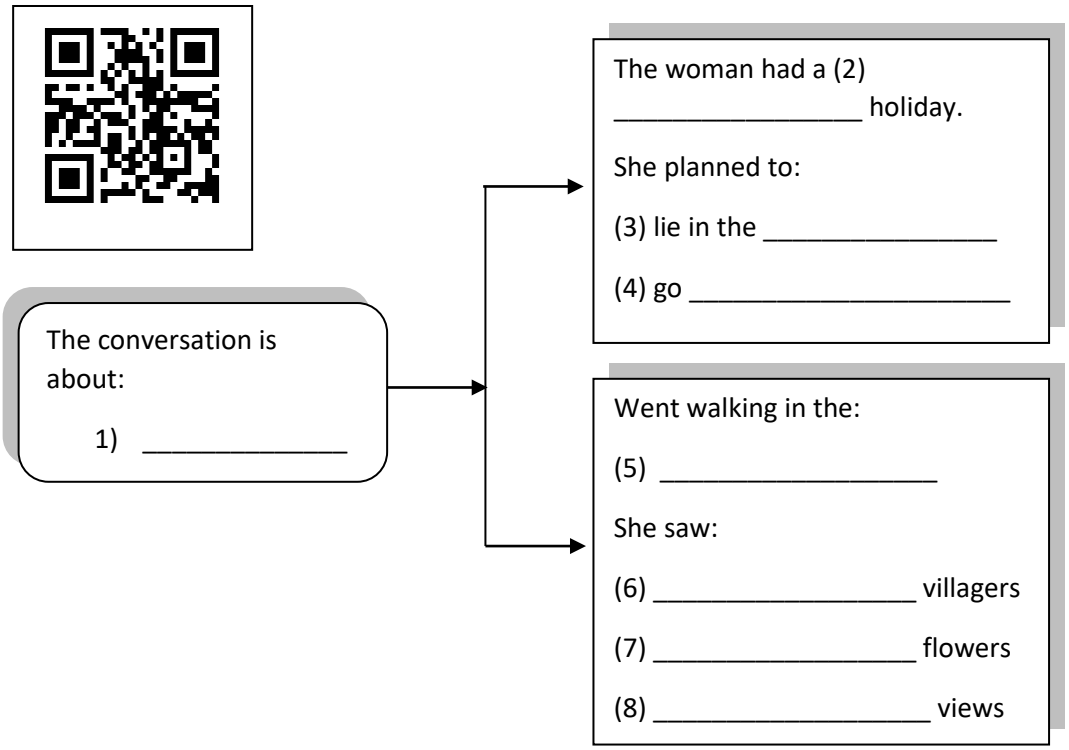
Write the meanings of the words given. You may use a dictionary.

Word	Meaning
holiday	
wonderful	
sunbathing	
occasionally	
fantastic	

ACTIVITY 3.3

Testing focuses:	• Understand specific details when listening to texts on familiar topics.
	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in longer texts on an increased range of familiar topics.

You will hear a short holiday conversation between two friends. As you listen, complete the information in the graphic organizer below.



ACTIVITY 3.4

Testing focus:	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

What is the woman's opinion about the holiday? Give a reason for her opinion.

Opinion	**Reason**
_____	_____

ACTIVITY 3.5 (SPM PRACTICE)

Listen to the holiday conversation again and choose the best answer from the options [A, B or C].

2. What did the woman do on holiday?
   - A She enjoyed swimming
   - B She had sunbathing
   - C She went hiking

TOP TIPS

- **Your focus is on the woman's activity that she did**

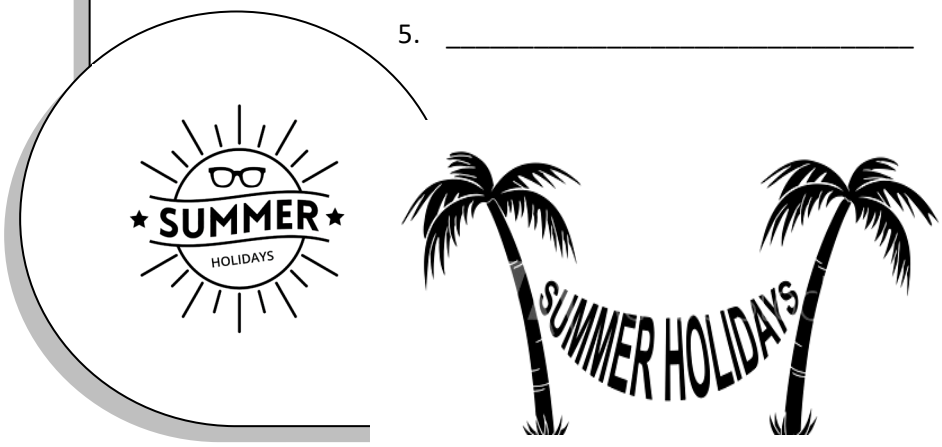
ACTIVITY 3.6

EXIT TICKET

Exit Card:

List 5 words about holidays that you have learnt.

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



Teacher's Guide



ACTIVITY	EXPLANATION
4.1	• Ask pupils to read the information in the incomplete text and explain what they should look for while listening. • Play the audio once and let pupils complete the text with main ideas and specific information. • Discuss the answers.
4.2	• Ask pupil to read the statement and explain their point of views about it. • Let pupils write the attitude shown by the writer when uttering this statement and ask them to justify their answer.
4.3	• Ask pupils to read the questions and also the Top Tips. • Let them explain the focus of the question. • Play the audio and let them choose the best answer from the options. • Discuss the answer.
4.4	• Ask pupils to list 5 prepositions that they have learnt. • Recap the lesson.

ACTIVITY 4.1

Testing focuses:	• Understand specific details when listening to texts on familiar topics.
	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in longer texts on an increased range of familiar topics.

You will hear a short conversation between a man and a woman. As you listen, complete the information in the text below.

The man was asking for his (1)_____ book and he was told that it was (2)_____ the shelf. However, he could not find it. The woman told that he might have put it (3)_____ his (4)_____ with all his other books. The woman also asked him to check the cupboard (5)_____ to the television, Finally, he realised that the book was still on the (6)_____ all the time.

ACTIVITY 4.2

Testing focus:	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

What is the man's attitude when he said the statement below?

Statement	Attitude
'…Oh, here it is! It was on the shelf all the time.'	_____

ACTIVITY 4.3 (SPM PRACTICE)

Listen to the short conversation again and choose the best answer from the options [A, B or C].

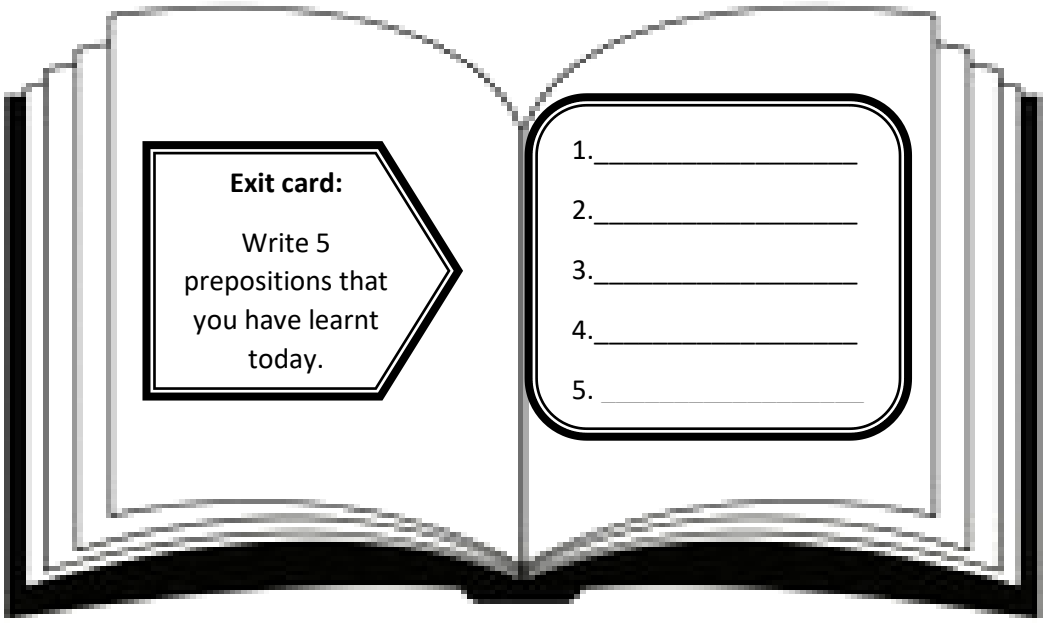
3. Where is the man's book?
   - A on the desk
   - B on the shelf
   - C in the cupboard

TOP TIPS

- **Your focus is the location of book**

ACTIVITY 4.4

EXIT TICKET



Teacher's Guide



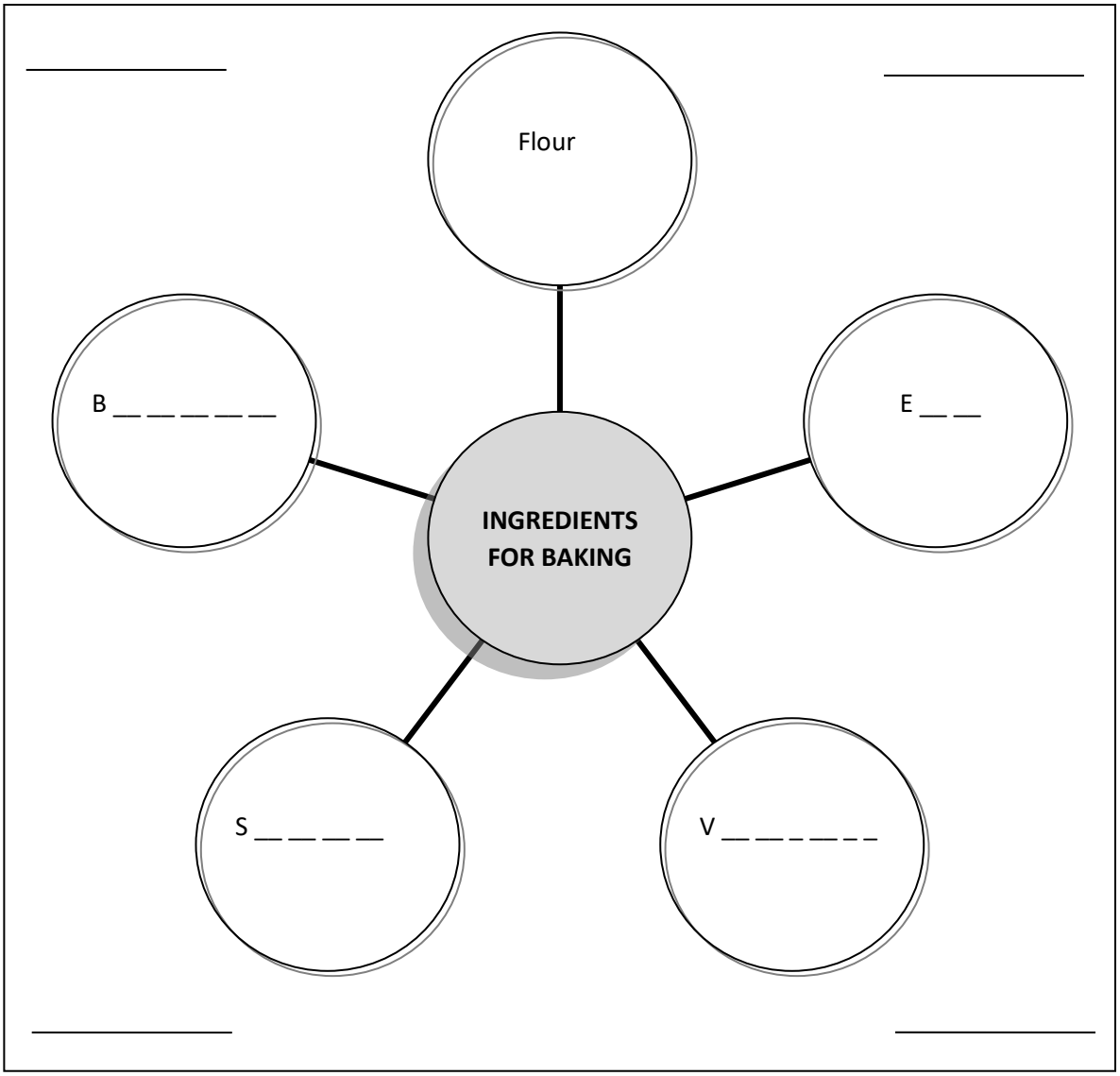
ACTIVITY	EXPLANATION
5.1	• Let the pupils observe the picture and brainstorm ideas with their partners. • Ask them to write words /phrases related to the pictures discussed • Ask pupils to complete the bubble map with the ingredients needed for baking. • Ask them to discuss their answers with their pair. (Think-pair-share) • Ask pupils to check the spelling of the words
5.2	• Ask pupils to read the information in the statements and explain what they should look for while listening. • Play the audio once and let pupils complete the statement with main ideas and specific information. • Discuss the answers.
5.3	• Ask pupils to read the conversation and explain their point of views about it. • Let pupils write the woman's opinion shown in the conversation given and ask them to justify their answer.
5.4	• Ask pupils to read the questions and also the Top Tips. • Let them explain the focus of the question. • Play the audio and let them choose the best answer from the options. • Discuss the answer.
5.5	• Ask pupils to state whether they love baking. Ask them to justify with a reason. • Recap the lesson.

ACTIVITY 5.1

In pairs, talk about the picture. Then, discuss the ingredients needed for baking.



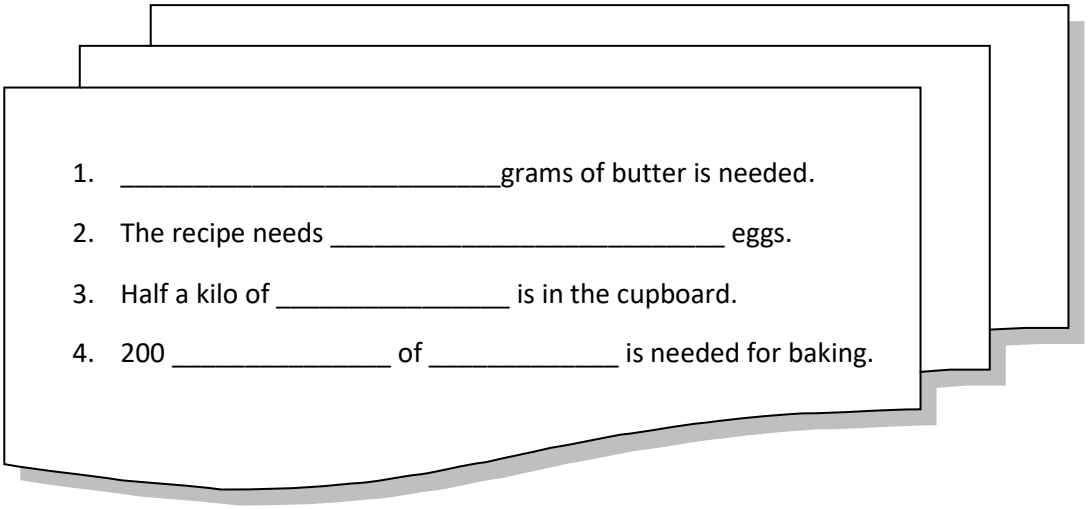
Complete the bubble map with the ingredients needed for baking. The first letter of the word is given.



ACTIVITY 5.2

Testing focus:	• Understand specific details when listening to texts on familiar topics. • Understand independently specific information and details in longer texts on an increased range of familiar topics.

You will hear a short conversation between a man and a woman. As you listen, complete the information in the table below.



1. _____grams of butter is needed.
2. The recipe needs _____ eggs.
3. Half a kilo of _____ is in the cupboard.
4. 200 _____ of _____ is needed for baking.

Testing focus:	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.

What is the conversation all about?

_____

_____

ACTIVITY 5.3

Testing focus:	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

What is your opinion about the woman based on the conversation below.

Conversation	Opinion
Man : Alright. Are we okay for flour? **Woman:** I think so. There's half a kilo in the cupboard and I think we only need two hundred grams of it.	She is _____

ACTIVITY 5.4 (SPM PRACTICE)

Listen to the short conversation again and choose the best answer from the options [A, B or C].

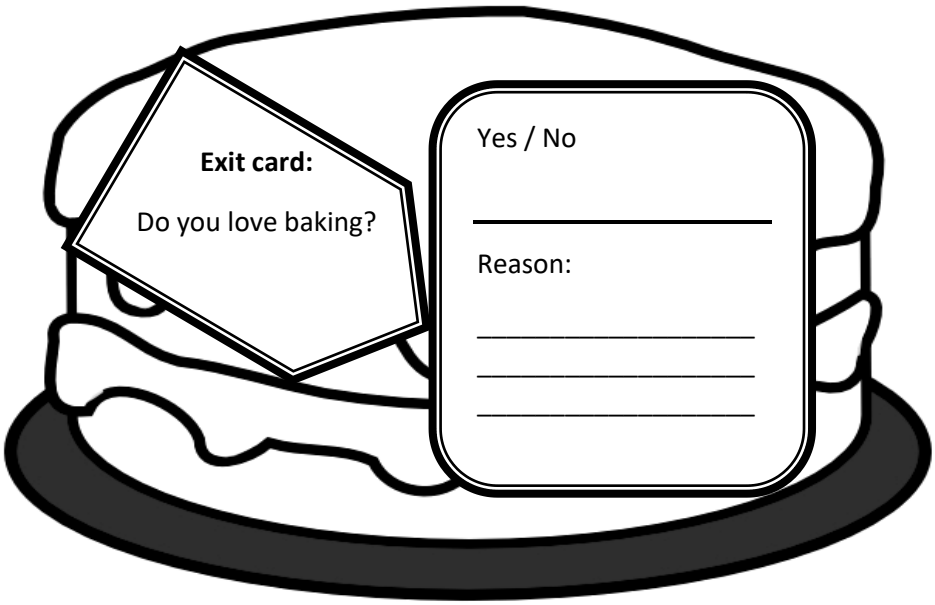
4. Which of the following ingredients do they need to buy?
   - A butter
   - B egg
   - C flour

TOP TIPS

- **You should focus on the name of the ingredients to buy.**

ACTIVITY 5.5

EXIT TICKET



Teacher's Guide



ACTIVITY	EXPLANATION
6.1	• Let the pupils observe the picture and brainstorm ideas about careers with their partners. • Ask them to write the careers related to the pictures discussed. • Ask pupils to discuss with their partners and guess the meanings on their own. (Think-pair-share) • Provide dictionaries to support mediocre / low proficiency pupils. • Ask them to share and check the meanings with other pairs.
6.2	• Ask pupils to read the statements and explain what they should look for while listening. • Play the audio once and let pupils identify whether the statements are 'True' or 'False'. • Discuss the answers.
6.3	• Ask pupil to read the statement and explain their point of views about it. • Let pupils write the opinion of the son and the mother based on the statements.
6.4	• Ask pupils to read the questions and also the Top Tips. • Let them explain the focus of the question. • Play the audio and let them choose the best answer from the options. • Discuss the answer.
6.5	• Ask pupils to identify TEN careers hidden in the word maze below. • Recap the lesson.

ACTIVITY 6.1

In pairs, talk about the careers shown in the picture.



Complete the table below by listing the careers discussed in the picture above.

Careers	Careers
1. _____ 2. _____ 3. _____ 4. _____	5. _____ 6. _____ 7. _____ 8. _____

ACTIVITY 6.2

Write the meanings of the words given. You may use a dictionary.

Word	Meaning
journalism	
lawyer	
mechanic	

ACTIVITY 6.3

Testing focuses:	• Understand specific details when listening to texts on familiar topics.
	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in longer texts on an increased range of familiar topics.

You will hear a short conversation between a man and a woman. As you listen, write '**T**' for '**TRUE**' and '**F**' for '**FALSE**' for each statement given below.



NO.	STATEMENTS	TRUE / FALSE
1.	The woman's son is still studying in university.	
2.	The son studied law initially.	
3.	The son changed the course because he followed his friends.	
4.	Reading a lot is not vital to take up law.	
5.	Journalism was the son's first course in the varsity.	
6.	The woman is sure that his son will become a journalist.	

ACTIVITY 6.4

Testing focus:	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

What is your opinion about the statements below?

Statements	Opinion
Woman: Well, not a lot. He's finding the journalism course quite difficult.	The son is _____ _____
Woman: I doubt it. Last time I spoke to him, he told me he's thinking of becoming a mechanic!	The woman is _____ _____

ACTIVITY 6.5 (SPM PRACTICE)

Listen to the short conversation again and choose the best answer from the options [A, B or C].

5. What is the woman's son studying at the moment?

   A journalism

   B law

   C mechanic

TOP TIPS

- **You should focus on what the son is studying now.**

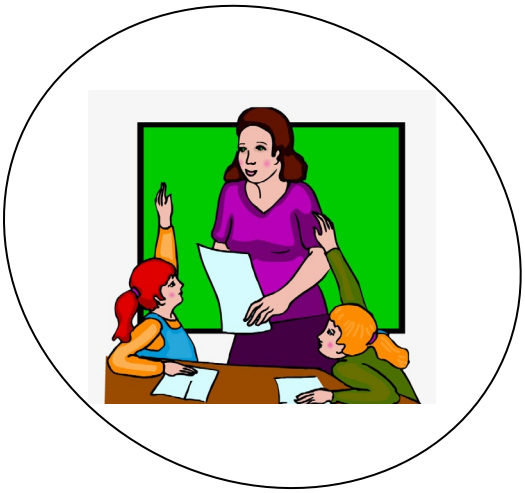
ACTIVITY 6.6

EXIT TICKET

Identify TEN careers hidden in the word maze below.

A	R	C	P	X	A	I	O	W	R
Q	D	O	C	T	O	R	P	E	E
K	M	O	K	M	E	U	Y	R	V
P	O	K	L	H	I	W	G	T	I
I	M	E	C	H	A	N	I	C	R
L	Y	A	U	L	I	U	G	H	D
O	E	O	O	N	U	R	S	E	L
T	S	I	T	R	A	M	S	F	A

Teacher's Guide



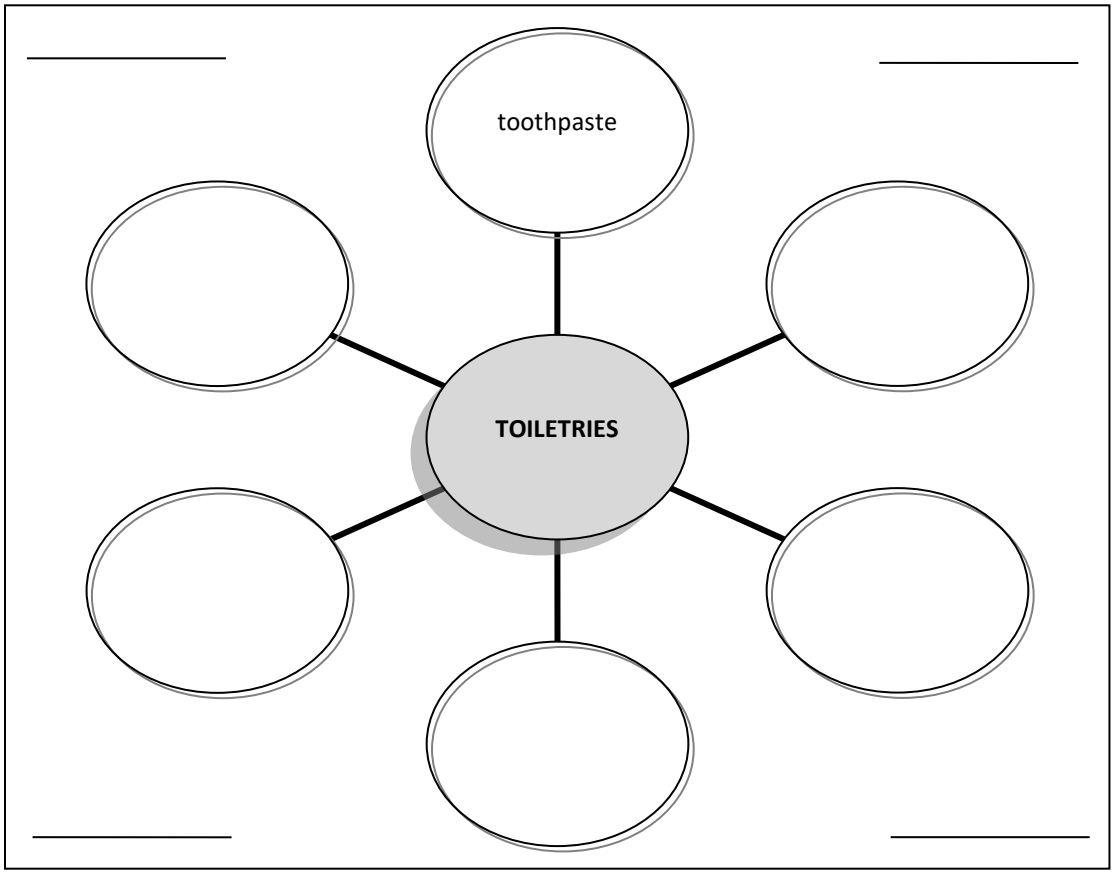
ACTIVITY	EXPLANATION
7.1	• Let the pupils observe the picture and brainstorm ideas with their partners. • Ask them to complete the bubble map with toiletries needed during outing. • Ask pupils to discuss with their partners and guess the meanings on their own. (Think-pair-share) • Provide dictionaries to support mediocre / low proficiency pupils. • Ask them to share and check the meanings with other pairs.
7.2	• Ask pupils to read the statements and explain what they should look for while listening. • Play the audio once and let pupils circle the correct information for each statement. • Discuss the answers.
7.3	• Ask pupils to read the conversation and explain their point of views about it. • Let pupils write the opinion about the man and the woman based on the conversation heard. Ask them to justify their answer.
7.4	• Ask pupils to read the questions and also the Top Tips. • Let them explain the focus of the question. • Play the audio and let them choose the best answer from the options. • Discuss the answer.
7.5	• Ask pupils to list 5 words that they have learnt. • Recap the lesson.

ACTIVITY 7.1

In pairs, talk about the picture.



Complete the bubble map given below with toiletries needed during outing.



ACTIVITY 7.2

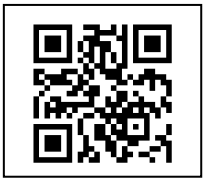
Write the meanings of the words given. You may use a dictionary.

Word	Meaning
shower	
suitcase	
forget	
perhaps	

ACTIVITY 7.3

Testing focuses:	• Understand specific details when listening to texts on familiar topics.
	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in longer texts on an increased range of familiar topics.

You will hear a short conversation between a man and a woman. As you listen, circle the correct information for each statement given below.



No	Statements	Circle the correct information	
1.	The man wants to take a _____ first before going out.	shower	shaver
2.	The man was looking for _____.	toothpaste	soap
3.	The _____ is assumed to be put in the suitcase.	gel	towel
4.	The man brought his towel.	Yes	No
5.	The man and the woman planned to go to the _____.	beach	hotel
6.	The conversation is mainly about _____.	an outing	swimming

ACTIVITY 7.4

Testing focus:	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

What is your opinion about the conversation below?

Conversation	Opinion
Man : Oh no, did I forget to bring it? **Woman:** It looks like it. You'll have to use the hotel one. But perhaps you should buy a new one before we go to the beach.	The man and woman are very _____.

ACTIVITY 7.5 (SPM PRACTICE)

Listen to the short conversation again and choose the best answer from the options [A, B or C].

6. Why does the woman say the man has to buy a new towel?
   - A The hotel towel is dirty.
   - B The hotel does not provide a towel.
   - C The man needs an extra towel.

TOP TIPS

- **You have to focus on the reason to buy a new towel.**

ACTIVITY 7.6

EXIT TICKET

Exit Card:

List 5 words that you have learnt.

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

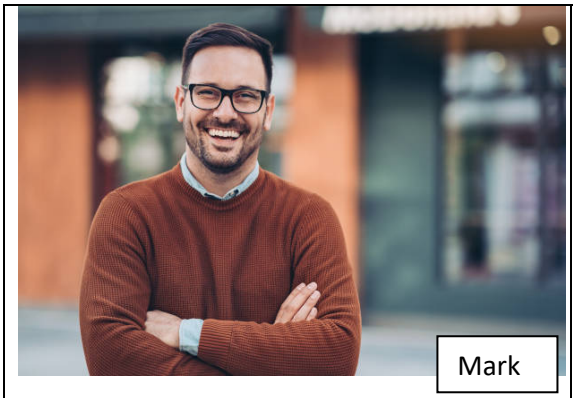
Teacher's Guide



ACTIVITY	EXPLANATION
8.1	• Let the pupils observe the pictures and brainstorm ideas with their partners. • Ask them to write the characteristics related to the pictures discussed in the double-bubble map. • Ask pupils to discuss with their partners and guess the meanings on their own. (Think-pair-share) • Provide dictionaries to support mediocre / low proficiency pupils. • Ask them to share and check the meanings with other pairs.
8.2	• Ask pupils to read the information in the graphic organizer and explain what they should look for while listening. • Play the audio once and let pupils complete the graphic with main ideas and specific information. • Discuss the answers.
8.3	• Ask pupil to read the statement and explain their point of views about it. • Let pupils write the attitude shown by the writer when uttering the statement and ask them to justify their answer.
8.4	• Ask pupils to read the questions and also the Top Tips. • Let them explain the focus of the question. • Play the audio and let them choose the best answer from the options. • Discuss the answer.
8.5	• Ask pupils fill in the blanks to make meaningful words learnt today. • Recap the lesson.

ACTIVITY 8.1

In pairs, describe the 2 pictures.

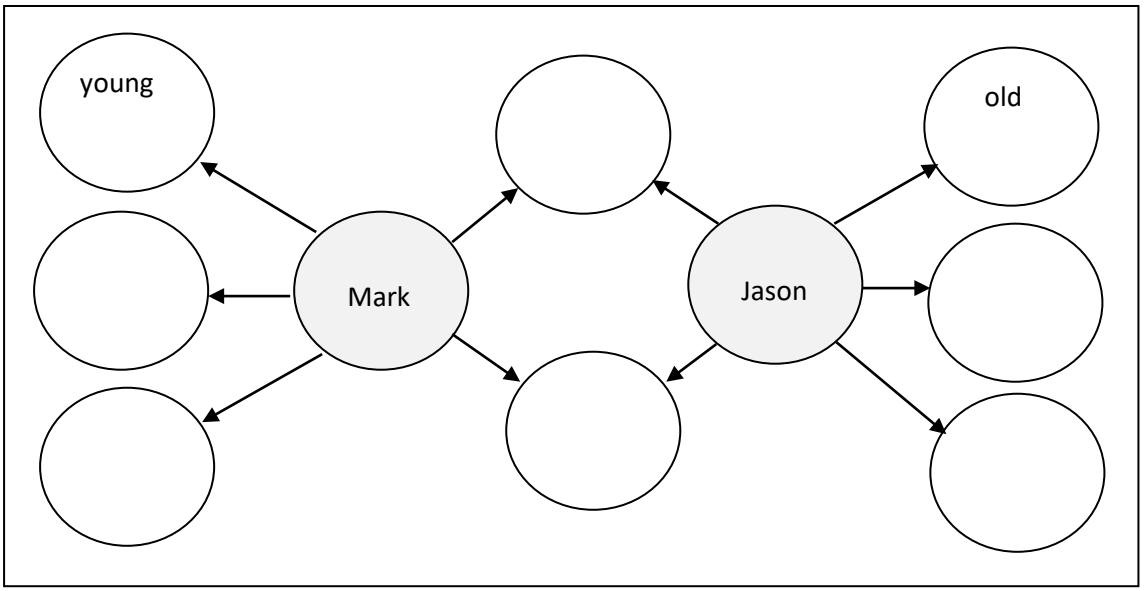


Mark



Jason

Complete the double-bubble map by comparing the two characters above.



ACTIVITY 8.2

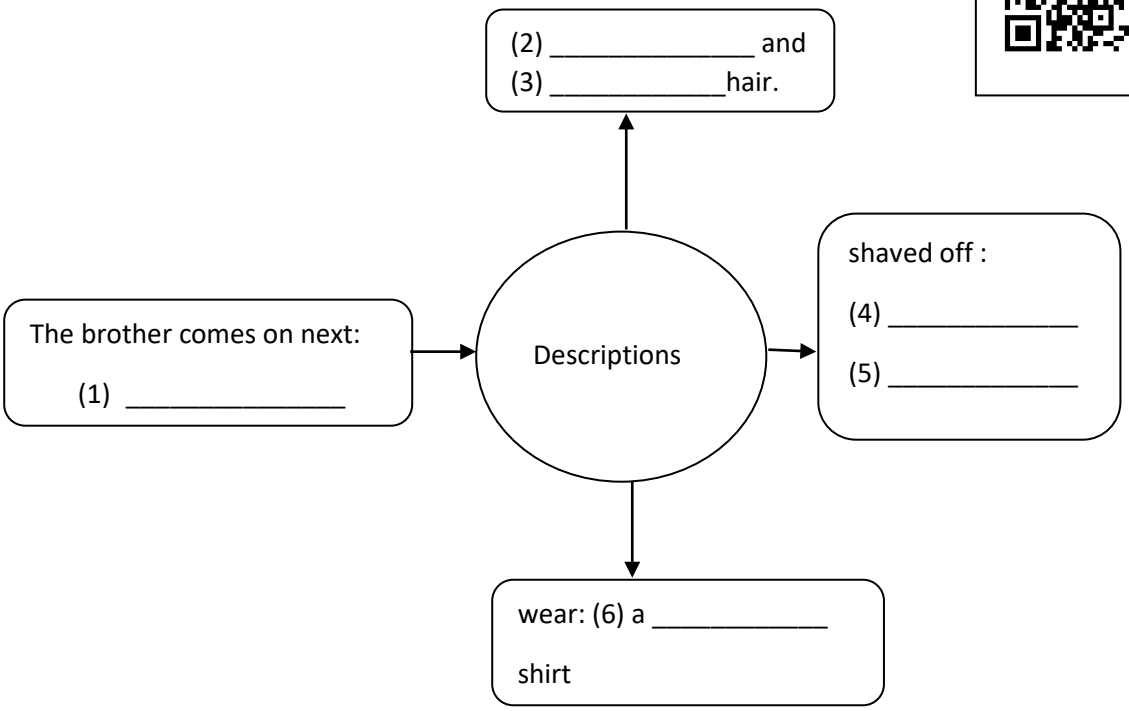
Write the meanings of the words given. You may use a dictionary.

Word	**Meaning**
beard	
moustache	
shaved	

ACTIVITY 8.3

Testing focuses:	• Understand specific details when listening to texts on familiar topics.
	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in longer texts on an increased range of familiar topics.

You will hear a short description of a person. As you listen, complete the graphic below using the correct information.



ACTIVITY 8.4

Testing focus:	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

What is the man's attitude in the statement below?

Statement	**Attitude**
Thanks for offering to pick up my brother from the station next Saturday.	The man is being _____.

ACTIVITY 8.5 (SPM PRACTICE)

Listen to the short conversation again and choose the best answer from the options [A, B or C].

7. Which statement can best describe the brother now?
   A He has short hair.
   B He has short hair and moustache.
   C He doesn't have beard and moustache.

TOP TIPS

- **You have to focus on the brother's current appearance / look**

ACTIVITY 8.6

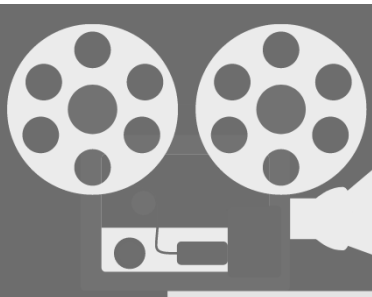
EXIT TICKET

Exit Card:

Fill in the blanks to make meaningful words learnt today.

1. M___ ___ s ___ ___ ___ h ___
2. ___ e ___ ___ ___
3. ___ ___ ___ r
4. ___ e___ ___ ___ n ___ ___ ___
5. ___ e ___ ___ __ i ___ ___





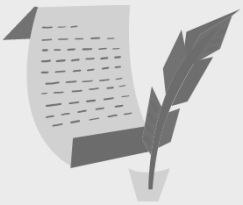
ACTIVITY 9.1

TEACHERS' GUIDE

SHOW FILM TRAILERS IN THE AUDIO

- The Notebook
- Skyfall
- Let the Right One In
- Pride & Prejudice
- The Matrix



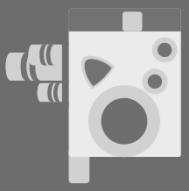


DRAW ATTENTION TO THE SCENES OF THE FILM

Based on the pictures, allow pupils to guess the titles of films.

CLASSROOM DISCUSSION

Before discussing the answers, teachers listen to pupils' guesses and ask pupils to give reasons of their choice.





FOLLOW-UP QUESTIONS

Teacher asks pupils some follow-up questions to elicit possible mention of genre from pupils

EXPLANATION OF GENRES

Teacher explains different genre of films found in the audio.





FINAL TOUCHES

Teacher asks pupils if they have watched any films recently.

ACTIVITY 9.1

Match the title of the films with the scenes from the films below:

Skyfall	The Notebook	Let the Right One In	Pride & Prejudice	The Matrix



Title of the film: _____



Title of film: _____



Title of the film: _____



Title of film: _____



Title of film: _____



ACTIVITY 9.2

Can you find 4 film genres in this word search?

A	A	D	A	K	P	N	F	Y	W
I	R	X	Y	C	O	N	N	Z	B
L	M	D	J	I	T	C	V	V	B
R	F	Z	T	E	E	I	N	S	W
J	X	C	S	A	C	O	O	Z	H
O	I	F	K	D	N	Q	B	N	O
F	W	C	H	M	E	N	M	W	R
R	R	I	M	O	I	C	Z	H	R
R	O	M	A	N	C	E	E	M	O
T	C	Q	V	E	S	U	G	N	R

SCIENCE FICTION

ROMANCE

ACTION

HORROR

Testing focus:	• Understand specific details when listening to texts on familiar topics.
	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in longer texts on an increased range of familiar topics.

How to Support Activity 9.3

Some tips to help your pupils

SCAN ME FOR AUDIO!



First, you...

Allow pupils time to read the questions before listening to the audio.

Then, you...

Encourage pupils to take short note of the film (title, genre, etc.)

After that, you...

Ask pupils to notice the attitude of the speakers when listening to the audio

Finally, you...

Play the audio at least twice - especially for Activity 3; as the pupils are listening to the audio for the first time

ACTIVITY 9.3

You will listen to the speakers talking about their favourite films. As you listen, complete the information in the table below.

1. A science fiction film.	Title of the film: Speaker ___
2. A romance based on a book.	Title of the film: Speaker ___
3. An action film.	Title of the film: Speaker ___
4. A modern vampire film.	Title of the film: Speaker ___
5. A romance.	Title of the film: Speaker ___

Testing focus:	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

SCAN ME FOR AUDIO!

How to Support Activity 9.4



First, before the text is played...
- Do make sure learners understand what they have to do in the exam task and how to avoid silly mistakes.
- Don't just press play with no time to prepare. It's important to spend some time on pre-listening tasks so that learners are ready to listen

Next, when conducting listening tasks...
- Stay quiet while learners listen. Make sure they aren't distracted by your voice, by other learners or by background noise (if possible). After you press play, just let them listen and concentrate on the task

Last, when checking understanding...
- Allow enough time for feedback, especially when deeper understanding is needed. It's especially important for learners to understand why wrong answers are wrong, and sometimes discussion about just one answer can take several minutes or require several opportunities to listen again.

ACTIVITY 9.4

Circle 'True' or 'False' based on the following statements:

1. Speaker A likes Ryan Gosling. True/False
2. Speaker B thinks Skyfall is just like any other James Bond films. True/False
3. Speaker C enjoyed the film. True/False
4. Speaker D thinks the best part of the film is the soundtrack. True/False
5. Speaker E thinks the film is scary. True/False

TOP TIPS

Change the sentence into a question to listen for the right information.

e.g. Does Speaker E think the film is scary? Yes or No?

SPM PRACTICE

Listen to the speakers talking about their favourite films again and choose the best answer form the options [A, B or C].

8. What did Noah buy for Allie?
   A an old car.
   B an old house.
   C an old newspaper.

9. Why didn't Allie's parents approve of Noah?
   A Noah is poor.
   B Noah is uneducated.
   C Noah is engaged to another woman.

TOP TIPS

Underline the key words or information in the sentence.

10. *Skyfall* was shot in these places except…
    A Scotland.
    B Shanghai.
    C Hong Kong.

11. What award does *Skyfall* receive?
    A the Emmy.
    B the Tony.
    C the Oscar.

12. Who is the author of *Pride and Prejudice*?
    A Charlotte Brontë.
    B Jane Austen.
    C Margaret Atwood.

13. Who plays Morpheus in *The Matrix*?
    A Laurence Fishburne.
    B Keanu Reeves.
    C Hugo Weaving.

14. *Let the Right One In* has the following versions, except…

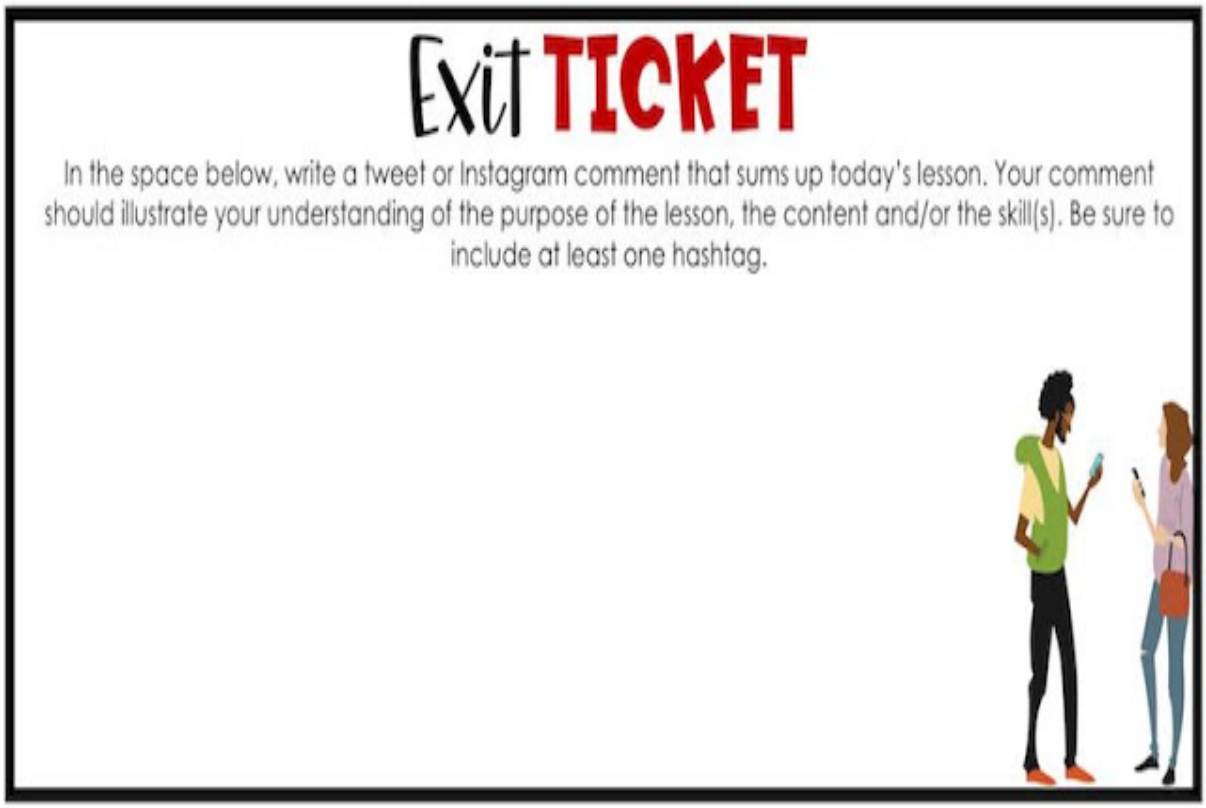
A Swedish.

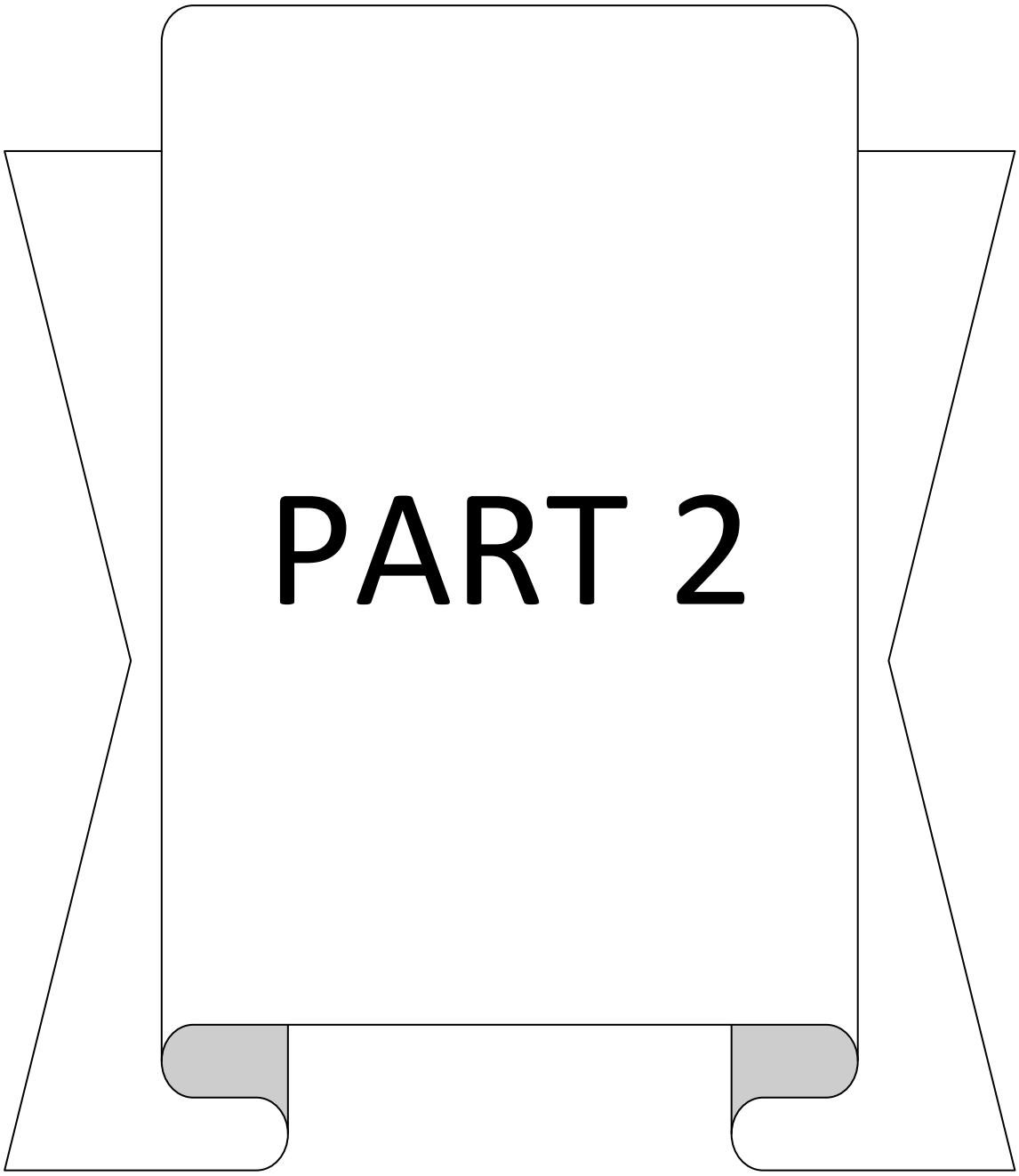
B American.

C British.

ACTIVITY 9.5

EXIT TICKET



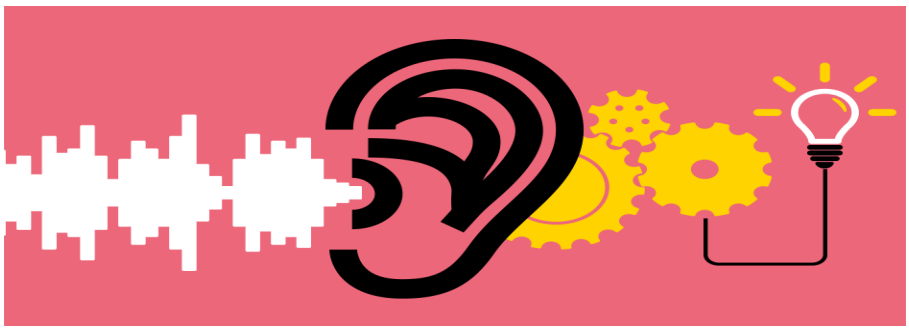

PART 2

TASK FAMILIARISATION

Part 2

- Make time in class to check what pupils know and can remember about the format of Part 2 of the exam.
- You can either check with pupils before you conduct the listening task or at a point in the lesson that you feel works best.

- Ask your pupils these helpful questions:
  - How many questions are there? (***Eight***)
  - How many multiple-choice options are there with each question? (***Three***)
  - What should you do before you listen? (***Read the question and think about the topic. Highlight key words in the question and the multiple-choice options, and think about what you might hear?)***
  - What should you do the first time you listen? (***Listen and choose the best option***)
  - What should you do the second time you listen? (***Listen and check the answers***)



Adapted from:

https://www.cambridgeenglish.org/Images/617355-b1-preliminary-for-schools-teachers-guide-to-developing-listening-skills.pdf

TEACHER'S GUIDE FOR ACTIVITIES

1.1 TO 1.6

01 Allow pupils to look at the pictures and brainstorm ideas in giving advice regarding sitting for an examination with a partner or in small groups

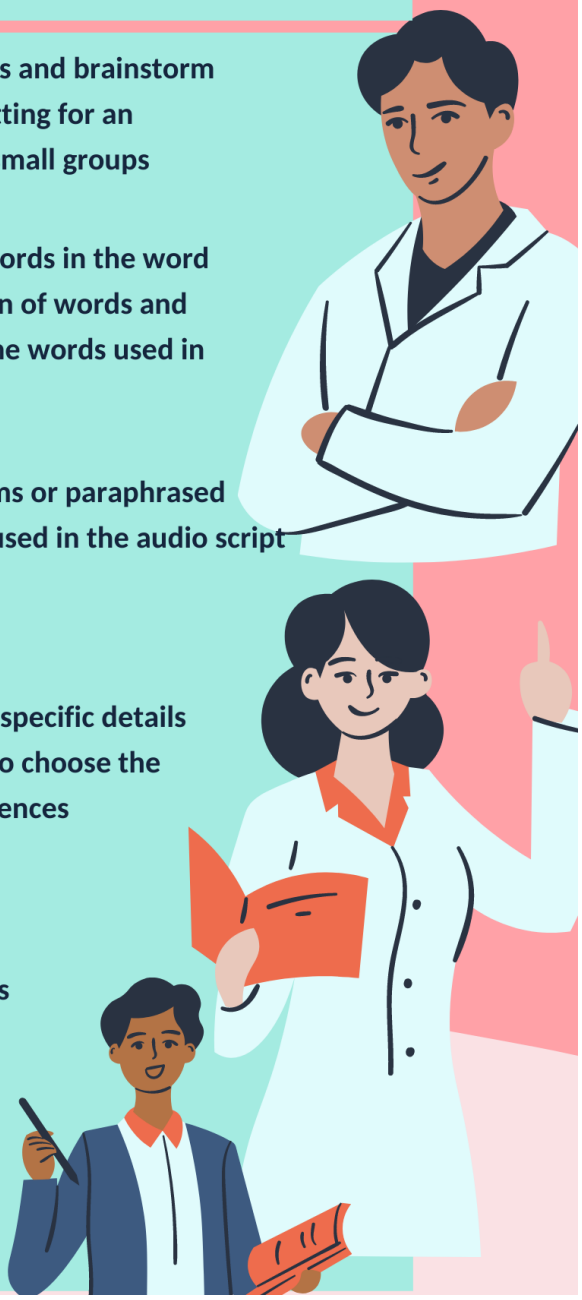
02 Ask pupils to find all the hidden words in the word maze before eliciting the definition of words and providing example sentences of the words used in context

03 Remind pupils to look for synonyms or paraphrased versions of the words or phrases used in the audio script when deciding which statements are TRUE or FALSE

04 Ask pupils to pay attention to the specific details given in the audio script in order to choose the best options to complete the sentences

05 Ask pupils to quickly jot down the key words heard in the audio first before writing complete sentences

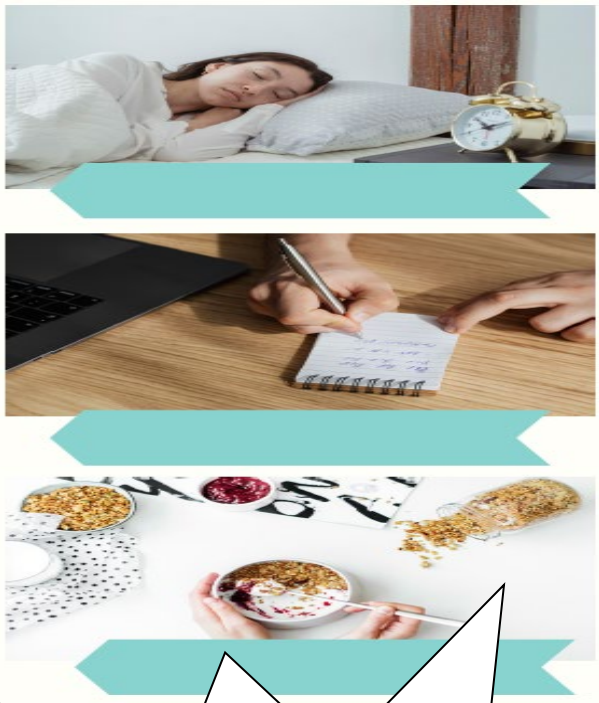
06 Allow pupils to choose the emotions they feel and provide example situations before eliciting answers from them



TESTING FOCUSES
• Understand specific details when listening to texts on familiar topics.
• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in longer texts on an increased range of familiar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

ACTIVITY 1.1

What advice can you give to your friends who are sitting for an examination? Look at the pictures below and jot down some advice for them.



You can use these phrases when giving your advice:

- Sufficient sleep
- Write notes
- Eat breakfast

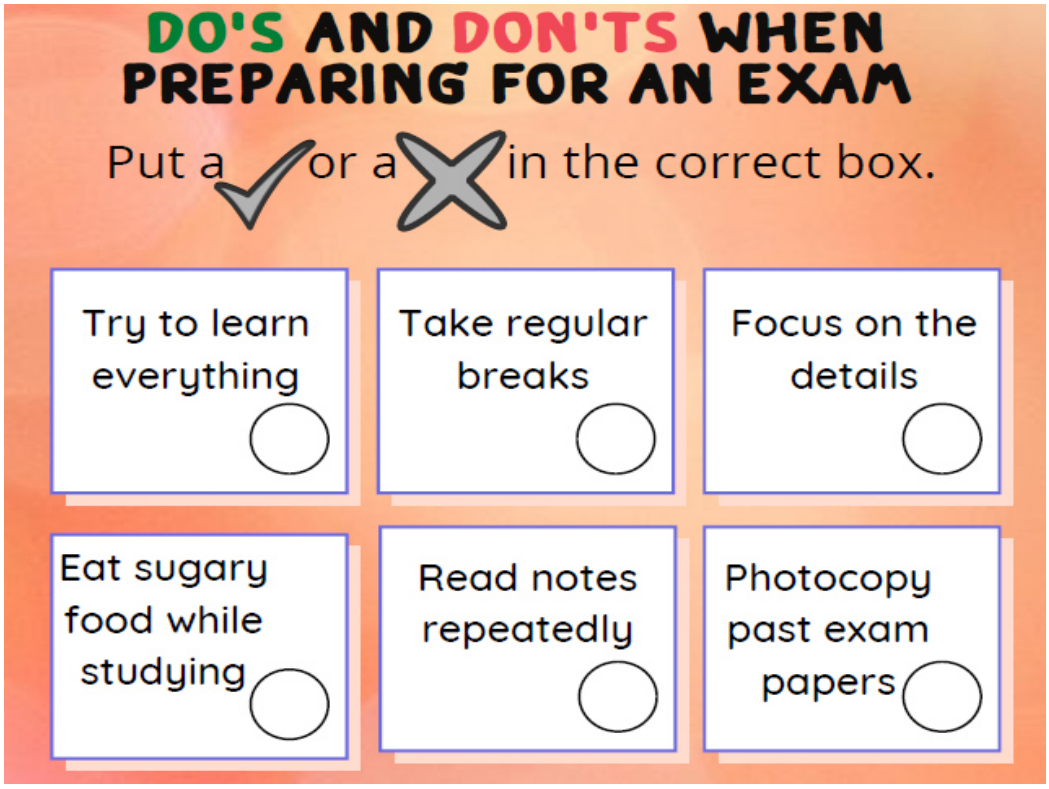
ACTIVITY 1.2

Find the hidden words in the grid below. Can you find them all?



ACTIVITY 1.3

Based on the listening text entitled 'Advice for Exams', decide whether the statements below are **TRUE** or **FALSE** (Put a tick or a cross in the room provided). Then, answer the questions that follow.



1. Why did the teacher suggest that the students keep a positive mind when preparing for an exam?

   _____

2. Why did the teacher say the students can't learn everything when trying to study for an exam?

   _____

3. Instead of focusing on the details, what should the students do when preparing for an exam?

   _____

ACTIVITY 1.4

Based on the listening text entitled 'Advice for Exams', choose the correct option to complete the sentences below and rewrite the correct sentences in the room provided.

1. The teacher suggests eating...

- only apples
- sugary food
- fruits and cereals

2. The teacher suggests finding a study place with a lot of...

- light
- space
- books

3. The teacher understands that repeating things can be..

- difficult
- uninteresting
- tiring

4. The teacher recommends a break of five minutes every...

- hour
- two hours
- thirty minutes

5. The teacher is sure that the students will..

- pass their exams
- fail their exams
- do their best

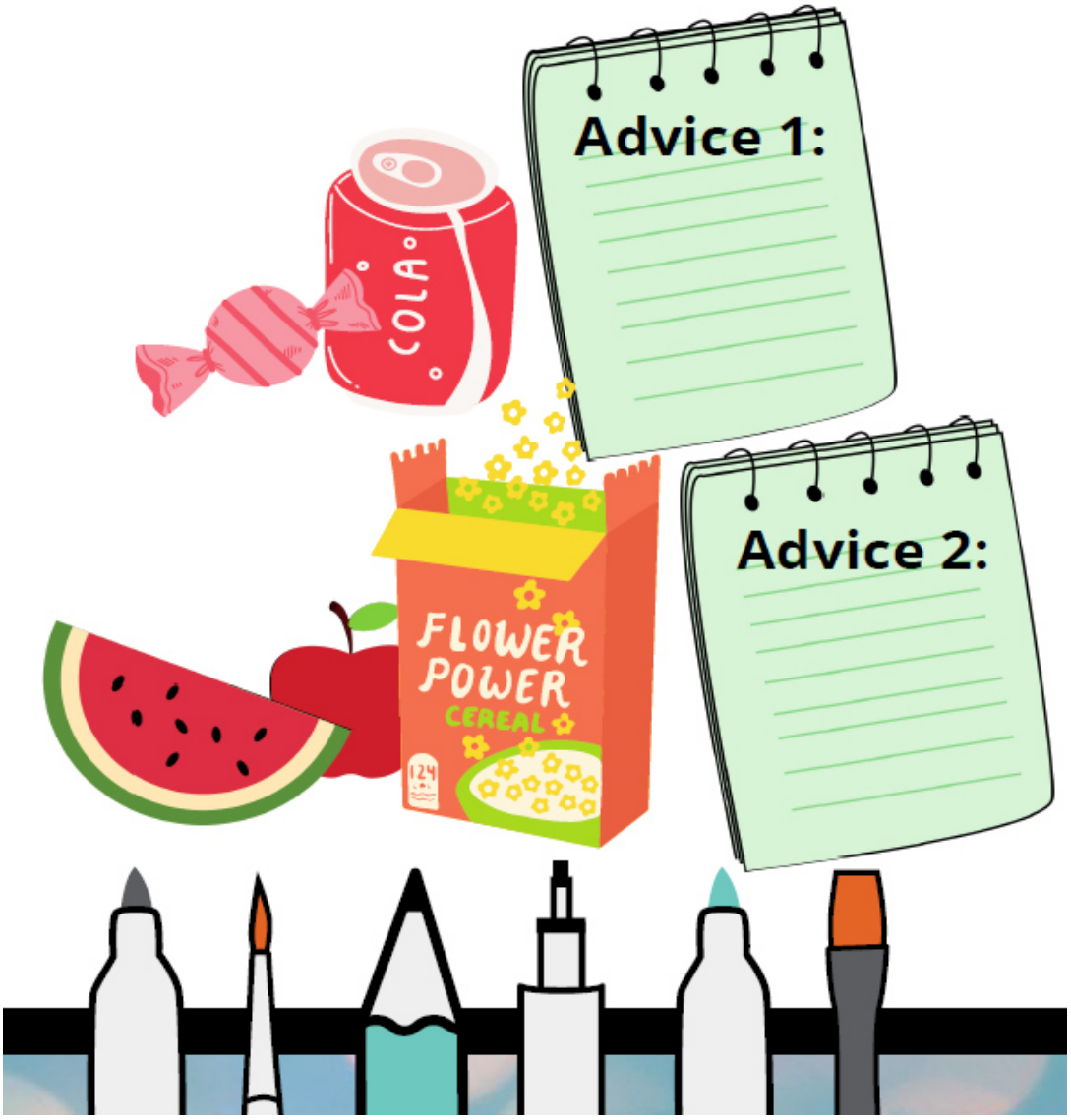
TOP TIPS

- You have to identify **synonyms of words** mentioned in the listening text to select the correct option.



ACTIVITY 1.5

While listening to the listening text 'Advice for Exams', write down the advice given by the speaker in order for students to prepare themselves for an examination. You can use the pictures below as guidance.







TOP TIPS

- As you listen to the audio, jot down **key words** first before building **sentences** to complete the task.

ACTIVITY 1.6

Attempt the task below to describe your emotions before and after sitting for an examination.

Activity 1.6

My Emotions Log Before & After an Exam

Choose three words from the list to describe how you feel before an exam. Can't find your emotions there? Feel free to use other words.

I think these feelings are:

- ○ both positive
- ○ positive and negative
- ○ negative and positive
- ○ both negative

I feel this way because _____

_____

_____

_____

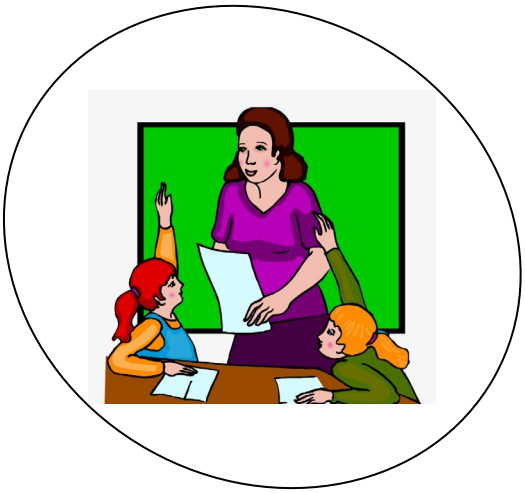
_____

What can cheer you up or help you stay happy after an exam? Write your thoughts below.

EMOTIONS LIST

angry
annoyed
anxious
ashamed
brave
calm
confused
discouraged
excited
happy
hopeful
jealous
nervous
scared
worried

Teacher's Guide



ACTIVITY	EXPLANATION
2.1	• Let the pupils observe the picture and brainstorm ideas with their partners. • Ask them to complete the table by writing the types of weathers discussed.
2.2	• Ask pupils to match the words with its meanings. • Let pupils complete it on their own. • Ask them to discuss their answers with their pair. (Think-pair-share)
2.3	• Ask pupils to read the statements and explain what they should look for while listening. • Play the audio once and let pupils identify whether the statements are 'True' or 'False'. • Discuss the answers.
2.4	• Ask pupils to read the questions and also the Top Tips. • Let them explain the focus of each question. • Play the audio and let them choose the best answer from the options. • Discuss the answer.
2.5	• Ask pupils to list 5 words about weather forecast that they have learnt • Recap the lesson.

TESTING FOCUSES
• Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Understand independently longer more complex narratives on a wide range of familiar topics and some unfamiliar topics.
• Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics.

ACTIVITY 2.1

In pairs, talk about the weather shown in the picture.



Complete the table below by listing the weather you can see in the picture above.

Weathers	
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

ACTIVITY 2.2

Testing focus:	• Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics.

Match the meanings (a–h) with the words (1–8).

WORDS	MEANINGS
1. …… throughout	**a**. a small area
2. …… isolated	**b**. to disappear
3. …… a patch	**c**. on its own, without other similar things around it
4. …… drizzle	**d**. during all of a period of time
5. …… to clear up	**e**. in other places
6. …… elsewhere	**f**. to move so that there is space for something to enter
7. …… a heatwave	**g**. very light rain
8. …… to make way for	**h**. a period of weather that is much hotter than normal

ACTIVITY 2.3

Testing focuses:	• Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics.

Listen to a weather forecast. As you listen, write '**T**' for '**TRUE**' and '**F**' for '**FALSE**' for each statement given below.



NO.	STATEMENTS	TRUE / FALSE
1.	It will start raining at lunchtime today in the east.	
2.	The weather in the north-west will be worse than in the south.	
3.	There will be thunder in Leeds tonight.	
4.	Most of England will be hot this week.	
5.	Wet weather will move from the north to the south at the weekend.	
6.	It will stay hot when the rain comes.	

ACTIVITY 2.4

TESTING FOCUSES
• Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Understand independently longer more complex narratives on a wide range of familiar topics and some unfamiliar topics.
• Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics.

SPM PRACTICE

Listen to the weather forecast again and choose the best answer from the options [A, B or C].

1. Which statement can best describe the weather at the weekend?
   - A It was cloudy and sunny.
   - B It was raining with thunderstorms.
   - C It was raining mostly.

TOP TIPS
- **You should focus on the weekend weather.**

2. Which statement is TRUE?
   - A It will have light showers on the east by lunchtime.
   - B It will be raining heavily by lunchtime as there are patches of cloud.
   - C It will have a light rain on the east coast by afternoon because of the patches of cloud.

TOP TIPS
- **You should look for one statement which is correct**

3. The weather in London is expected to be…
   - A raining at some places until Thursday.
   - B showering mostly until Thursday.
   - C raining but with a dry weather until Thursday.

TOP TIPS
- **You should focus on the prediction of the weather in London**

4. Below are today's weather forecasts for the north-west EXCEPT
   - A It will be raining more than having sunshine.
   - B There will be thunderstorms in Leeds.
   - C There will be heavy showers with thundery in Manchester.

TOP TIPS
- **You should look for the false statement**

5. Why kind of weather is predicted in England tomorrow?
   - A It will be a fine sunny morning.
   - B There will be thunderstorms.
   - C The temperature at certain places will be 29 to 30 degrees.

TOP TIPS
- **You should focus on tomorrow's weather prediction in England**

6. According to the weather forecast

   A the rain will reach the north coast by Saturday.

   B the temperature will be extremely hot during the weekend.

   C the dry weather will change to a wet weather by Saturday.

TOP TIPS

- **You have to identify the true statement**

7. What is the speaker's attitude towards the change of the weather for the week?

   A sad

   B lovely

   C disturbed

TOP TIPS

- **You have to look for the speaker's attitude**

8. What can we conclude about the weather forecast reported?

   A People are reminded to be alert on the strong wind.

   B There will be a mix of wet and dry weather.

   C The weather of the week will be bad.

TOP TIPS

- **You have to listen to the whole text and sum up**

ACTIVITY 2.5

EXIT TICKET

Exit Card:

List 5 words about weather forecast that you have learnt.

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



TESTING FOCUSES
• Understand specific details when listening to texts on familiar topics.
• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in longer texts on an increased range of familiar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.



ACTIVITY 3.1

Match the captions with pictures to create memes.

Suspicious Alpaca Knows What Really Happened	Drama Llama Loves Drama
Watch Me Walk Away Like A Vicunas Princess	What Are You Staring At, Guanaco?



Caption: _____



Caption: _____



Caption: _____



Caption: _____

Teachers' Guide for Activity 3.2

Crossword Puzzle

Suggestion 1:

- Teacher draws pupils' attention to the clues.
- Teacher mimes verbs in the crossword puzzle.

Suggestion 2:

- Pupils play a guessing game with the help of picture-based sentence completion for adjectives in the crossword puzzle.

Suggestion 3:

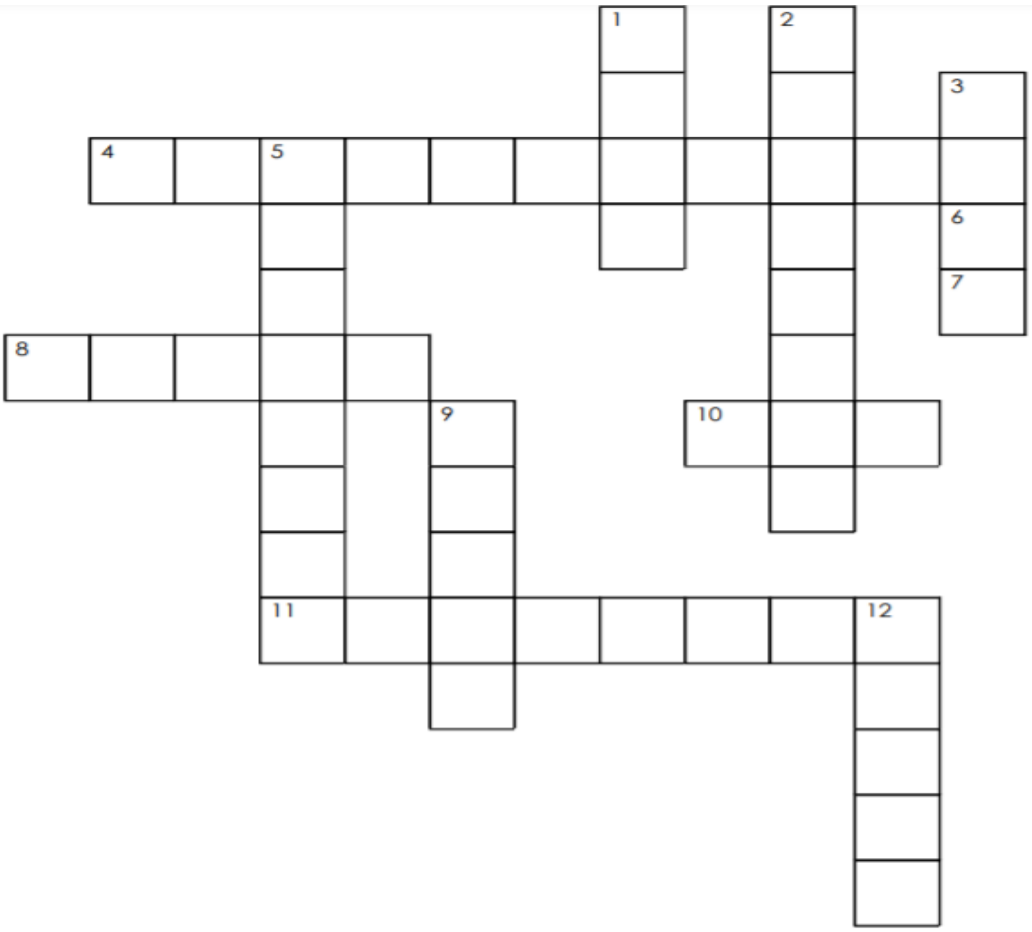
- Teacher uses lower level of synonyms or antonyms to help solve the crossword puzzle clue.

Suggestion 4:

- Teacher shows pictures for nouns in the crossword puzze.

ACTIVITY 3.2

Solve the crossword puzzle.



Across:

4. To breed or train (an animal) to need and accept the care of human beings.

8. Plural for cactus.

10. Sing with closed lips.

11. To walk usually for a long distance.

Down:

1. To force saliva from your mouth.

2. Elegant.

3. Country in South America.

5. To treat (someone or something) badly.

9. A large animal of Africa and Asia that has a long neck and one or two large humps on its back and that is often used for desert travel.

12. A job to protect a person, place, or thing.

Teachers' Guide for Activity 3.3



SCAN ME FOR AUDIO!

01 Teacher encourages pupils to think about the topic of the question.

02 Teacher guides pupils to find and underline words that show attitudes/opinions and pre-teach the words if necessary.

03 Teacher asks pupils to predict the correct answer.

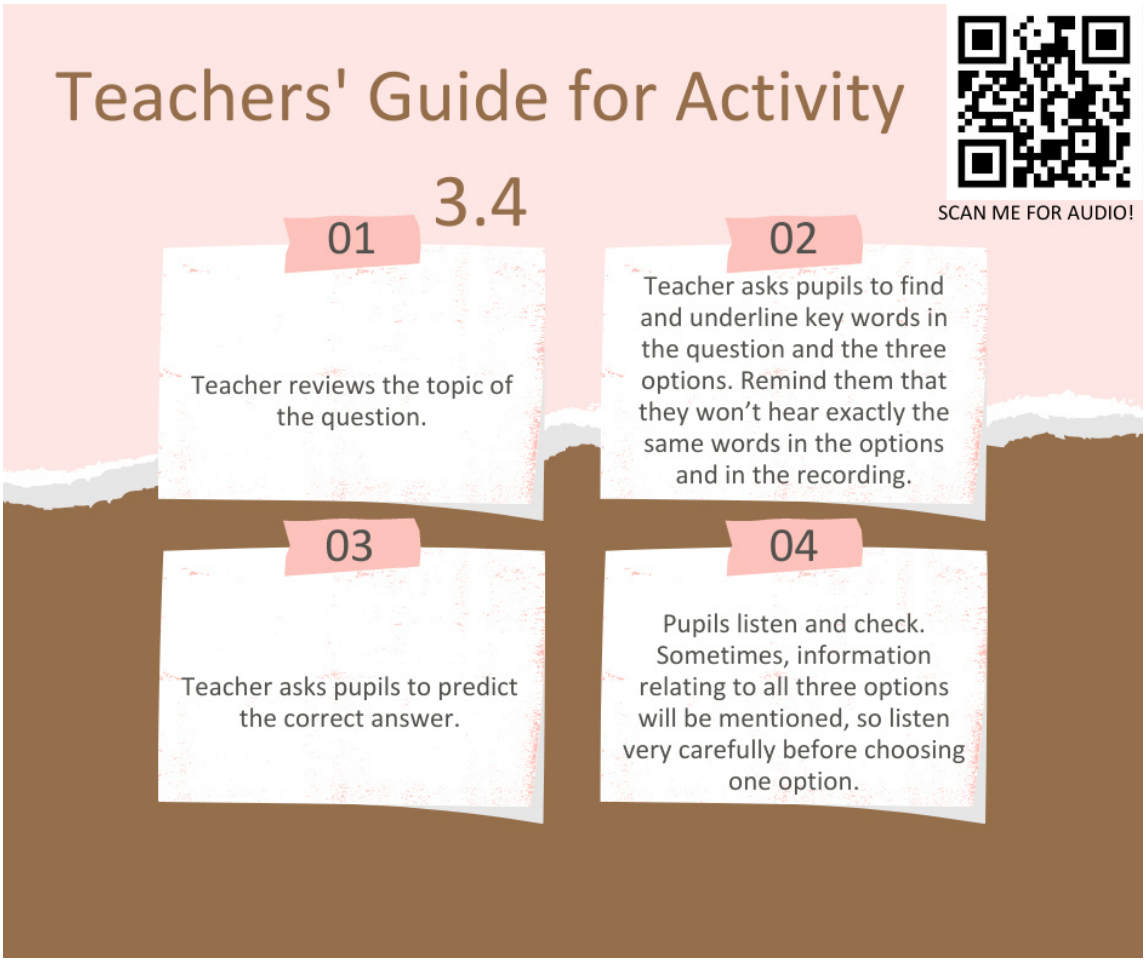
04 Pupils listen to the audio and check their answers.

ACTIVITY 3.3

Testing focus:	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

Circle 'Yes' or 'No' based on the following statements:

1. The teenagers are disgusted by the fact that llamas can spit contents of its stomach. Yes/No
2. The teenagers think llama's smiling face is ugly. Yes/No
3. The teenagers think vicunas are beautiful. Yes/No



ACTIVITY 3.4

Testing focus:	• Understand specific details when listening to texts on familiar topics.
	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in longer texts on an increased range of familiar topics.

Complete the information in the following leaflet.

				
	LLAMAS	ALPACAS	VICUNAS	GUANACOS
Species	Related to _____.			
Habitat	Domesticated			
Personality	_____ and curious.			
Fashion	• Alpaca is famous for its' _____. • Ancient royalties from Latin America wore _____.			
Service for humans	• Make good _____. • Carry food for _____. • _____ farms.			

TOP TIPS

Check your answers after you're done, especially your spelling!

TEACHERS' GUIDE FOR ACTIVITY 3.5

- Teacher reviews the topic of the question.
- Teacher asks pupils to read each incomplete sentence, including the words before and after each gap. Pay attention to the grammar on each side of the gap.
- For each gap, think about:
  - the type of information it could be (date, job etc.)
  - the type of word it could be (noun, verb etc.).

SCAN ME FOR AUDIO!



TOP TIPS

Think about who is speaking and what the conversation is about.

ACTIVITY 3.5

SPM PRACTICE

Listen to the zoo guide talking about the llamas again and choose the best answer form the options [A, B or C].

1. Where do the llamas, alpacas, vicunas and guanacos come from?
   - A Asia.
   - B South America.
   - C Europe.

2. Which is the biggest animal?
   - A Llamas.
   - B Alpacas.
   - C Vicunas.

3. The following are the traits of llamas, except…
   A gentle.
   B fierce.
   C curious.

4. Why is vicuna wool very expensive?
   A It is worn by the royalty.
   B It is even softer than alpaca wool
   C It can only be shorn of their wool every three years.

5. Choose the correct statement about guanacos.
   A They smaller and weaker.
   B They survive by licking the water off the cacti and other desert plants.
   C They look elegant and graceful.

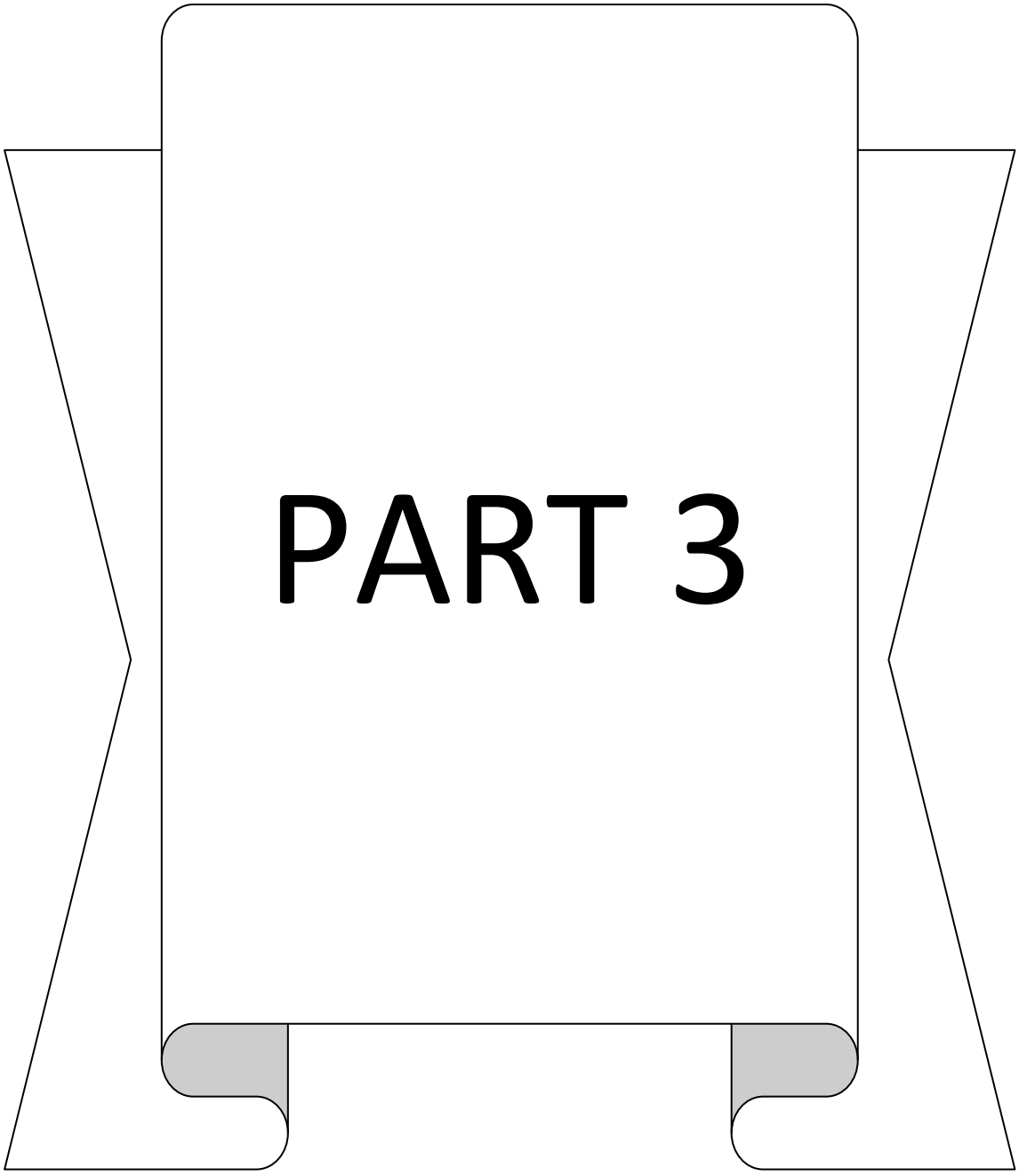
6. The following are the reasons why llamas hum, except…
   A They are sleepy.
   B They are relaxed.
   C They are stressed.

7. The llamas can help humans by
   A Carrying food for trekking.
   B Guarding farms.
   C All of the above.

ACTIVITY 3.6

EXIT TICKET




PART 3

TASK FAMILIARISATION

Part 3

- Make time in class to check what pupils know and can remember about the format of Part 3 of the exam.
- You can either check their understanding before you start the assessment or at a point in the lesson that you feel works best for your pupils.

- Ask your pupils these helpful questions:
  - How many recordings will you hear? (***Five***)
  - Are they about the same topic or a different topic? (***The same topic***)
  - Does each recording have one person speaking or multiple people? (***Only one person per recording***)
  - How many options are there? (***Seven***)
  - So how many extra options are there which you don't need? (***Two***)
  - Can you use one letter more than once? (***No, Use the letters only once***.)
  - What should you do the first time you listen? (***Listen and choose the best option***.)
  - What should you do the second time you listen? (***Listen and check.***)



Adapted from:

https://www.cambridgeenglish.org/Images/620557-b2-first-for-schools-teacher-guide-for-listening.pdf

TEACHER'S GUIDE FOR ACTIVITIES 1.1-1.5

Activity 1
Teacher could guide pupils in solving the riddles by giving some potential answers and asking them to guess which ones the riddles are referring to

Activity 2
Teacher could guide pupils when matching the verbs with the correct nouns by referring to a collocations dictionary

Activity 3
Teacher can remind pupils to listen attentively to the descriptions in the audio script to identify each person's favourite things

Activity 4
Teacher can remind pupils to search for contextual clues when listening to the audio script in order to determine the speakers' attitudes

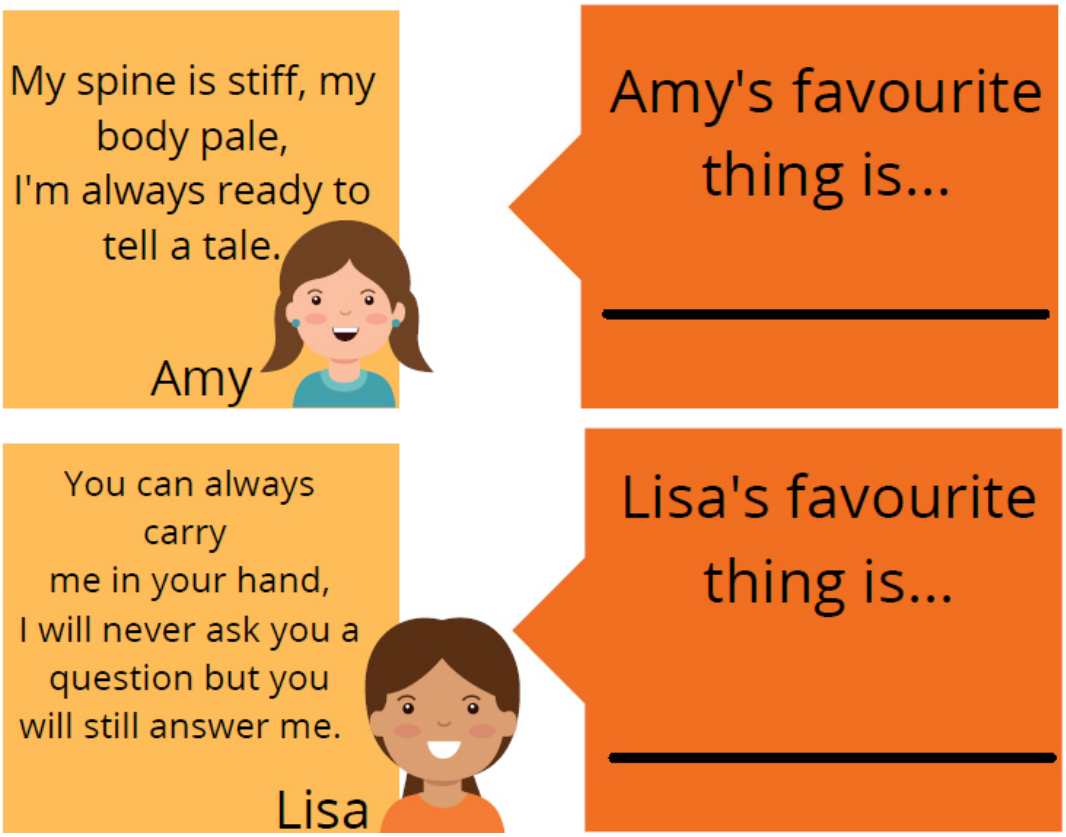
Activity 5
Ask pupils to check the spelling of words when they attempt to fill in the blanks in order to not lose marks



TESTING FOCUSES
• Understand specific details when listening to texts on familiar topics.
• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in longer texts on an increased range of familiar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

ACTIVITY 1.1

What do you think are these people's favourite things? Solve the riddles to discover each person's favourite thing.



What do you think are these people's favourite things? Solve the riddles to discover each person's favourite thing.



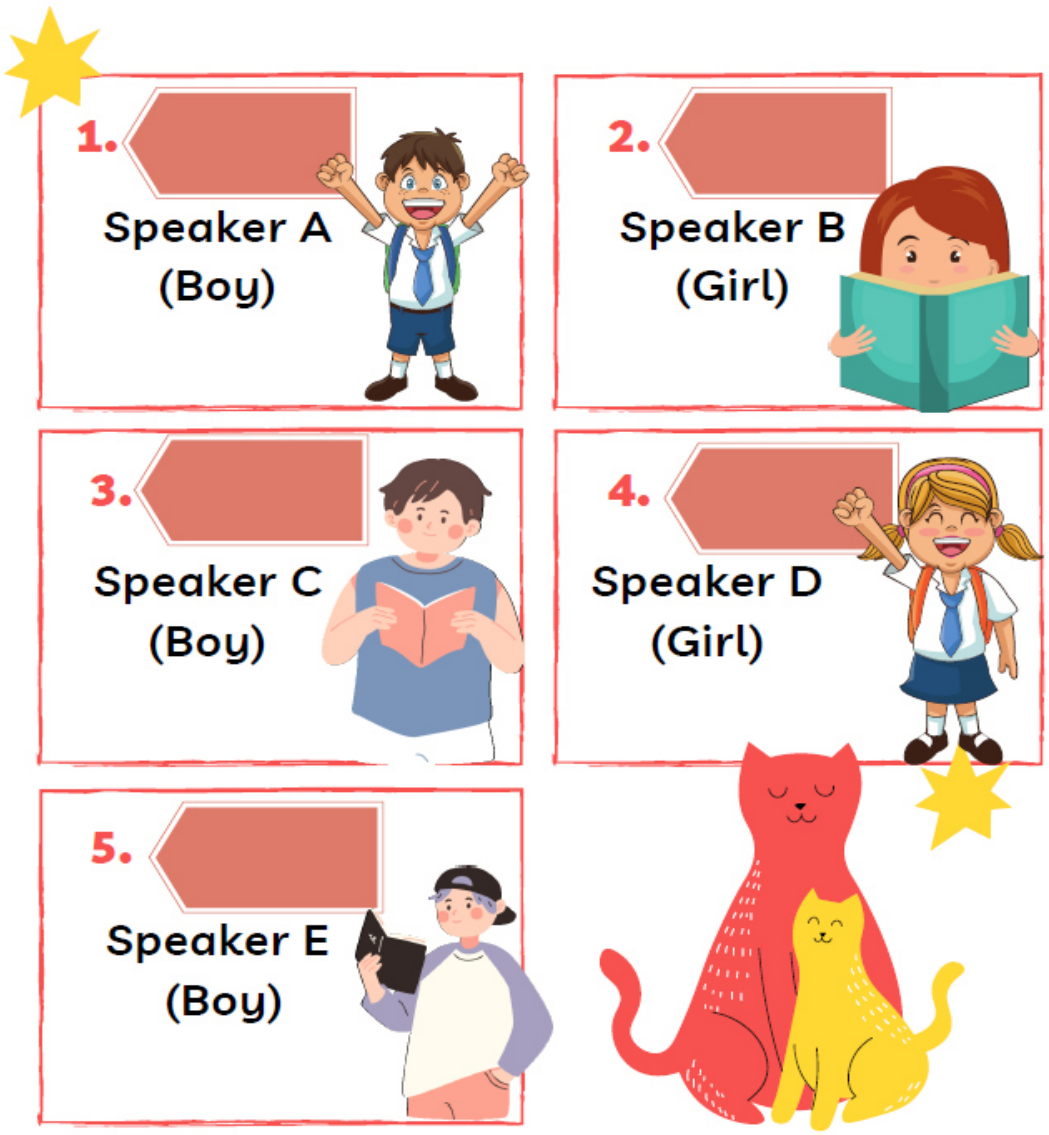
ACTIVITY 1.2

Do this exercise before you listen to the listening text. Match the verbs with the correct nouns and write a – g next to the numbers 1 – 7.

1……. take	a. a designer
2……. listen to	b. your scooter
3……. watch	c. a business
4…….. stroke (= move your hand gently over something)	d. films
5……. park	e. photos
6……. make it as (= be successful as)	f. the cat
7……. set up (= start)	g. music

ACTIVITY 1.3

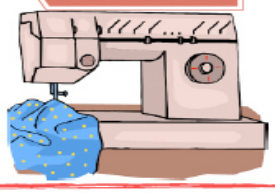
As you listen to the listening text entitled 'My Favourite Things', match the speakers with their favourite things. Write a-e next to the numbers 1-5.



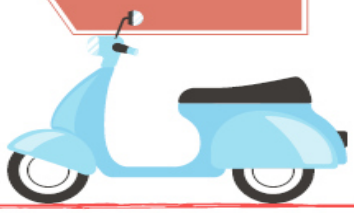
a a tablet



b a sewing machine



c a scooter



d a set of knives



e a cat



Score: /5



TOP TIPS

- To match the speaker with their favourite things, **listen attentively** to their descriptions in the listening text.

ACTIVITY 1.4

Answer the following questions based on the listening text entitled 'My Favourite Things'.

1. Speaker A's mum is being _____ when she says 'Welcome back to real life'.
A. positive
B. sarcastic
C. pessimistic

2. Speaker B thinks that her cat is :
A. dependent
B. lazy
C. adorable
D. oblivious

3. Speaker C says that you have to be _____ when riding a scooter as the drivers in cars and lorries might not see you.
A. fearful
B. tactical
C. vigilant

4. Speaker D says that if she doesn't make it as a designer, she can set up her own alterations and customising business. This shows that she is a very _____ person.

A. focused B. kind C. optimistic D. hardworking

TOP TIPS

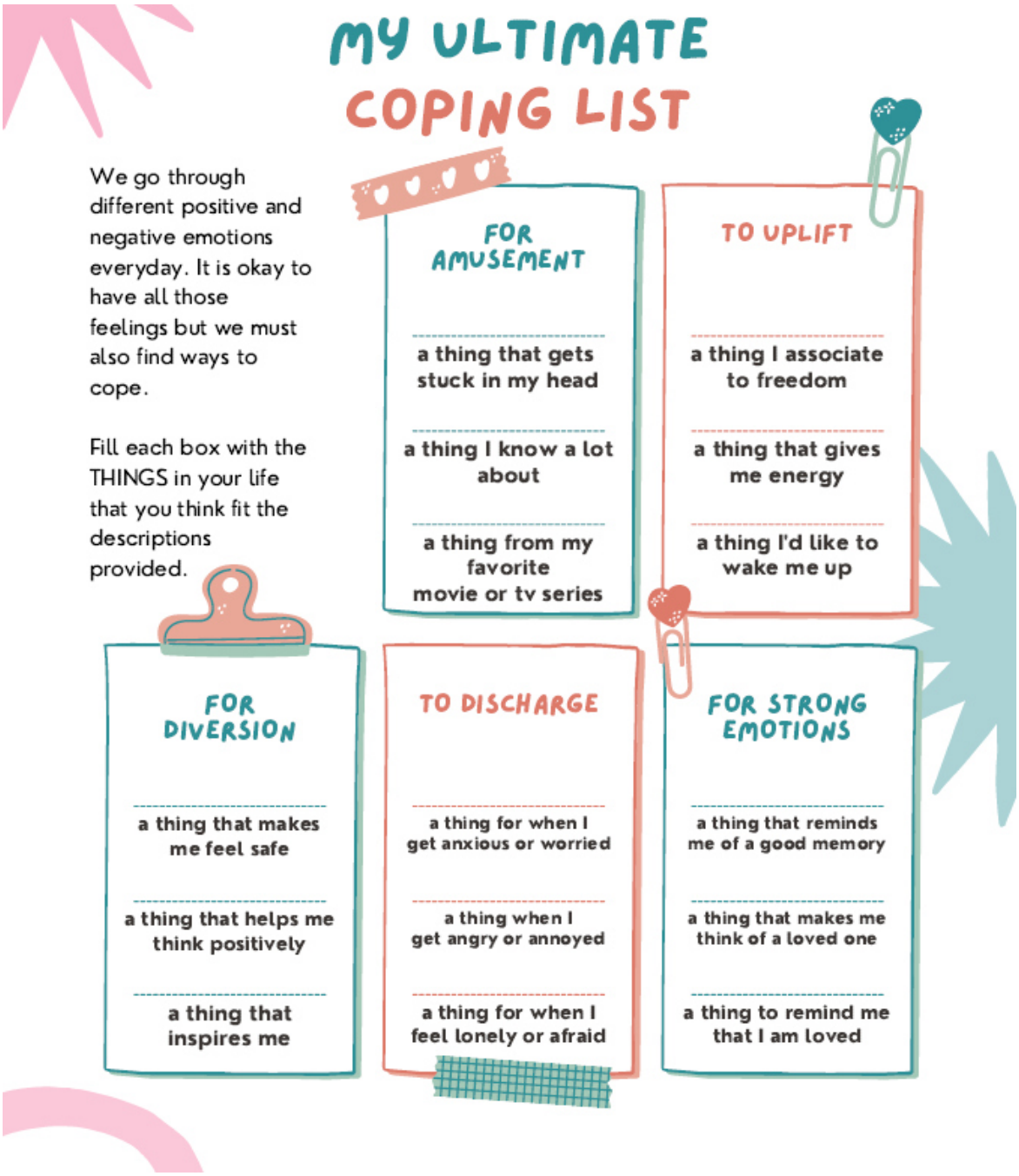
- To determine a speaker's **attitude or opinions** in a listening text, try to understand what the speaker is **indirectly saying** to convey a particular message.



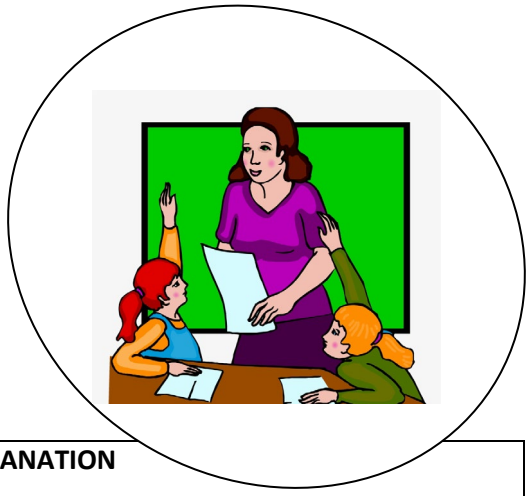
ACTIVITY 1.5

EXIT TICKET

After listening to the listening text, attempt the task below by filling in the blanks with your favourite things.



Teacher's Guide



ACTIVITY	EXPLANATION
2.1	• Let the pupils observe the picture and brainstorm ideas with their partners. • Ask them to complete the table by writing 5 important people in their life and how are they related to them. • Ask pupils to discuss with their partners and guess the meanings on their own. (Think-pair-share) • Provide dictionaries to support mediocre / low proficiency pupils. • Ask them to share and check the meanings with other pairs.
2.2	• Ask pupils to read the information in the graphic organizer and explain what they should look for while listening. • Play the audio once and let pupils to complete the graphic with main ideas and specific information. • Discuss the answers.
2.3	• Ask pupils to read the instructions carefully. • Let them explain the focus of the question. (About important people in life) • Play the audio and let them match the speakers 1 to 5 with people listed A to G. • Remind them to use the letters only once. Remind them that there are two extra letters which they do not need to use. • Discuss the answer.
2.4	Ask pupils to find all the hidden words about family relationships in the word maze given. • Discuss the answers and recap the lesson.

TESTING FOCUSES
• Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in longer texts on an increased range of familiar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics.

ACTIVITY 2.1

In pairs, talk about the picture.



Complete the table below.

Name of the important people	Relationship
1. Emielda	mother
2.	
3.	
4.	
5.	

ACTIVITY 2.2

Testing focus:	• Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics.

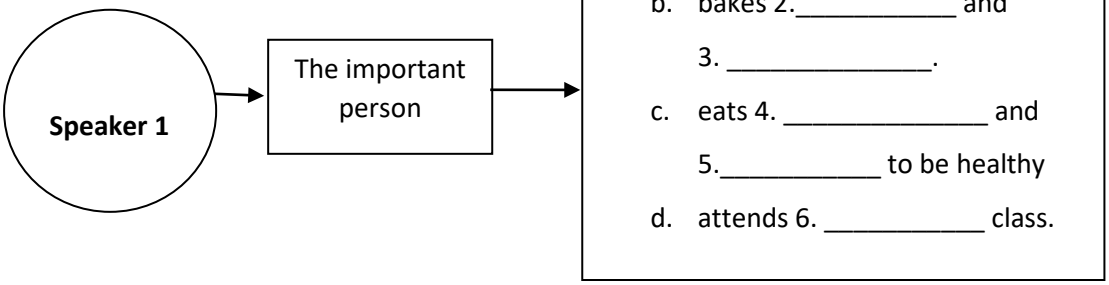
Write the meanings of the words/phrases given. You may use a dictionary.

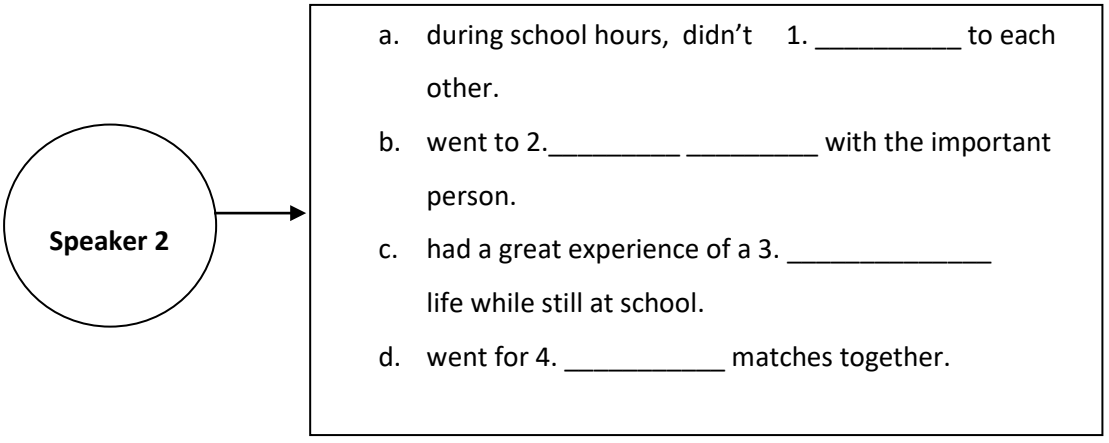
WORDS	MEANINGS
1. childhood	1.
2. lifestyle	2.
3. annoying	3.
4. hang out	4.
5. probably	5.
6. relationship	6.
7. took up	7.
8. equipment	8.
9. spend ages	9.
10. moved away	10.
11. similar	11.
12. personalities	12.

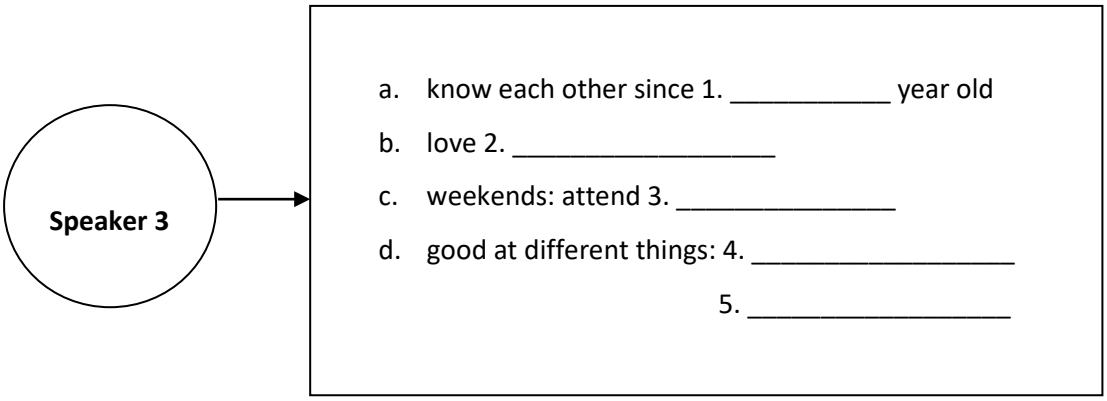
ACTIVITY 2.3

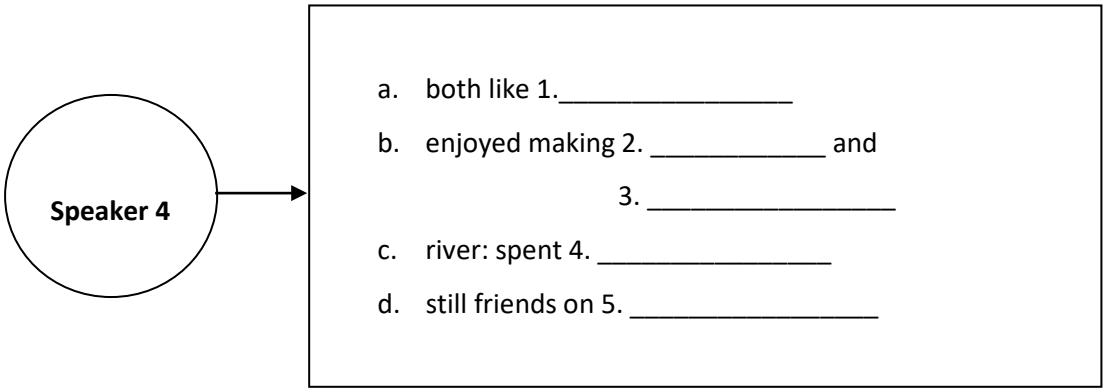
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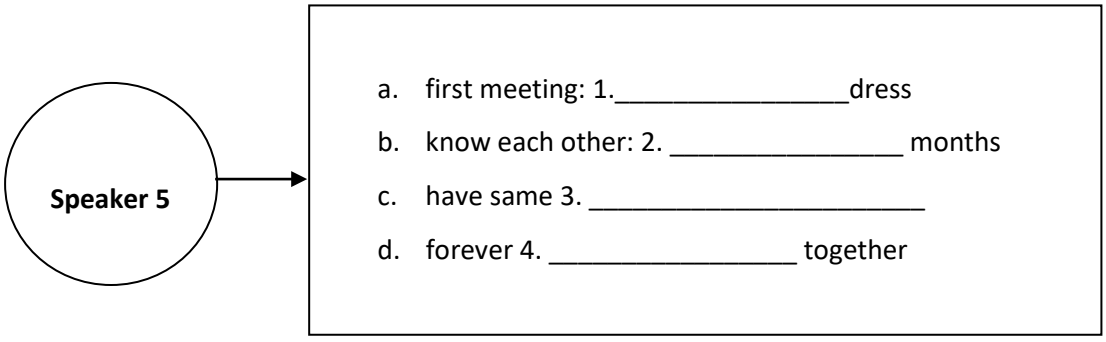
You will listen to five people giving their opinion about important people in their lives. As you listen, complete the graphics below using the correct information.






Speaker 3
a. know each other since 1. _____ year old
b. love 2. _____
c. weekends: attend 3. _____
d. good at different things: 4. _____
5. _____


Speaker 4
a. both like 1._____
b. enjoyed making 2. _____ and
3. _____
c. river: spent 4. _____
d. still friends on 5. _____


Speaker 5
a. first meeting: 1._____dress
b. know each other: 2. _____ months
c. have same 3. _____
d. forever 4. _____ together

ACTIVITY 2.4

TESTING FOCUSES
• Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in longer texts on an increased range of familiar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics.

You will listen again to five people giving their opinion about important people in their lives. Match the speakers 1 to 5 with the people listed A to G. Use the letters only once. There are two extra letters which you do not need to use.

A. Brother
B. Childhood friend
C. Neighbour
D. Sister
E. Boyfriend
F. Best friend
G. Uncle

Speaker 1 is talking about her: _____

Speaker 2 is talking about his: _____

Speaker 3 is talking about her: _____

Speaker 4 is talking about his: _____

Speaker 5 is talking about her: _____

ACTIVITY 2.5

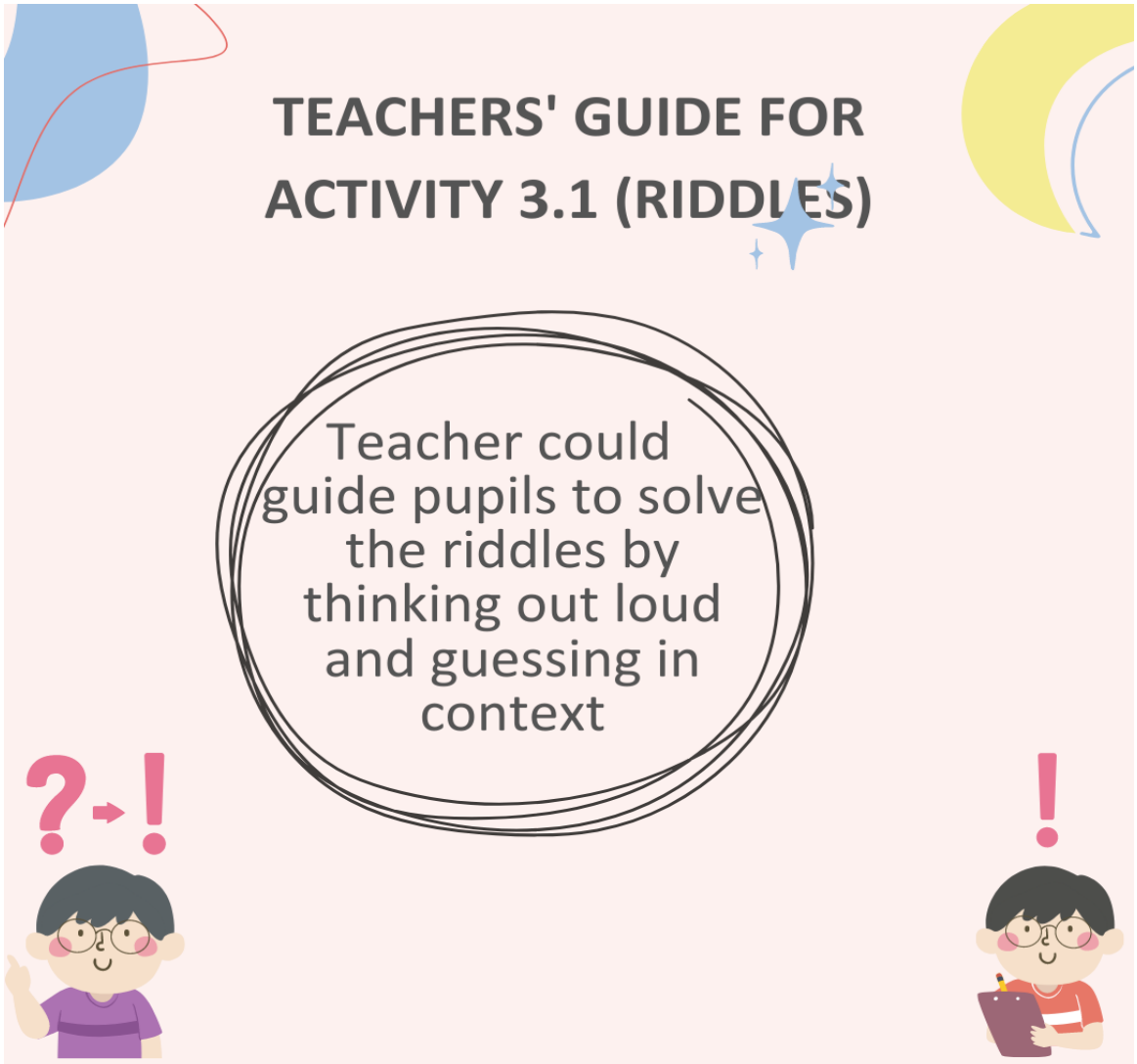
EXIT TICKET

Find all the hidden words related to family relationships.



G	R	A	N	D	F	A	T	H	E	R	Z	L	O	S
N	Y	A	J	A	D	S	D	S	U	N	C	L	E	A
G	K	K	O	A	P	T	C	X	G	D	S	T	O	E
R	A	X	S	U	R	E	G	J	R	H	T	F	C	I
A	Q	R	B	N	E	P	P	B	A	U	E	O	Q	E
N	R	J	E	T	C	M	U	T	N	S	P	R	X	Q
D	V	Q	F	A	Q	O	C	T	D	B	F	I	I	N
A	B	C	O	N	L	T	G	L	M	A	A	F	D	I
U	R	M	K	E	T	H	R	N	O	N	T	Y	M	E
G	O	J	R	P	Q	E	A	T	T	D	H	W	O	C
H	T	S	N	H	Q	R	N	K	H	K	E	H	T	E
T	H	G	A	E	M	G	D	R	E	W	R	P	H	A
E	E	A	Y	W	C	O	S	J	R	I	N	U	E	N
R	R	Z	E	G	N	C	O	Q	F	F	T	J	R	C
M	W	S	S	O	N	X	N	H	R	E	T	S	I	S

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ACTIVITY 3.1

Solve the riddles based on the celebrations below.

Birthday | Graduation Party | Royal Wedding | Wedding Anniversary | Carnival

What's more precious than rubies,
More lasting than gold,
What can never be traded stolen or sold.
What comes with great effort,
Takes time but then once yours will serve you again and again?

Name of celebration: _____

I am something, I am endless as chain.
Once you have me you are bound for life but young girls want me. What am I?

Name of celebration: _____

We throw a party for something that goes up but never comes down

Name of celebration: _____

You get a big one if it lasts long, but significantly small when you're just starting out. You sometimes celebrate it with your partner, but it's a lot better when you share it with everyone. What am I talking about?

Name of celebration: _____

I love a parade, the tramping of feet,
I love every beat I hear of a drum.
I love a parade, when I hear a band
I just want to stand and cheer as they com

Name of celebration: _____

TOP TIPS

Think about the clues given – *parade, drum* and *band*; what celebration do you think this is?



TEACHER GUIDE

ACTIVITY 3.2: MATCHING PICTURES WITH WORDS

STEP 1:

- Teacher asks pupils to look at the pictures.
- In pairs, pupils share with their partners what they about the pictures.

STEP 2:

- Teacher allows pupils to match the pictures with words.
- Teacher checks the answers with the whole class.

STEP 3:

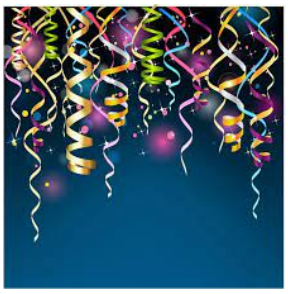
- Teacher explains social & cultural context of the pictures:
  - Afro-caribbean influence
  - Gramophones

STEP 4:

- Teacher asks pupils to predict the topic of the day.
  - Highlight vocabulary items related to celebration - party, festivals, etc.

ACTIVITY 3.2

Match the pictures with the words/phrases.

1. 

Gramophone

2. 

Steel band

3. 

Paper streamers

4. 

Chinese lanterns

5. 

Afro-Caribbean costume

TEACHER GUIDE

Activity 3.3: Completing information in the graphic organiser.

SCAN ME FOR AUDIO!



1

- Teacher checks for any unfamiliar words in the graphic organizers with pupils.
- Teacher pre-teaches unfamiliar words (if any).

2

- Teacher guides pupils to notice the words before and after the gaps.
- Teacher asks pupils to predict the words that might go in the gaps.

3

- Teacher allows pupils to complete the graphic organizer.
- Teacher discusses the answers with the whole class.

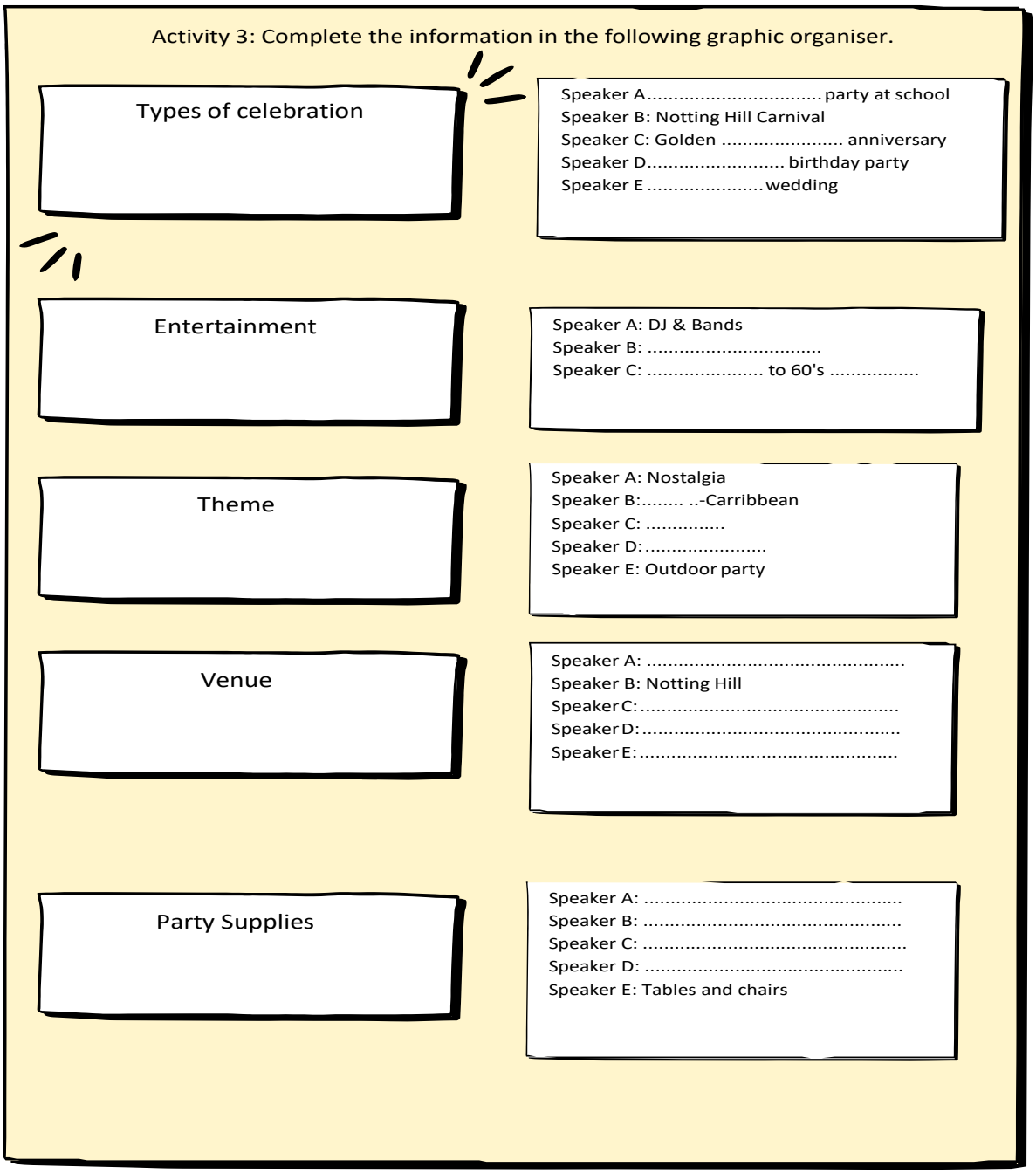
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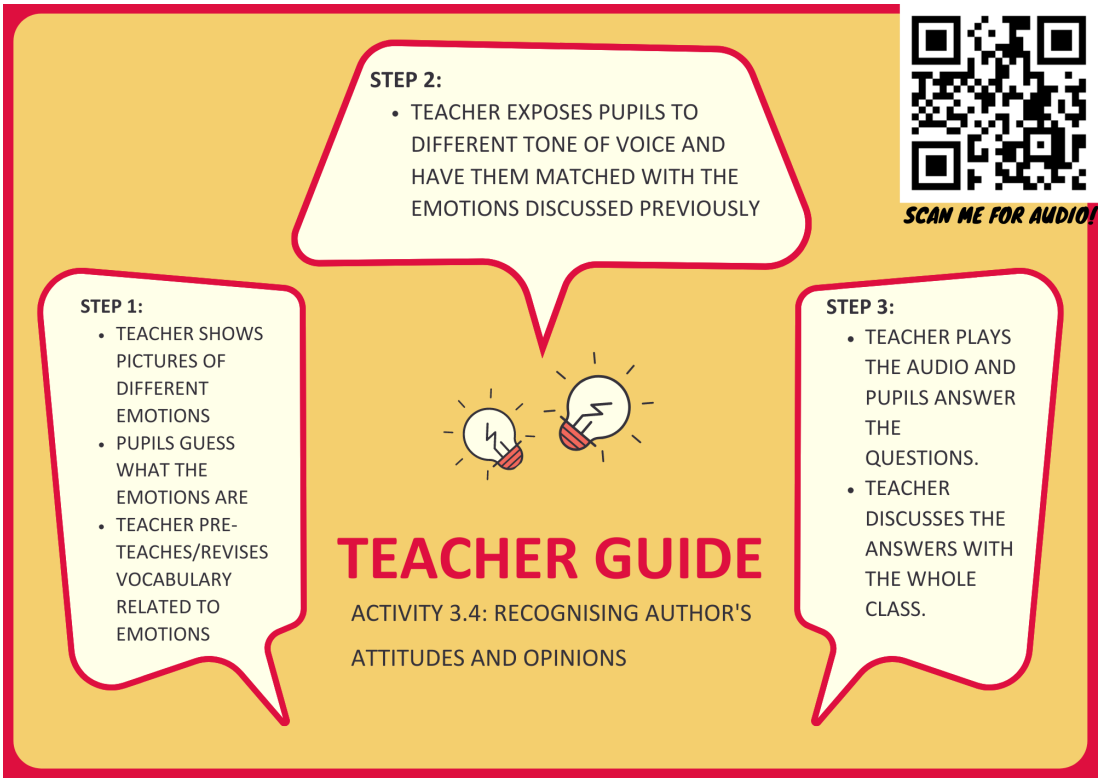
- Teacher replays the target section of the audio to help make sense of the answers.
- Teacher asks pupils to notice how grammar rules still apply in filling in gaps.

Testing focus:	• Understand specific details when listening to texts on familiar topics.
	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in longer texts on an increased range of familiar topics.

ACTIVITY 3.3

Complete the information in the following graphic organiser.





Testing focus:	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.

ACTIVITY 3.4

Answer the following questions.

1. Speaker A is…
    a. Sad
    b. Excited
    c. Indifferent

2. Speaker B is mostly…
    a. Depressed
    b. Cautious
    c. Enthusiastic

3. Speaker C is….
    a. Worried
    b. Anxious
    c. Delighted

4. Speaker D is…
    a. Nervous
    b. Elated
    c. Scared

5. Speaker E is…
    a. Terrified
    b. Overjoyed
    c. Relieved

TEACHER GUIDE

ACTIVITY 3.5: MULTIPLE MATCHING

SCAN ME FOR AUDIO!

STEP 1

- Teacher encourages pupils to use the time they are given to read through the questions

STEP 2

- Teacher shows a tapescript; then pupils could practise doing the exercise with the tapescript, so that they can see the kind of matching required.

STEP 3

- Teacher reminds pupils if they are unsure about an answer, they should wait for the second listening before making their final decision.
- Making a decision too quickly may mean that a candidate ‘uses up’ an answer that belongs to another speaker.

ACTIVITY 3.5

SPM PRACTICE

Listen to the speakers again and choose from the list (I to X) what each speaker says. There are two answers for each speaker. The first one has been done to you.

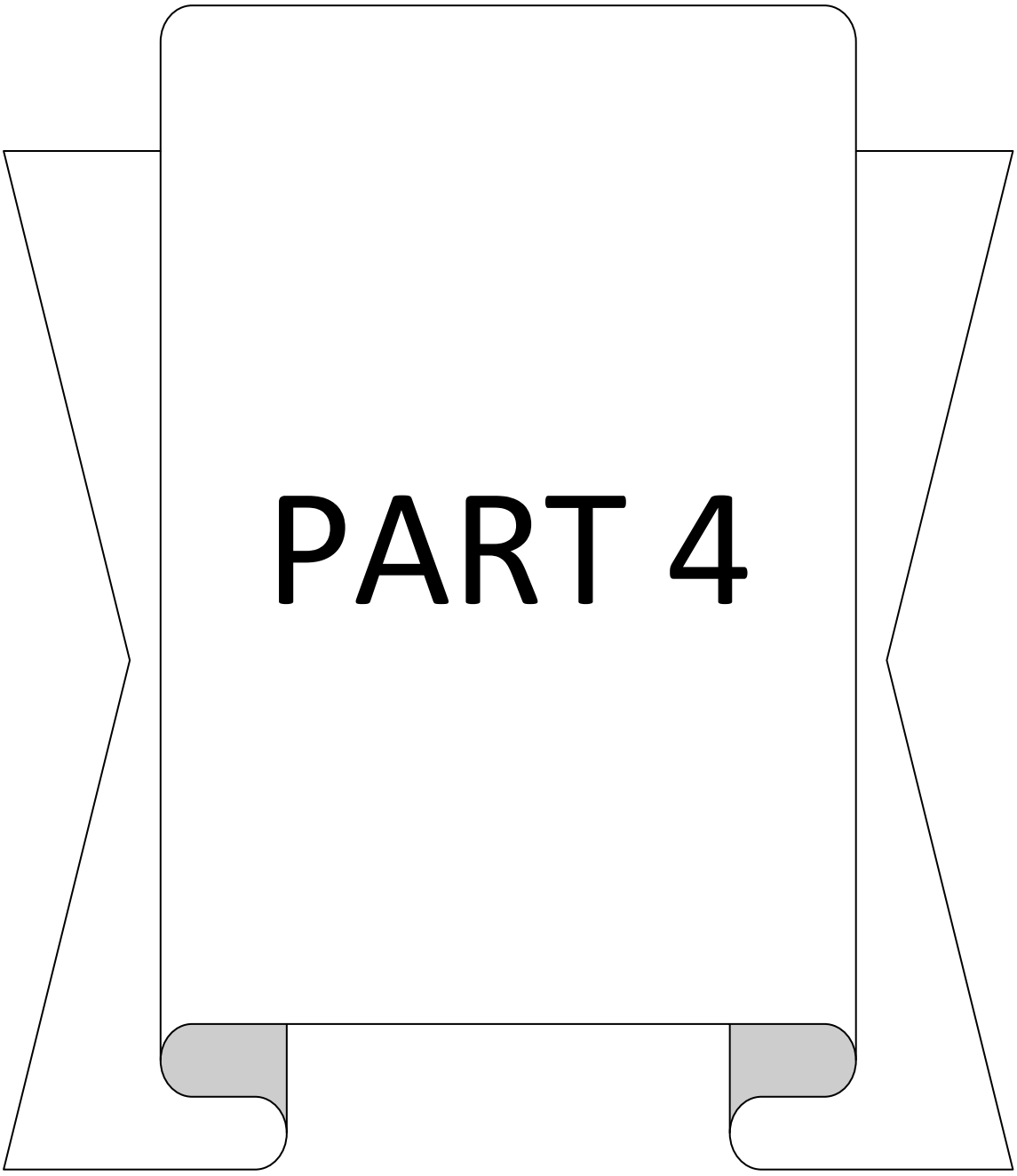
I. I will see people dressed in amazing costumes.
II. I am going to decorate the venue with Chinese lanterns and have projections on the wall.
III. I am worried about someone on Facebook spoiling the surprise.
IV. I am going to be careful of people stealing things.
V. I am is going to listen to old-fashioned music played on an old-fashioned machine.
VI. He is in one of the bands that are playing.
VII. She is going to taste food from all over the world.
VIII. He is going to celebrate with the whole family.
IX. She is organising a party for her two best friends.
X. She is going to make sure there is no traffic on her street.

Speaker A	II & VI
Speaker B	
Speaker C	
Speaker D	
Speaker E	

ACTIVITY 3.6

EXIT TICKET



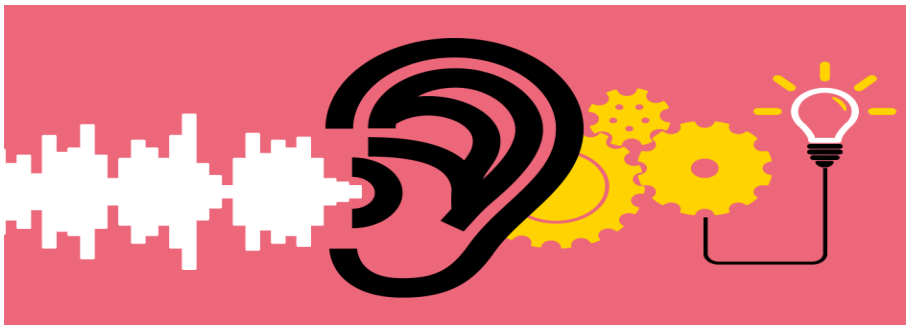

PART 4

TASK FAMILIARISATION

Part 4

- Make time in class to check what pupils know and can remember about the format of Part 4 of the exam.
- You can either check with pupils before you start the assessment or at a point in the lesson that you feel works best.

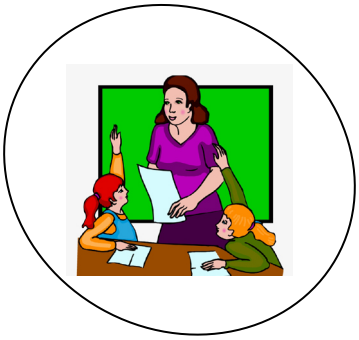
- Ask your pupils these helpful questions:
  - How many gaps / blanks are there? (***Ten***)
  - What do you have to do? (***Listen and write the correct word in the gap***.)
  - What should you do before you listen? (***Read the situation and the information carefully, highlight /underline key information***)
  - What should you do the first time you listen? (***Make a note of the words you hear for each gap / blanks***.)
  - What should you do the second time you listen? (***Listen, read and check your answers***.)



Adapted from:

https://www.cambridgeenglish.org/Images/617355-b1-preliminary-for-schools-teachers-guide-to-developing-listening-skills.pdf

Teacher's Guide



ACTIVITY	EXPLANATION
2.1	• Let the pupils observe the picture and brainstorm ideas with their partners. • Ask them to write at least 10 words / phrases related to Summer Holidays based on their discussion. • Ask pupils to discuss with their partners and guess the meanings on their own. (Think-pair-share) • Provide dictionaries to support mediocre / low proficiency pupils. • Ask them to share and check the meanings with other pairs.
2.2	• Ask pupils to read the statements and explain what they should look for while listening. • Play the audio once and let pupils identify whether the statements are 'True' or 'False'. • Discuss the answers.
2.3	• Ask pupils to hear again the radio interview and as they listen, ask them to complete the sentences with **no more than one word**. • Remind the pupils that the sentences are **extracted directly** from ten text.
2.4	• Ask pupils to hear again the radio interview and as they listen, ask them to complete the paragraph with **no more than one word**. • Remind the pupils that the **sentences in the paragraph are paraphrased and rephrased**, thus attentive listening is crucial in order to listen for specific information to fill the gap.
2.5	• Ask pupils to hear again the radio interview and as they listen, ask them to complete the text with **no more than one word**. • Remind the pupils that the **paragraphs of the text are paraphrased and rephrased**, thus attentive listening is important in order to listen for specific information to fill the ten numbered gaps. • Discuss the answers and recap the lesson.

TESTING FOCUSES
• Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in extended texts on a wide range familiar topics and some unfamiliar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.
• Understand independently more complex questions on a wide range of familiar topics.
• Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics.

ACTIVITY 1.1

In pairs, talk about the picture.



Write at least 10 words / phrases related to Summer Holidays.

Summer Holidays

1. beach

ACTIVITY 1.2

Testing focuses:	• Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics and some unfamiliar topics.

Words/phrases	Meanings
1. operated	
2. decided	
3. staff	
4. turn away	
5. exciting	
6. adventure	
7. babysitters	
8. deposit	

ACTIVITY 1.3

Testing focuses:	• Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in extended texts on a wide range familiar topics and some unfamiliar topics.
	• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently more complex questions on a wide range of familiar topics.

You will hear a radio interview with the manager of a summer activity course. As you listen, write '**T**' for '**TRUE**' and '**F**' for '**FALSE**' for each statement given below.



NO.	STATEMENTS	TRUE / FALSE
1.	This year, the course will run for seven weeks.	
2.	The problem faced last year was that there were too few workers.	
3.	This year, for the first time children will do creative activities.	
4.	Molly doesn't think children will come for six weeks because their parents will want to spend time with them.	
5.	The course isn't open to teenagers because Molly thinks they should spend time with young people of a similar age.	
6.	It is important that parents of children attending the course inform Molly about any food the child cannot eat.	

ACTIVITY 1.4

You will hear again the radio interview and as you listen, complete the sentences below with **no more than one word**.

1. The summer course _____for the first time last year for a six week period from the middle of July until the end of August.

2. We were actually very _____last year by the number of people interested in the course.

3. There was such a lot of rain that we couldn't go outside as often as we wanted to, but had _____for that.

4. We also considered providing some more exciting adventure sports like rock climbing and_____.

5. There'll be different things to do every week, so the kids won't be _____the same activities over and over again.
6. Few people organise activities for teenagers because they are seen as difficult to_____.

7. I think they just don't get the _____to do the creative things they used to do when they were children, like painting and team games.

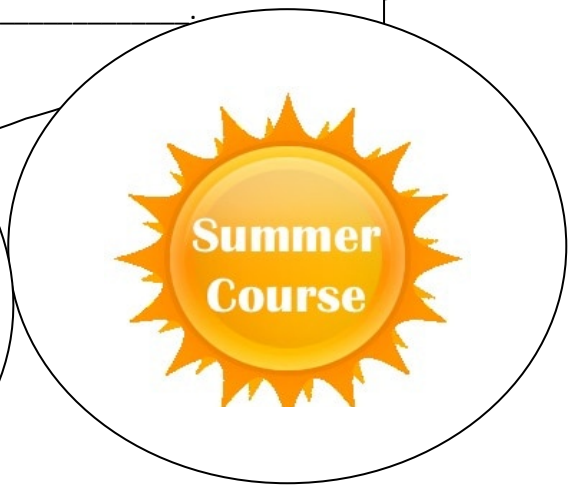
8. We do need to know if the child has any special needs regarding their_____.

ACTIVITY 1.5

You will hear again the radio interview and as you listen, complete the paragraph below with **no more than one word**.

Molly Taylor is arranging a summer course for children. This year the course is planned to be conducted for (**1**) _____ weeks. Last year's course was not really fully a successful one as the number of (**2**) _____ was insufficient besides having poor weather. This year, creative classes and (**3**) _____sports are planned. The kids can enjoy fun-filled activities too in which every week, (**4**)_____kinds of things will be done by the children. Those who are interested to take part, kindly informed to print out the (**5**) _____ and pay the (**6**) _____.





ACTIVITY 1.6

You will listen to the radio interview again on Summer Course shared by Molly Taylor.

For questions **1 to 10**, fill in the missing information in each numbered space.

Use **no more than one word** for each space.

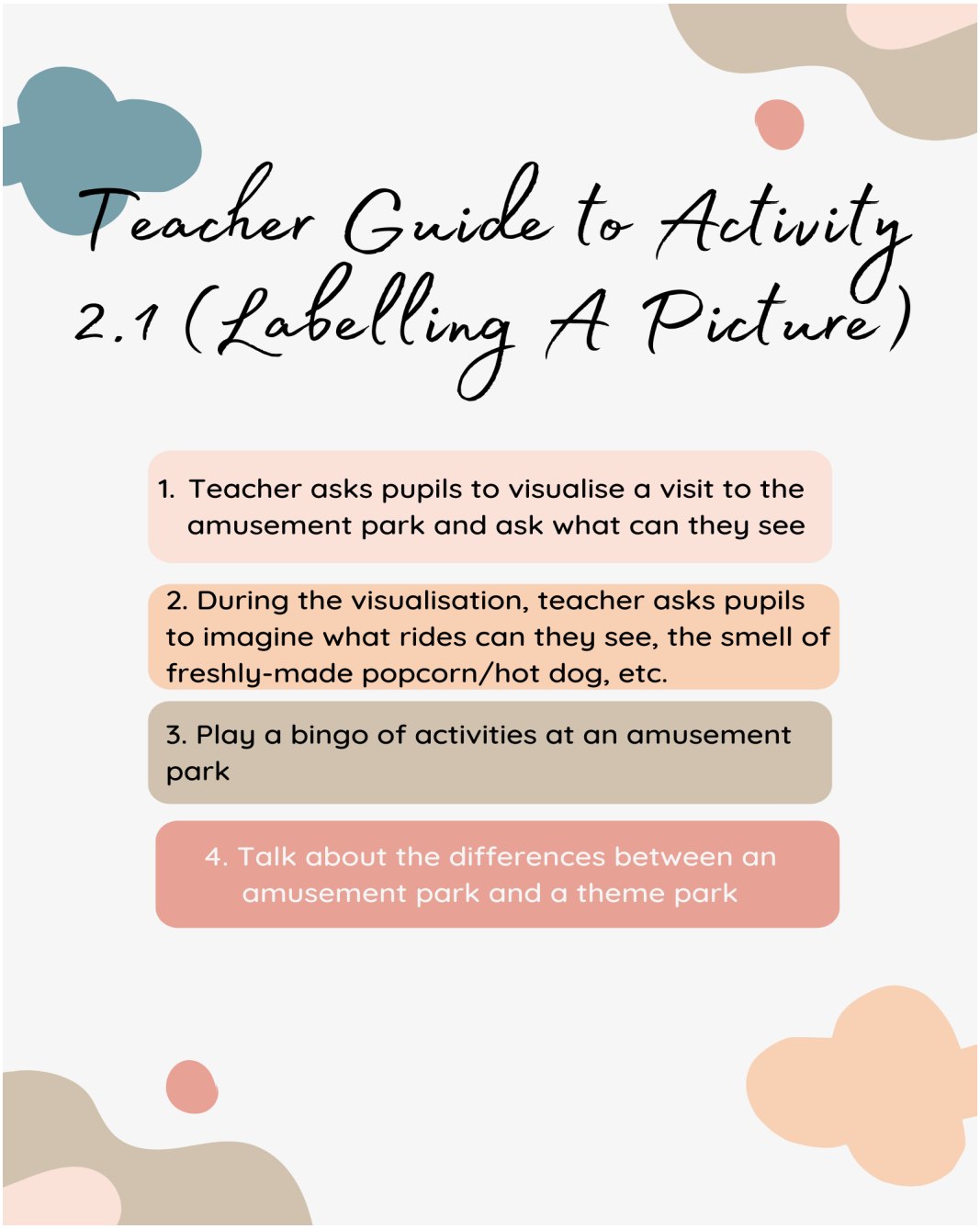
Molly Taylor is organising an activity course for the (**1**) _____ holidays. Last year, the duration was six weeks from mid-July till the end of (**2**) _____. This year, it will be conducted for seven weeks because some schools will end their term (**3**) _____. Molly, being an organiser, was (**4**) _____with last year's participant's interest towards the summer activity course and that had caused them refuse to accept some of them.

One of the activities for this year is creative classes which will be conducted by the music (**5**) _____ besides having some fun projects. Many children are expected to join as the (**6**) _____ is affordable. Molly also explains that creative activities are planned as according to her children don't get the (**7**) _____ as they used to when they were small. Molly is also not allowing the teenagers to join together as she doesn't want them to become the (**8**) _____ for the little ones.

Those who are interested need to print out an (**9**) _____ form from the link given. They are expected to settle the (**10**) _____ promptly as many have started booking their places. The children's special needs on food are also crucially needed.

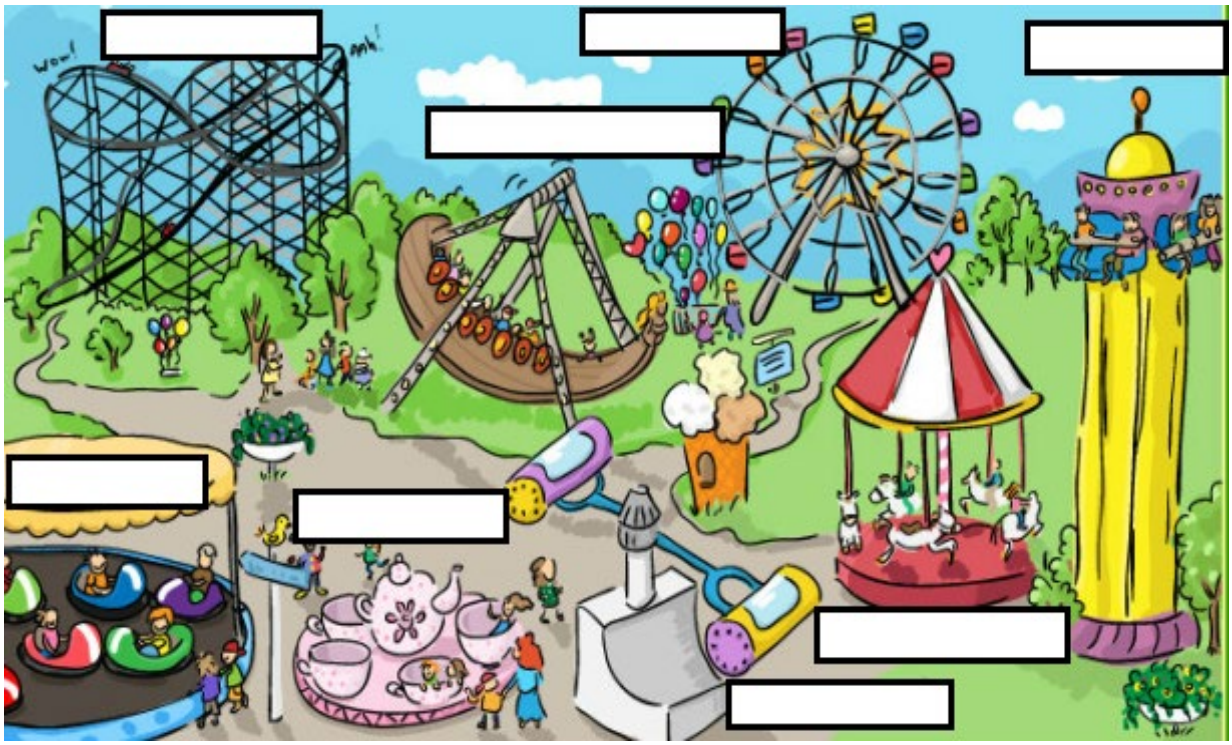


TESTING FOCUSES
• Understand specific details when listening to texts on familiar topics.
• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
• Understand independently specific information and details in longer texts on an increased range of familiar topics.
• Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics and some unfamiliar topics.



ACTIVITY 2.1

Label the rides on the amusement park below based on the words below:



Freefall ride

Spinning ride

Ferris wheel

Merry-go-round

Swinging ship ride

Teacup ride

Bumper car

Rollercoaster

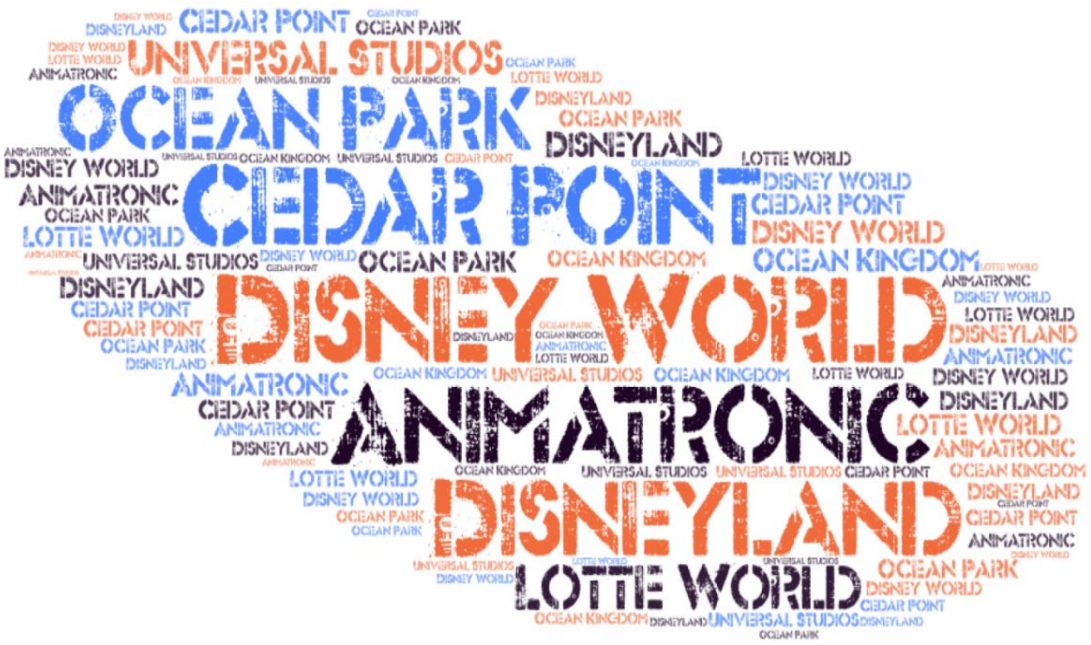
TEACHER GUIDE TO ACTIVITY 2.2 (WORD CLOUD)



ACTIVITY 2.2

Discuss with your partner the words you could see in the word cloud below based on the following prompts:

- Are there any of these words name of theme parks? What are they?
- Have you ever been to those theme parks? If not, have you ever been to any theme parks?
- What can you find at a theme park?



Testing focus:	• Understand specific details when listening to texts on familiar topics.
	• Understand independently the main ideas in extended text on a wide range of familiar topics and some unfamiliar topics.
	• Understand independently specific information and details in longer texts on an increased range of familiar topics.

SCAN ME FOR AUDIO!

Teacher Guide to Activity 2.3, 2.4, 2.5 & 2.6

GIVE YOUR PUPILS A HEADS UP

Students sometimes assume they will hear the sentence spoken exactly as it is written in the question. However, the information is usually paraphrased, so preparation for this part should include lots of practice with gap-fill listening exercises to help students get used to this.



PREDICTION COULD GO A LONG WAY

Before listening, students should predict what type of word might go in the gap. The teacher can prompt with questions such as Do you think it's a noun, a verb ...? This will help build the habit of reading the text in front of the gap and the text which follows the gap.



CONSIDER SCAFFOLDING

Another way to support students the first time they do this type of task is to give them the first and/ or the last letters of the word/s that go in the gaps.

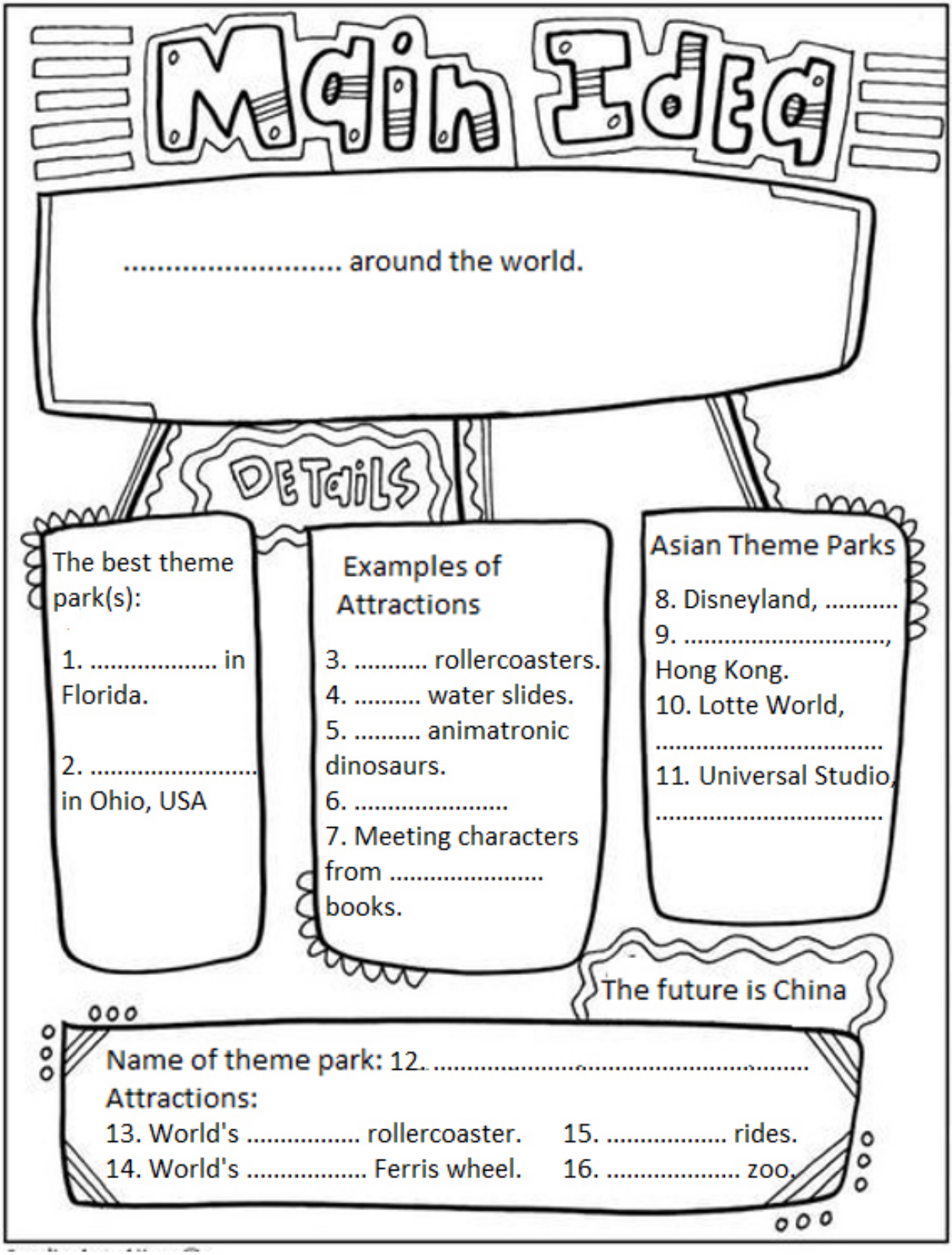


HOW ABOUT GRAMMAR?

After listening, put students in pairs to compare answers and think about what the answers might be. For example, did they miss important grammatical information like an indefinite article (a/an) which indicated a singular noun?

ACTIVITY 2.3

Complete the information in the following graphic organiser.



ACTIVITY 2.4

Listen to the radio interview about theme parks and fill in the blanks.

1. **Interviewer:** Good morning. Today we're going to …… about theme parks and we're going to …… from Andy Wells who has written a guide to theme parks around the world. Welcome to the programme, Andy.

   Andy: Hi, it's good to be here.

2. **Interviewer**: I bet. So, what's the number one theme park in the world?

   Andy: That all depends what you're looking for. In terms of numbers, it has to be Magic Kingdom at Disney World in Florida, the most famous theme park. But the most popular park for people who like …… rides is Cedar Point in Ohio, USA. It has the biggest number of …….. in one park, 17, and three water rides. There are lots of other attractions too. Last year they introduced 50 …….. dinosaurs. You know, life-size models that …….. and look …….. .

3. **Interviewer**: What other …….. have you seen recently?

   Andy: I've just been to The Wizarding World of Harry Potter at the Islands of Adventure in Orlando, Florida. It's ……..! You know those shops that sell magic sweets and things in the Harry Potter books? Well, they have those, just like you've imagined. There's a fantastic …….. of Hogwarts School where you meet characters from the books. It's so well done.

ACTIVITY 2.5

Listen to the radio interview again about theme parks and fill in the blanks.

Some of the famous theme parks in Asia include …….. in Tokyo, Ocean Park in ……..; which features a lot of …… animals and …….. South Korea's pride; …….. World – has the world's biggest …….. theme park. Universal Studios in …… has a planned expansion of the New York section and Sesame Street …… ride. China is also catching up with their …….. Kingdom with their …….. rollercoaster and tallest …….. wheel, as well as ……. rides and a …….. zoo.

ACTIVITY 2.6

Listen to the radio interview again about theme parks and fill in the blanks.

Andy Wells is the author of a (1)……. to theme parks around the world. He travels round the world regularly; visiting theme parks. It is an (2)…….. job that requires hard (3)…… at the same time.

According to Andy Wells, the most (4)…….. theme park is Disney World in Florida. For adrenaline junkies, however, the most (5)……. park for them is Cedar Point in Ohio, USA. There are (6)…….. rollercoasters and (7)…….. water rides. 50 animatronic dinosaurs were also introduced in the park last year.

His most recent visit brought him to The Wizarding World of Harry Potter at the (8)…… of Adventure in Orlando, Florida. There were even shops that sell (9)…….. sweets and the things; just like in the Harry Potter books. He also enjoyed meeting (10)……. From the books by joining a tour f Hogwarts School there.

ACTIVITY 2.7

EXIT TICKET



If you could visit one of the theme parks, which would you choose? Why?

TEACHER'S GUIDE FOR ACTIVITIES 3.1-3.6

Listening text: 'An Interview About Listening Skills'

Activity 1

Ask pupils to recall their own personal experience when sitting for listening examinations

Activity 2

Ask pupils to refer to a dictionary or a thesaurus to search for synonyms of the words given

Activity 3

Play the audio twice before asking pupils to determine whether the statements given are TRUE or FALSE

Activity 4

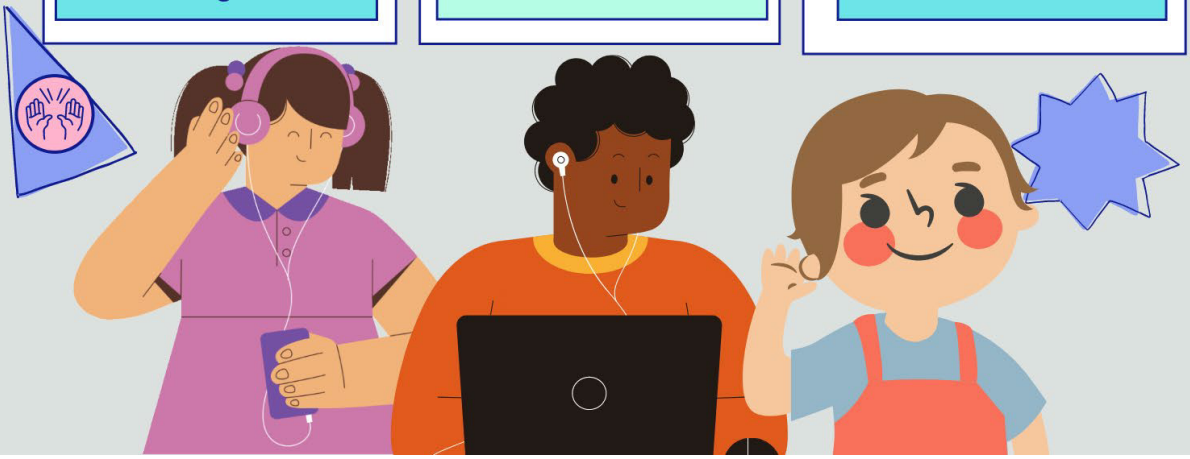
Introduce pupils to some phrasal verbs and idioms as well as their meanings before attempting the task

Activity 5

Ask pupils to listen to a speaker's intonation to determine his or her attitude when speaking

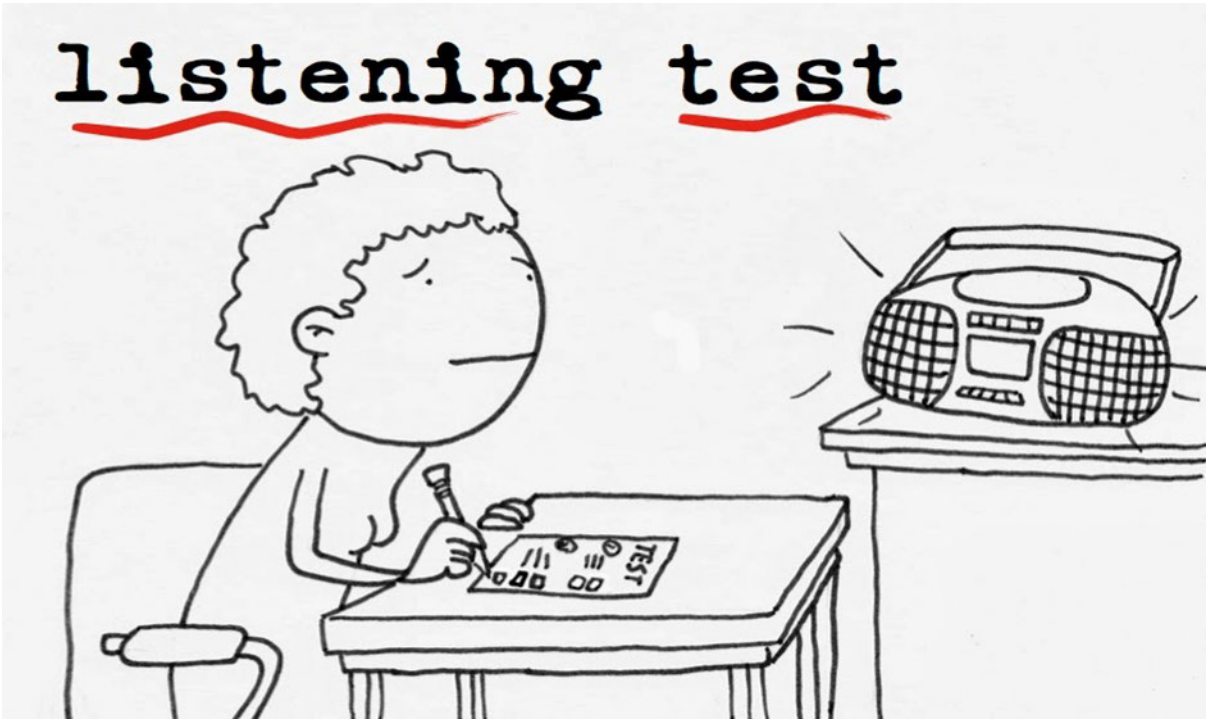
Activity 6

Constantly remind pupils to use no more than one word to fill in each blanked space to avoid losing marks



ACTIVITY 3.1

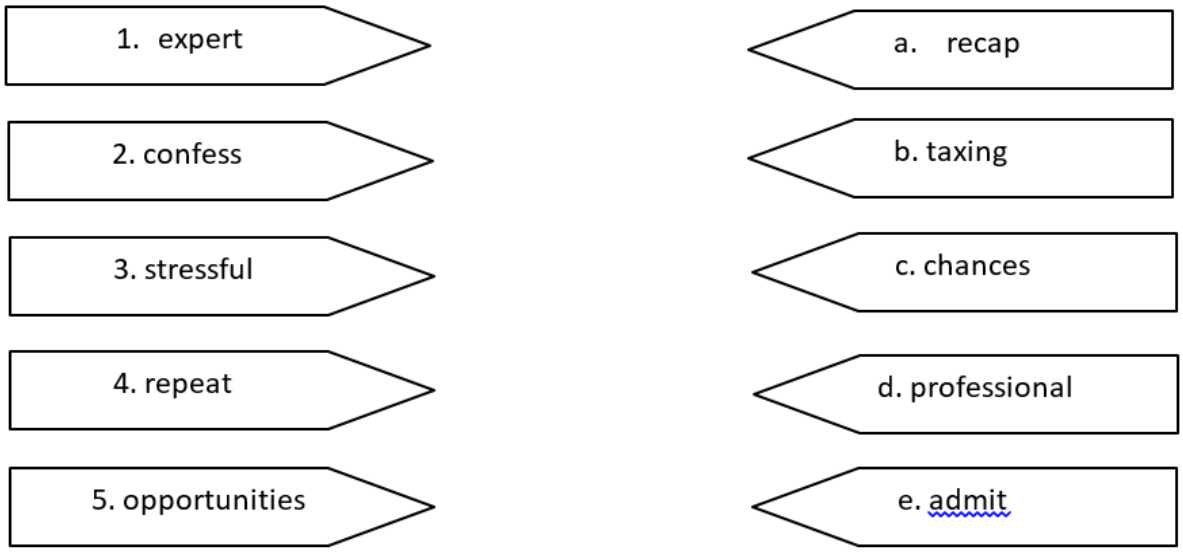
What can you say about the picture? Do you think sitting for a listening test or examination is difficult? Why or why not?



Yes, I think a listening test is difficult because…	No, I think a listening test is easy because…
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

ACTIVITY 3.2

Match each word with its synonym.



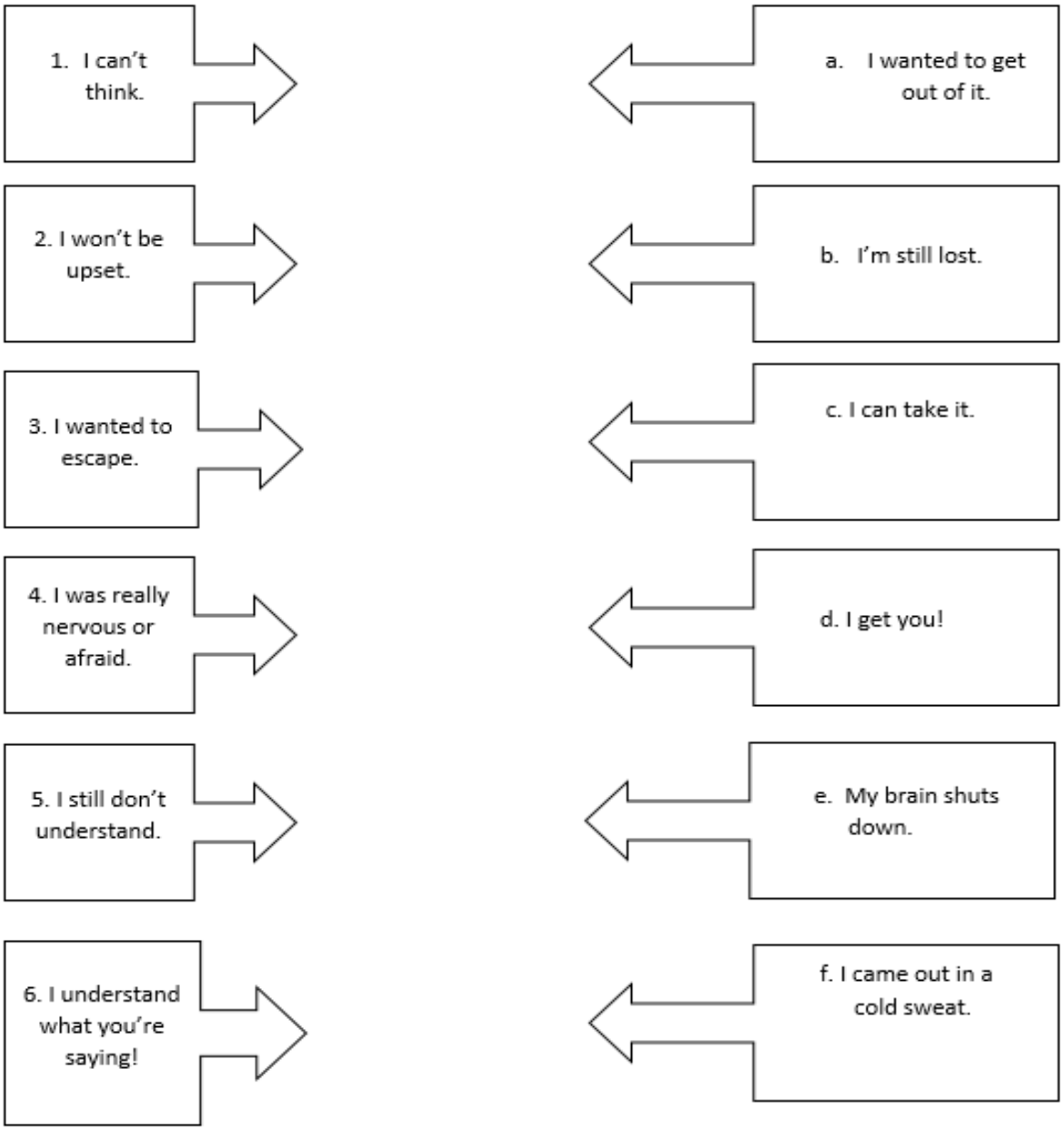
ACTIVITY 3.3

Based on the listening text entitled 'An Interview about Listening Skills', decide whether the statements below are TRUE or FALSE (Put a tick under the right column).

Statements	TRUE	FALSE
1. Gabriella thinks, in some situations, people can find speaking easier than listening.		
2. According to the interviewer, asking for someone to say the same thing again is one way to solve the problem.		
3. Gabriella's strategy for managing important conversations sounds strange to the interviewer at first.		
4. The interviewer finds speaking the most difficult.		
5. Gabriella's idea involves asking a lot of questions.		
6. The interviewer finds speaking the most difficult.		

ACTIVITY 3.4

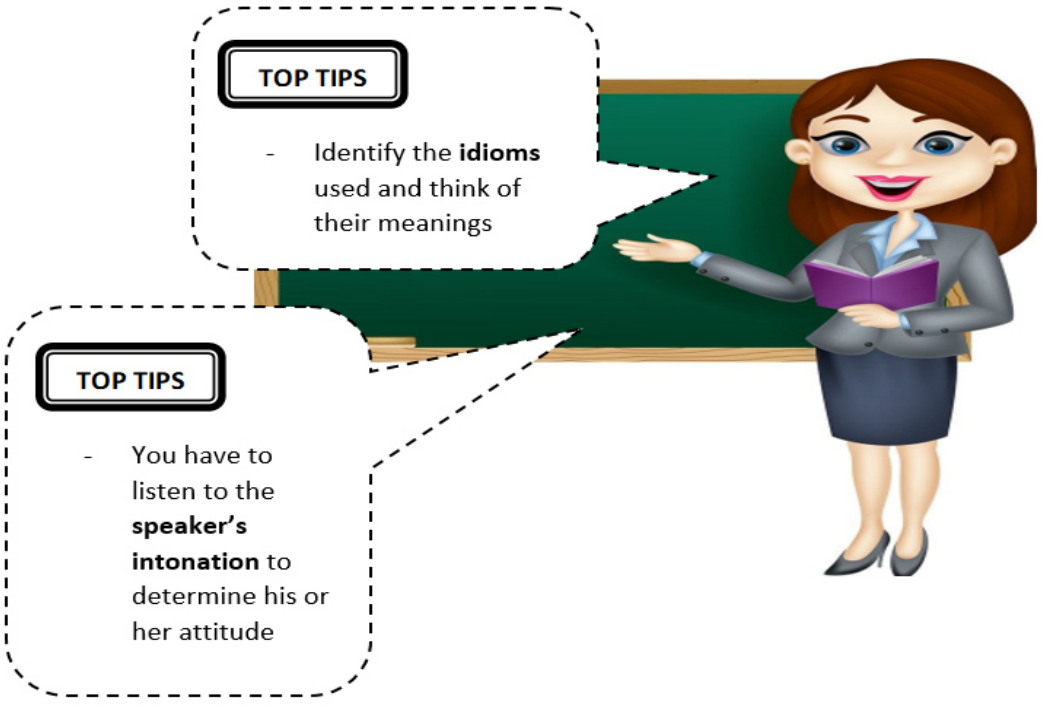
Match the expressions given with their meanings.



ACTIVITY 3.5

What attitudes do the speakers show in the statements below?

No.	Statement	Attitude
1.	**Presenter:** I hope you've got the answer, Gabriella, because **I'm coming out in a cold sweat** just thinking about either of those situations!	The speaker feels _____.
2.	**Gabriella:** Thanks for having me!	The speaker feels _____.
3.	**Presenter:** Am I just really strange and bad at listening? Tell me, honestly, I can take it.	The speaker feels _____.
4.	**Gabriella:** But, obviously that's not going to help if it's a conversation **with high stakes.** It might have important consequences. I mean, if you're just chatting with a stranger at the bus stop, it doesn't matter. But imagine you're at a government office or a bank, trying to find out what paperwork you need to get your ID or open a bank account. What can you do then?	The speaker feels _____.
5.	**Presenter:** I get you ...	The speaker feels _____.



ACTIVITY 3.6

You will listen to the radio interview again on listening skills shared by Gabriella. For the blanks numbered **1 to 10**, fill in the missing information. Use **no more than one word** for each space.

Presenter: So, today's _____ (1) teacher is Gabriella, a university English teacher from Leeds. Gabriella, hi and thanks for joining us today.

Gabriella: Thanks for having me!

Presenter: So, I have to _____ (2) today's topic is something I am really bad at: listening. Most people say speaking is the most _____ (3) part of learning a new language but, for me, with my B1 German, speaking isn't so bad. At least I'm in control of it. But listening … woah … people speak so fast and it's like my _____ (4) just shuts down. Am I just really _____ (5) and bad at listening? Tell me, honestly, I can take it.

Gabriella: No, you're not strange. In fact, it's really _____ (6). You know, in exams most people do pretty well in speaking compared with listening. Of course, exams are a different situation from real life because in an exam you can't ask for something to be _____ (7) or explained. You usually have just one or maybe two _____ (8) to listen to the dialogue and then it's gone.

Presenter: Right, but in real life I feel stupid always saying, 'Sorry, can you repeat that, please?', especially if I still don't understand even when they repeat it. And people out there listening, I hope you don't do this – quite often the person just repeats what they said _____ (9) as fast and I'm still lost!

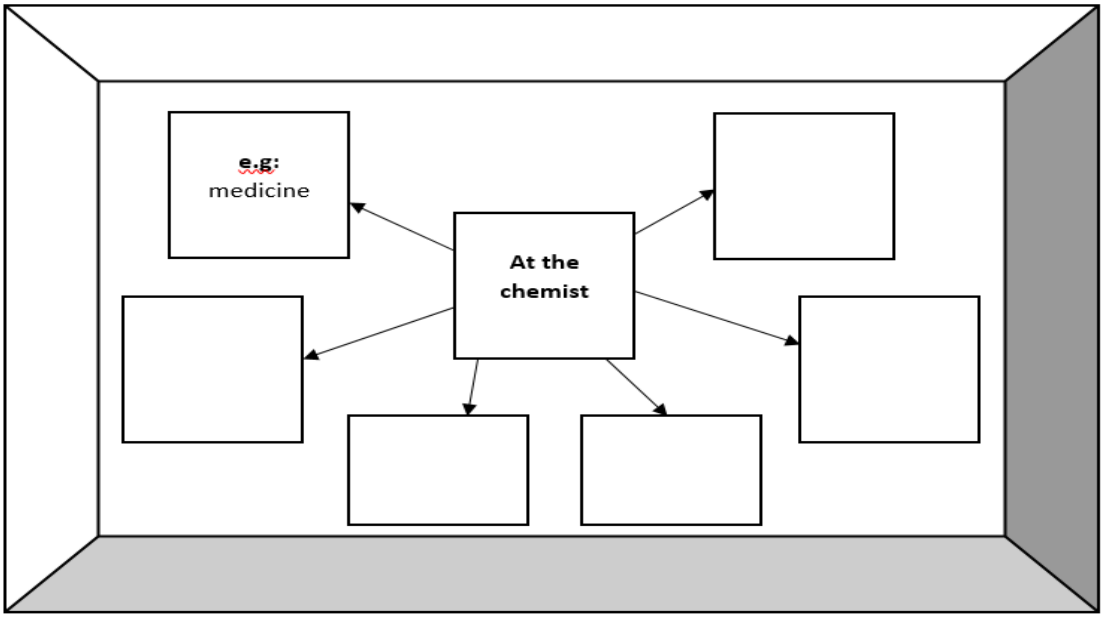
Gabriella: They do, don't they? In real life, you've got two _____ (10). One is to pretend to understand and get out of the conversation as fast as you can.

Presenter: Yep, sounds familiar!

PART 1 ANSWERS:

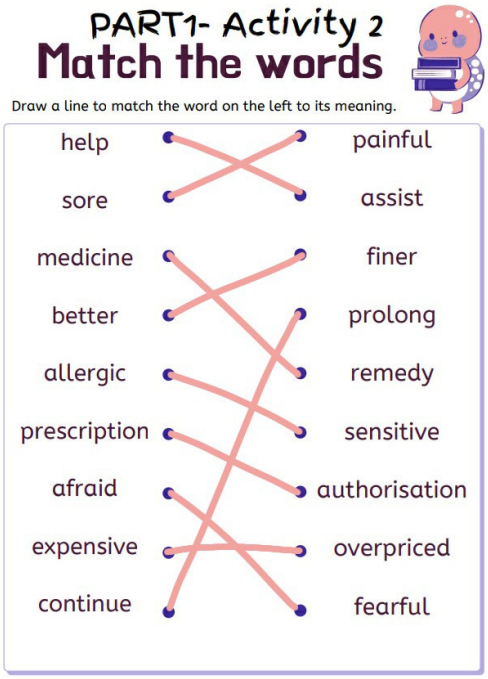
ACTIVITY 1

ACTIVITY 1.1



Accept any relevant answers. E.g: Paracetamol, gastric pills, pharmacist, cough syrup etc.

ACTIVITY 1.2



ACTIVITY 1.3

PART 1
'AT THE CHEMIST'
ACTIVITY 3

Listen to the listening text at a chemist's and jot down the words or phrases you hear based on the pictures below.



Word: headache



Phrase: sore throat



Word: syrup



Word: lozenges

- **Based on the words or phrases you have jotted down, what do you think the dialogue is about?**

The customer wanted to buy something to cure his sore throat.

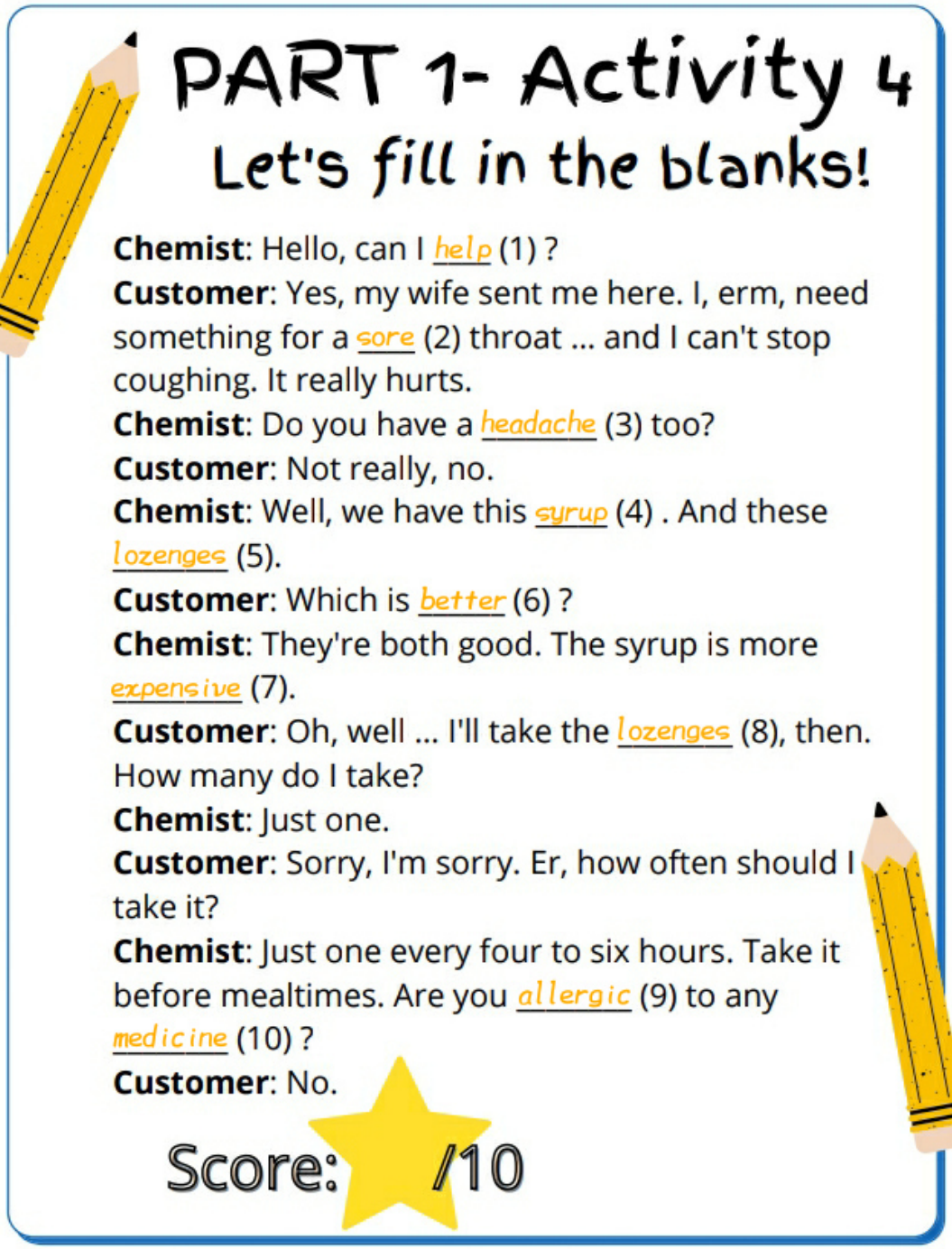
- **What was the customer trying to buy at the chemist's?**

A medicine.

- **What did the chemist suggest the customer buy?**

Syrup and lozenges.

ACTIVITY 1.4



PART 1- Activity 4

Let's fill in the blanks!

Chemist: Hello, can I help (1) ?
Customer: Yes, my wife sent me here. I, erm, need something for a sore (2) throat ... and I can't stop coughing. It really hurts.
Chemist: Do you have a headache (3) too?
Customer: Not really, no.
Chemist: Well, we have this syrup (4) . And these lozenges (5).
Customer: Which is better (6) ?
Chemist: They're both good. The syrup is more expensive (7).
Customer: Oh, well ... I'll take the lozenges (8), then. How many do I take?
Chemist: Just one.
Customer: Sorry, I'm sorry. Er, how often should I take it?
Chemist: Just one every four to six hours. Take it before mealtimes. Are you allergic (9) to any medicine (10) ?
Customer: No.

Score: /10

ACTIVITY 1.5

PART 1- 'AT THE CHEMIST'

ACTIVITY 5

Based on the listening text you have heard, circle 'TRUE' or 'FALSE' underneath each statement in the boxes below.

The customer went to the chemist because he had a headache.

True

False

The chemist suggested that the customer should buy the lozenges instead of the syrup.

True

False

The chemist allowed the customer to buy some antibiotics without a prescription.

True

False

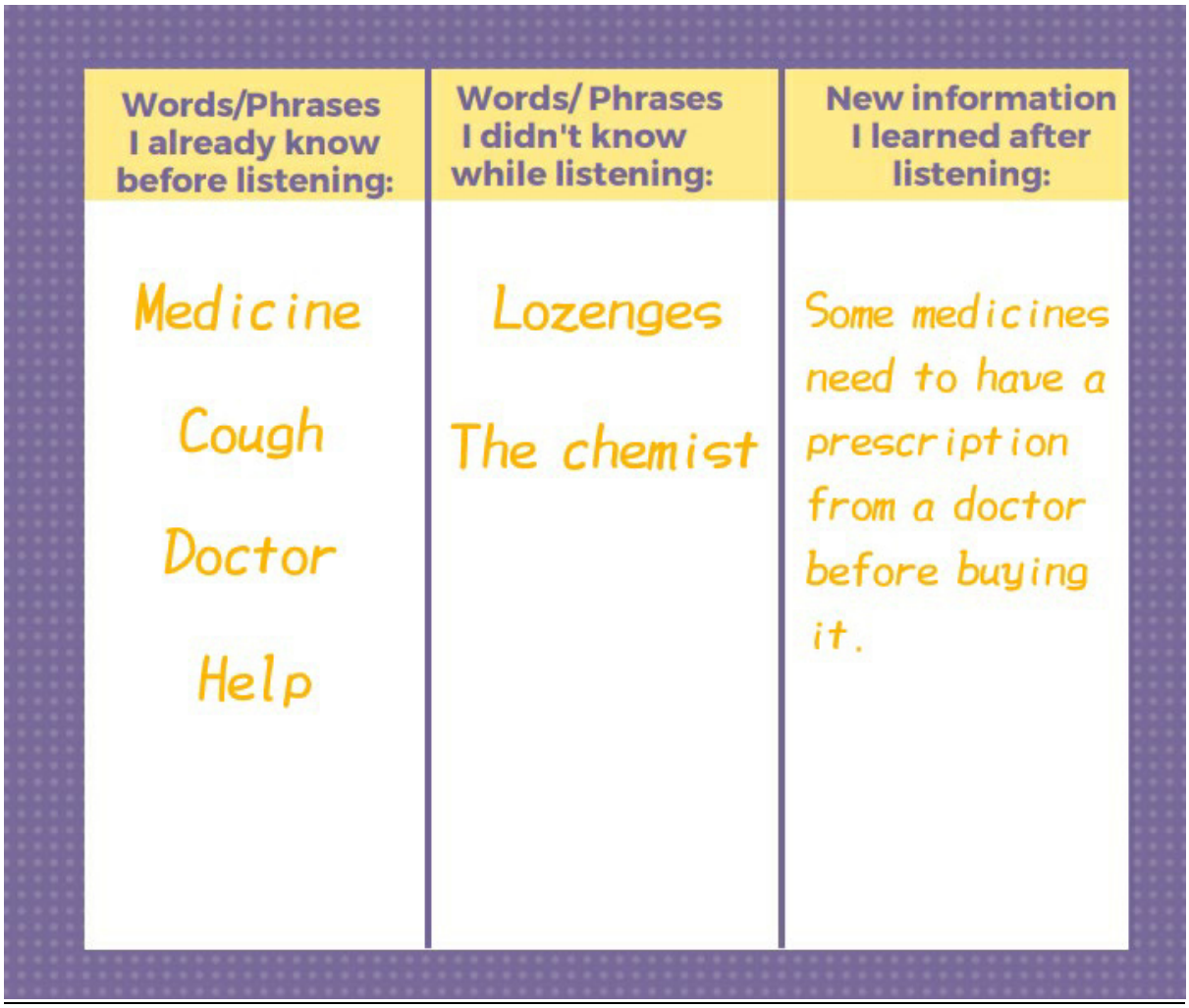
The customer is not allergic to any medicine.

True

False



ACTIVITY 1.6



ACTIVITY 2

ACTIVITY 2.1	ACTIVITY 2.2	ACTIVITY 2.3	ACTIVITY 2.4	ACTIVITY 2.5
Sun Sunny Cloudy Rain Rainy Gloomy Weather Climate Sunshine	predict climate apply chiller gloomier	1. Thursday / tomorrow 2. Cooler 3. cloudier 4. twenty four degrees / 24° 5. sun cream 6. needed	Concerned / caring	**C**

ACTIVITY 3

ACTIVITY 3.1		ACTIVITY 3.2	ACTIVITY 3.3	ACTIVITY 3.4
Tent Mat Picnic basket Food Ball Swimming Hiking Sunbathing Picnicking travelling	Outing /vacation Superb/ Pleasing Lie in the sun Irregularly /sometimes Amazing/ breath-taking	-Holidays -Wonderful -Lie in the sun -Go for a swim/go swimming -In the mountains -lovely	Opinion: wonderful/great holiday Reason: saw lovely villages, lots of pretty flowers and some fantastic views of the sea and the beach.	C

ACTIVITY 4

ACTIVITY 4.1	ACTIVITY 4.2	ACTIVITY 4.3
French on on ....desk next to the shelf	Honest	B

ACTIVITY 5

ACTIVITY 5.1		ACTIVITY 5.2	ACTIVITY 5.3	ACTIVITY 5.4
Flour Egg Butter Sugar vanilla	-Three hundred grams /300 grams -needs four -The conversation is mainly about the number / amount of ingredients needed / to be bought.	thrifty	A	Any acceptable answer

ACTIVITY 6

ACTIVITY 6.1		ACTIVITY 6.2	ACTIVITY 6.3	ACTIVITY 6.4
Artist Photographer Musician/singer Doctor Nurse Chef / cook farmer	-Preparing news to be broadcasted -legal practitioner -a skilled worker who repairs and maintains vehicle and other machinery/ engineer (in context)	True True False False False False	The son is not confident in journalism The woman is doubtful / unsure / uncertain	A

ACTIVITY 6.5

EXIT TICKET

		C							R
	D	O	C	T	O	R		E	E
		O			E		Y		V
P		K		H		W			I
I	M	E	C	H	A	N	I	C	R
L		A		L				H	D
O	E			N	U	R	S	E	
T	S	I	T	R	A			F	

ACTIVITY 7

ACTIVITY 7.1	ACTIVITY 7.2	ACTIVITY 7.3	ACTIVITY 7.4	ACTIVITY 7.5
Toothpaste Toothbrush Towel Shampoo Soap Shower gel Comb	-take bath /bathe - baggage / case -absent-minded -maybe/possibly	shower soap towel no beach an outing	understanding	C

ACTIVITY 8

ACTIVITY 8.1	**ACTIVITY 8.2**	**ACTIVITY 8.3**	**ACTIVITY 8.4**	**ACTIVITY 8.5**	**ACTIVITY 8.6**
Similarities: Handsome Fair Differences: Young x old Black hair x Bald-headed Happy x worried	-clean shaven	-Saturday -Qualities / features / descriptions -short - dark - beard - moustache -white shirt	thankful	C	Moustache Beard Hair Recognise Describe

ACTIVITY 9.1:

The Notebook

The Matrix

Skyfall

Pride and Prejudice

Let the Right One In

ACTIVITY 9.3:

1. Speaker D
2. Speaker C
3. Speaker B
4. Speaker E
5. Speaker A

ACTIVITY 9.4:

7. True
8. False
9. True
10. False
11. True

ACTIVITY 9.5 (SPM PRACTICE)

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

SUGGESTED ANSWERS (PART 2)

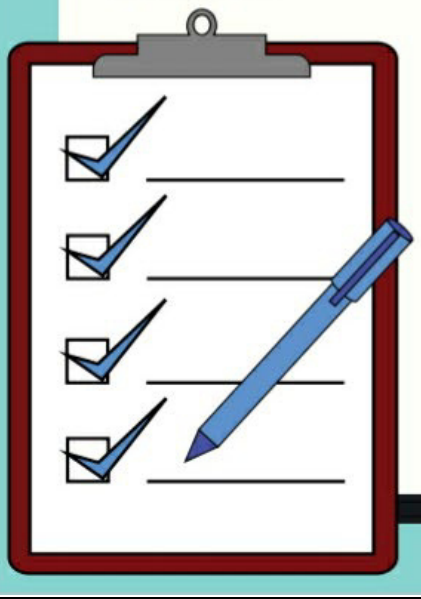
LISTENING TEXT: 'ADVICE FOR EXAMS'

PART 2

Activity 1

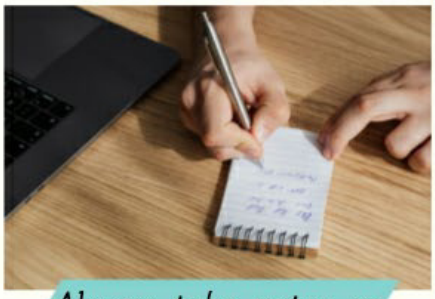
What advice can you give your friends who are sitting for an exam?

Look at the pictures given and see if you can get some ideas.





Get enough sleep everyday

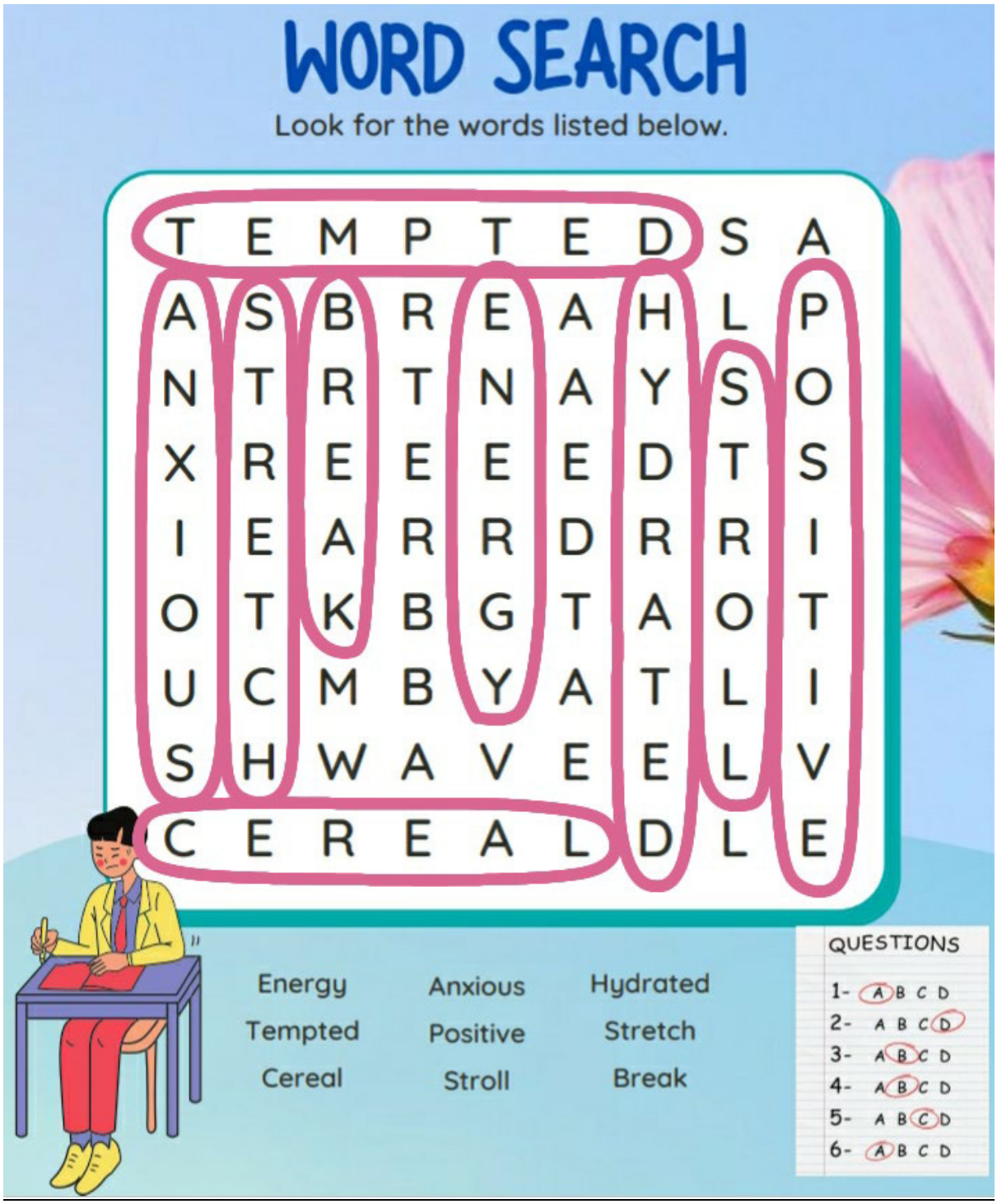


Always take notes on something important

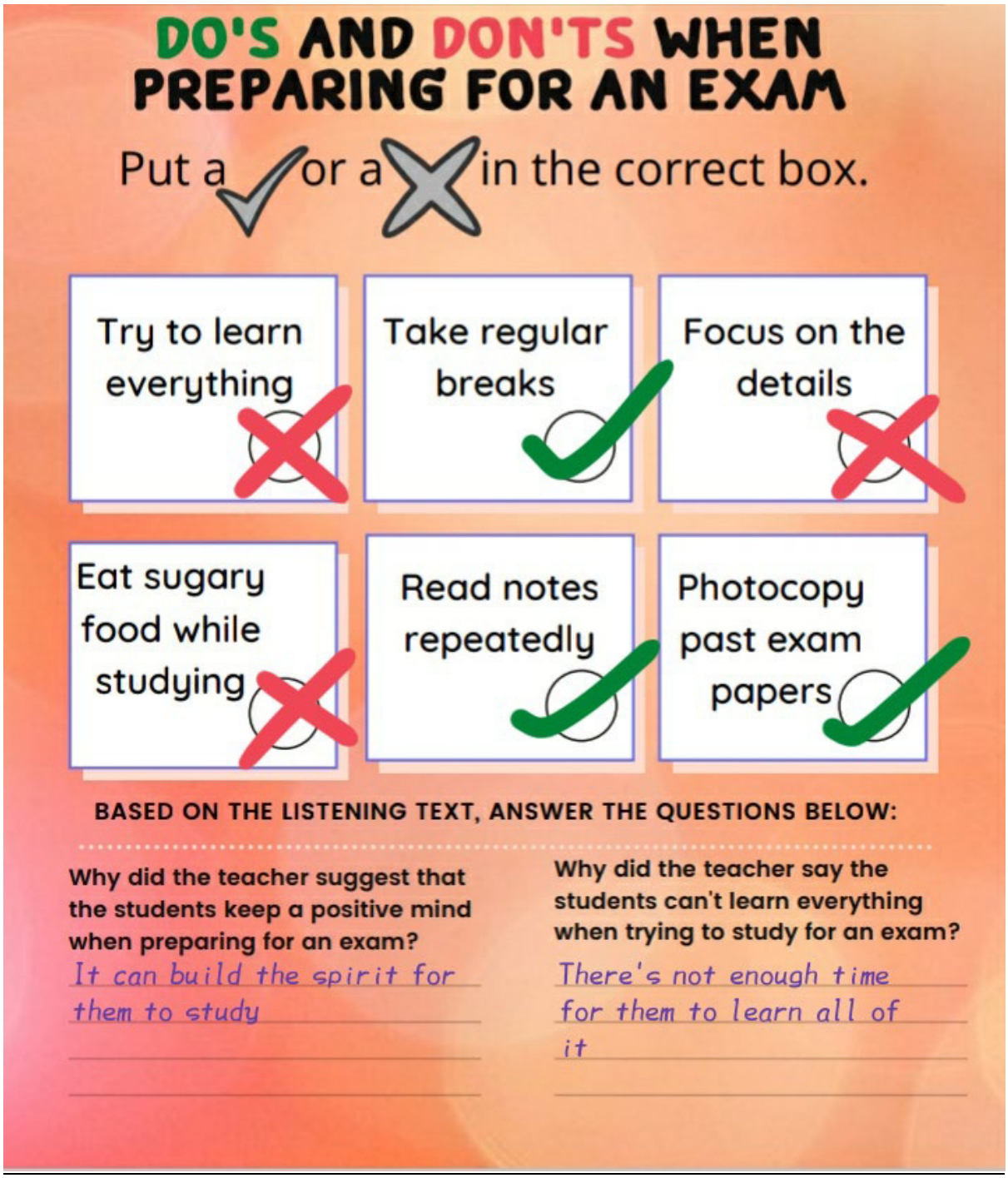


Consume healthy food such as cereal and fruits

ACTIVITY 1.2


WORD SEARCH
Look for the words listed below.
T E M P T E D S A
A S B R E A H L P
N T R T N A Y S O
X R E E E E D T S
I E A R R D R R I
O T K B G T A O T
U C M B Y A T L I
S H W A V E E L V
C E R E A L D L E
Energy
Tempted
Cereal
Anxious
Positive
Stroll
Hydrated
Stretch
Break
QUESTIONS
1- A B C D
2- A B C D
3- A B C D
4- A B C D
5- A B C D
6- A B C D

ACTIVITY 1.3

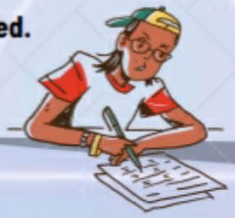

DO'S AND DON'TS WHEN PREPARING FOR AN EXAM
Put a ✓ or a ✗ in the correct box.
Try to learn everything
Take regular breaks
Focus on the details
Eat sugary food while studying
Read notes repeatedly
Photocopy past exam papers
BASED ON THE LISTENING TEXT, ANSWER THE QUESTIONS BELOW:
Why did the teacher suggest that the students keep a positive mind when preparing for an exam?
It can build the spirit for them to study
Why did the teacher say the students can't learn everything when trying to study for an exam?
There's not enough time for them to learn all of it

ACTIVITY 1.4

PART 2 ACTIVITY 4

MCQ

Based on the listening text, choose the correct option to complete the sentences and rewrite the correct sentences in the room provided.



1. The teacher suggests eating...

- [ ] only apples
- [ ] sugary food
- [x] fruits and cereals

The teacher suggests eating fruits and cereals.

2. The teacher suggests finding a study place with a lot of...

- [x] light
- [ ] space
- [ ] books

The teacher suggests finding a study place with a lot of light.

3. The teacher understands that repeating things can be...

- [ ] difficult
- [x] uninteresting
- [ ] tiring

The teacher understands that repeating things can be uninteresting.

4. The teacher recommends a break of five minutes every...

- [ ] hour
- [ ] two hours
- [x] thirty minutes

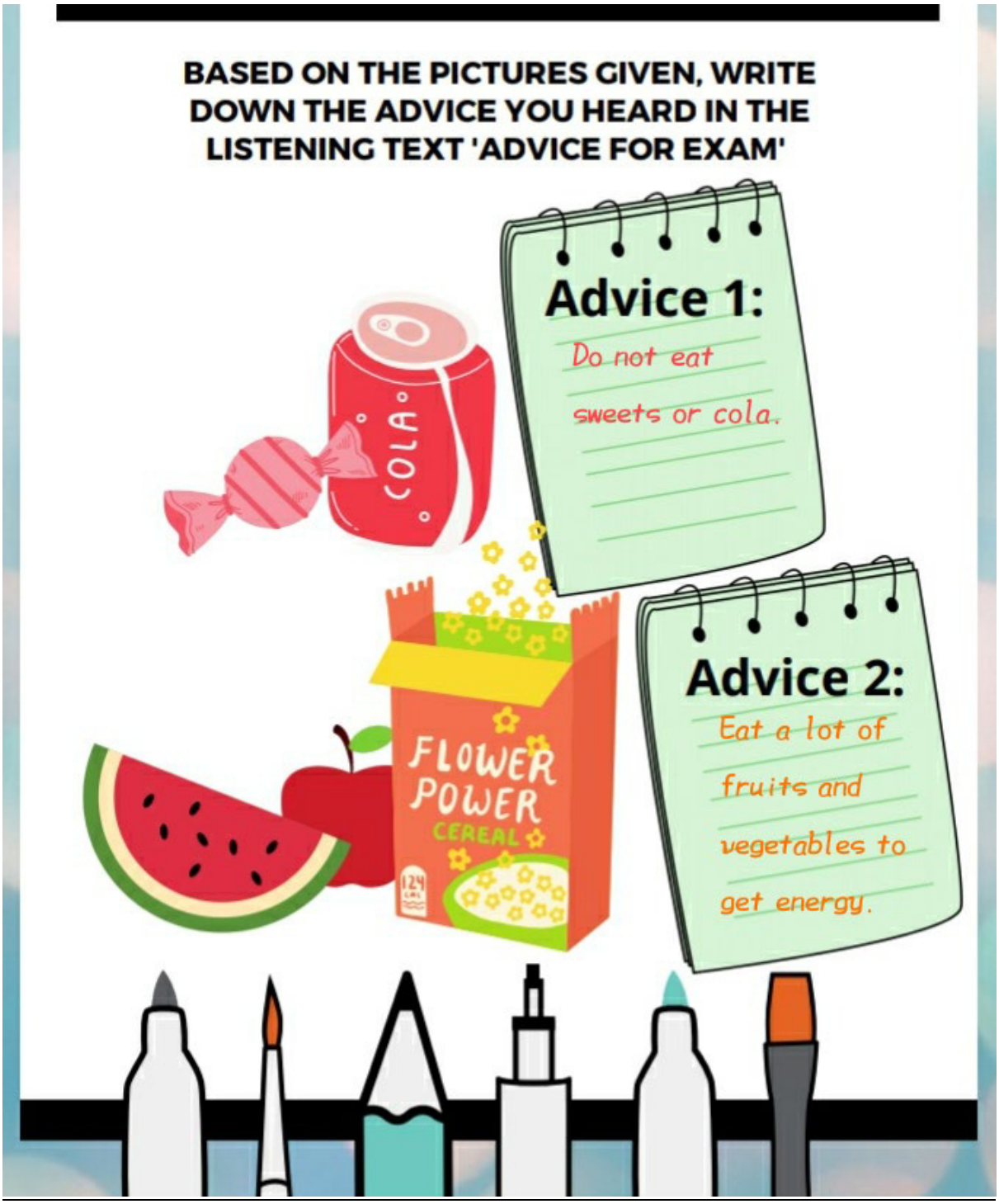
The teacher recommends a break of five minutes every thirty minutes.

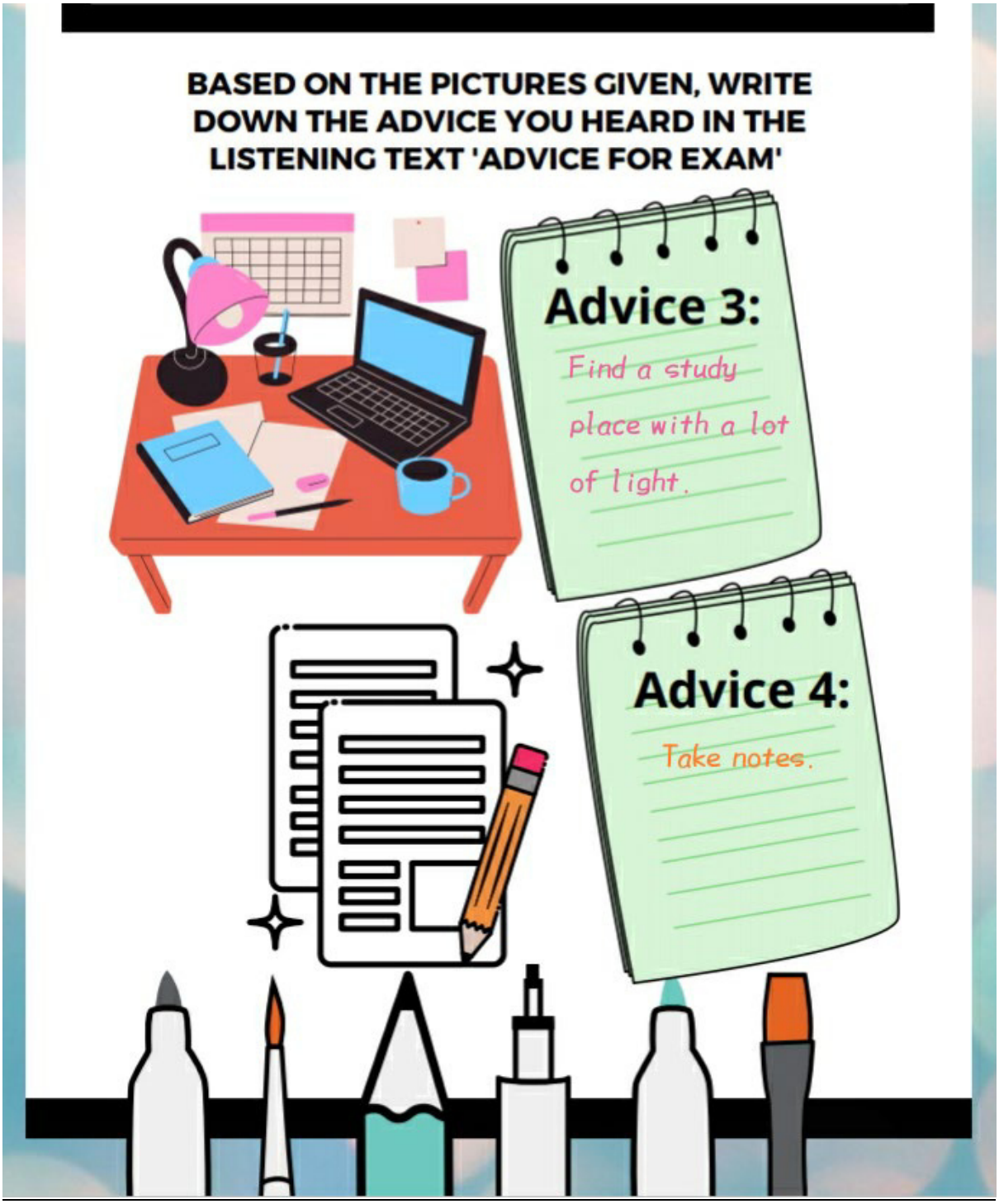
5. The teacher is sure that the students will..

- [ ] pass their exams
- [ ] fail their exams
- [x] do their best

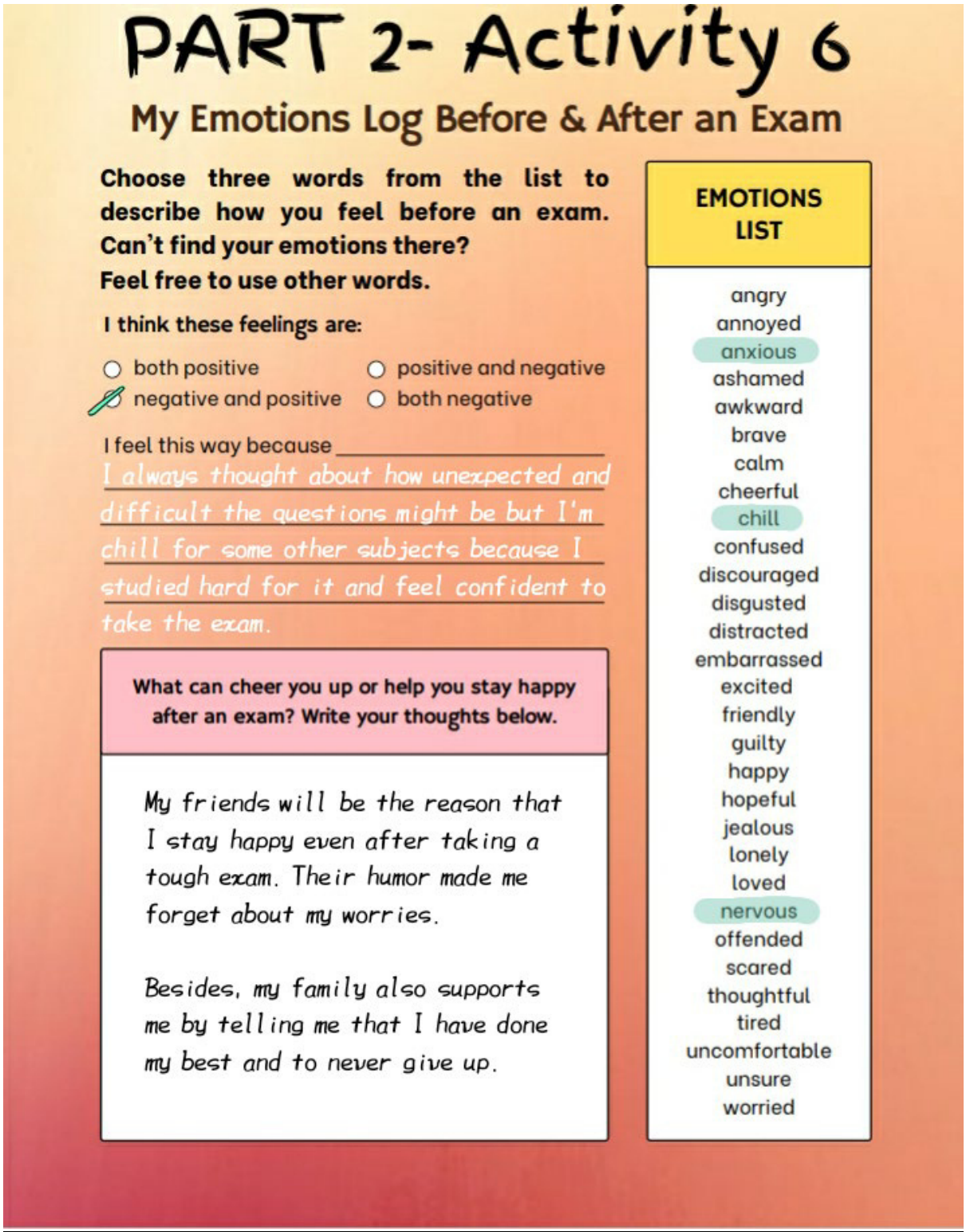
The teacher is sure that the students will do their best.

ACTIVITY 1.5


BASED ON THE PICTURES GIVEN, WRITE DOWN THE ADVICE YOU HEARD IN THE LISTENING TEXT 'ADVICE FOR EXAM'
Advice 1:
Do not eat sweets or cola.
Advice 2:
Eat a lot of fruits and vegetables to get energy.
COLA
FLOWER POWER
CEREAL


BASED ON THE PICTURES GIVEN, WRITE DOWN THE ADVICE YOU HEARD IN THE LISTENING TEXT 'ADVICE FOR EXAM'
Advice 3:
Find a study place with a lot of light.
Advice 4:
Take notes.

ACTIVITY 1.6



PART 2- Activity 6

My Emotions Log Before & After an Exam

Choose three words from the list to describe how you feel before an exam. Can't find your emotions there? Feel free to use other words.

I think these feelings are:

- ○ both positive
- ○ positive and negative
- ✎ negative and positive
- ○ both negative

I feel this way because _____

I always thought about how unexpected and difficult the questions might be but I'm chill for some other subjects because I studied hard for it and feel confident to take the exam.

What can cheer you up or help you stay happy after an exam? Write your thoughts below.

My friends will be the reason that I stay happy even after taking a tough exam. Their humor made me forget about my worries.

Besides, my family also supports me by telling me that I have done my best and to never give up.

EMOTIONS LIST

angry
annoyed
anxious
ashamed
awkward
brave
calm
cheerful
chill
confused
discouraged
disgusted
distracted
embarrassed
excited
friendly
guilty
happy
hopeful
jealous
lonely
loved
nervous
offended
scared
thoughtful
tired
uncomfortable
unsure
worried

***Accept any relevant answers**

ACTIVITY 2

ACTIVITY 2.1	ACTIVITY 2.2	ACTIVITY 2.3	ACTIVITY 2.4
-Sunny -Clear night -Cloudy -Too cloudy -Partly cloudy night -Partly cloudy/partly sunny -Hailing/ -snowy -Rainy -Stormy -wet weather -snowy -rainbow	1. d 2. c 3. a 4. g 5. b 6. e 7. h 8. f	1. False 2. True 3. False 4. True 5. True 6. False	1. C 2. C 3. C 4. B 5. A 6. C 7. B 8. B

Activity 3:

ACTIVITY 3.1:

Drama Llama Loves Drama

Suspicious Alpaca Knows What Really Happened

Watch Me Walk Away Like A Vicunas Princess

What Are You Staring At, Guanaco?

ACTIVITY 3.2:

Across: ➡

4. domesticated

8. cacti

10. hum

11. trekking

: ⬇

1. spit

2. graceful

3. Peru

5. mistreat

9. camel

12. guard

ACTIVITY 3.3:

1. Yes
2. No
3. Yes

ACTIVITY 3.4:

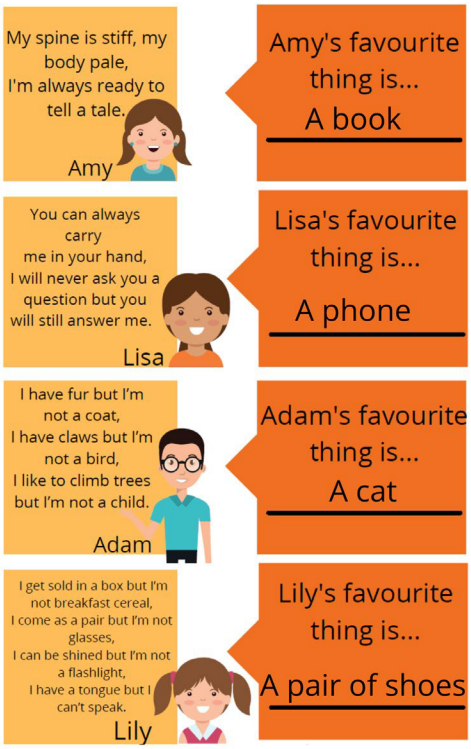
				
	LLAMAS	ALPACAS	VICUNAS	GUANACOS
Species	Related to ***camels***.			
Habitat	Domesticated		***Wild***	
Personality	***Gentle*** and curious.			
Fashion	• Alpaca is famous for its' ***wool***. • Ancient royalties from Latin America wore ***vicuna wool***.			
Service for humans	• Make good ***pets***. • Carry food for ***trekking***. • ***Guard*** farms.			

ACTIVITY 3.5:

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

PART 3 ANSWERS:

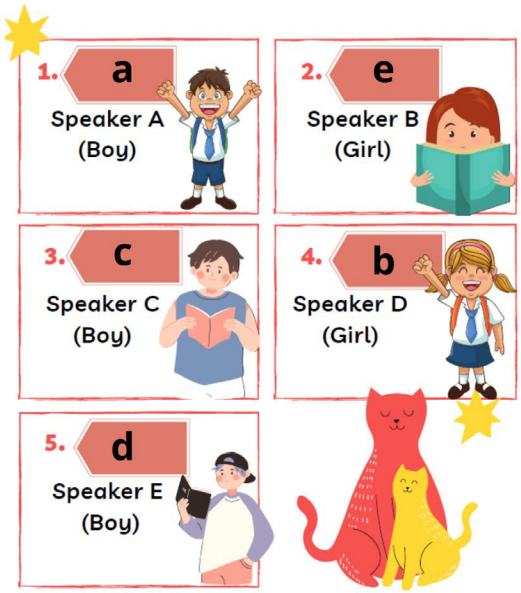
ACTIVITY 1.1



ACTIVITY 1.2

VERBS	NOUNS
1. take	e. photos
2. listen to	g. music
3. watch	d. films
4. stroke	f. the cat
5. park	b. your scooter
6. make it as	a. a designer
7. set up	c. a business

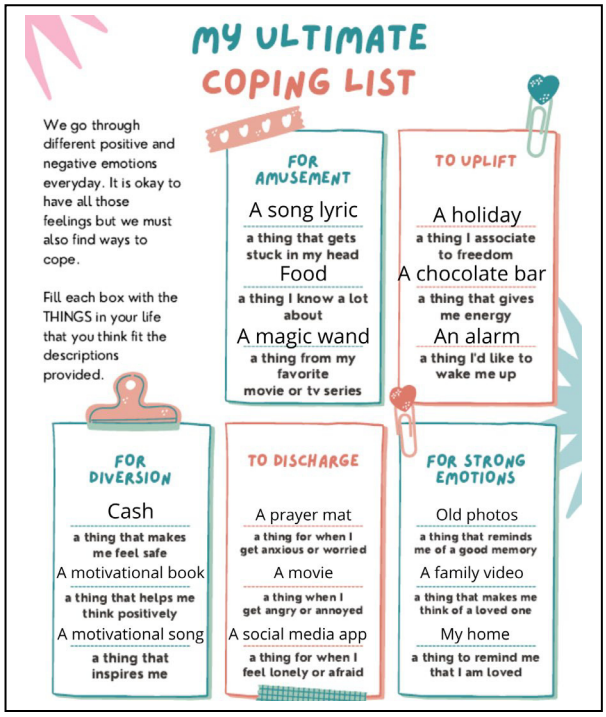
ACTIVITY 1.3



ACTIVITY 1.4

QUESTION:	ANSWER:
1.	B
2.	C
3.	C
4.	C

ACTIVITY 1.5



***Accept any relevant answers**

ACTIVITY 2.1	ACTIVITY 2.2	ACTIVITY 2.3:	ACTIVITY 2.4	ACTIVITY 2.5
Any acceptable answers	1.The state of being a child 2.way of life 3.irritating 4.to spend time together 5.maybe 6.relation /human connection 7.engaged in 8.apparatus 9. spend years 10. transferred out 11. same 12. characteristics	Speaker 1: 1.childhood 2.cakes 3. pies 4.salads 5.vegetables 6.gym Speaker 2: 1.talk 2.rock concerts 3.uni / university 4.football Speaker 3: 1.five 2.music 3.dancing 4.languages 5.maths	1. C 2. A 3. F 4. B 5. E	GRANDFATHER GRANDMOTHER DAUGHTER STEPMOTHER STEPFATHER FATHER SON UNCLE GRANDSON NEPHEW MOTHER WIFE NIECE SISTER HUSBAND AUNT BROTHER

		Speaker 4: 1.computers 2.models 3.fishing 4.ages / may years 5.Facebook Speaker 5: 1.red 2.18/eighteen 3.personalities 4.stay/be		

ACTIVITY 3 ANSWERS:

ACTIVITY 3.1

Graduation Party

Royal Wedding

Birthday

Wedding Anniversary
Carnival

ACTIVITY 3.3

Entertainment

- Speaker B: Dance
- Speaker C: Listening to 60s music

Venue

- Speaker A: School's main hall
- Speaker B: Notting Hill
- Speaker C: The river
- Speaker D: Sandra's house
- Speaker E: Middle of the road

Party Supplies

- Speaker A: Paper streamers & Chinese lanterns
- Speaker B: Costumes
- Speaker C: Gramophone

ACTIVITY 3.2

1. Paper streamers
2. Chinese lanterns
3. Afro-Caribbean costume
4. Steel band
5. Gramophone

- Speaker D: Spiders' webs & spooky things
- Speaker E: Tables & chairs

ACTIVITY 3.4

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

ACTIVITY 3.5

- Speaker B: I & IV
- Speaker C: V & VIII
- Speaker D: III & IX
- Speaker E: VII & X

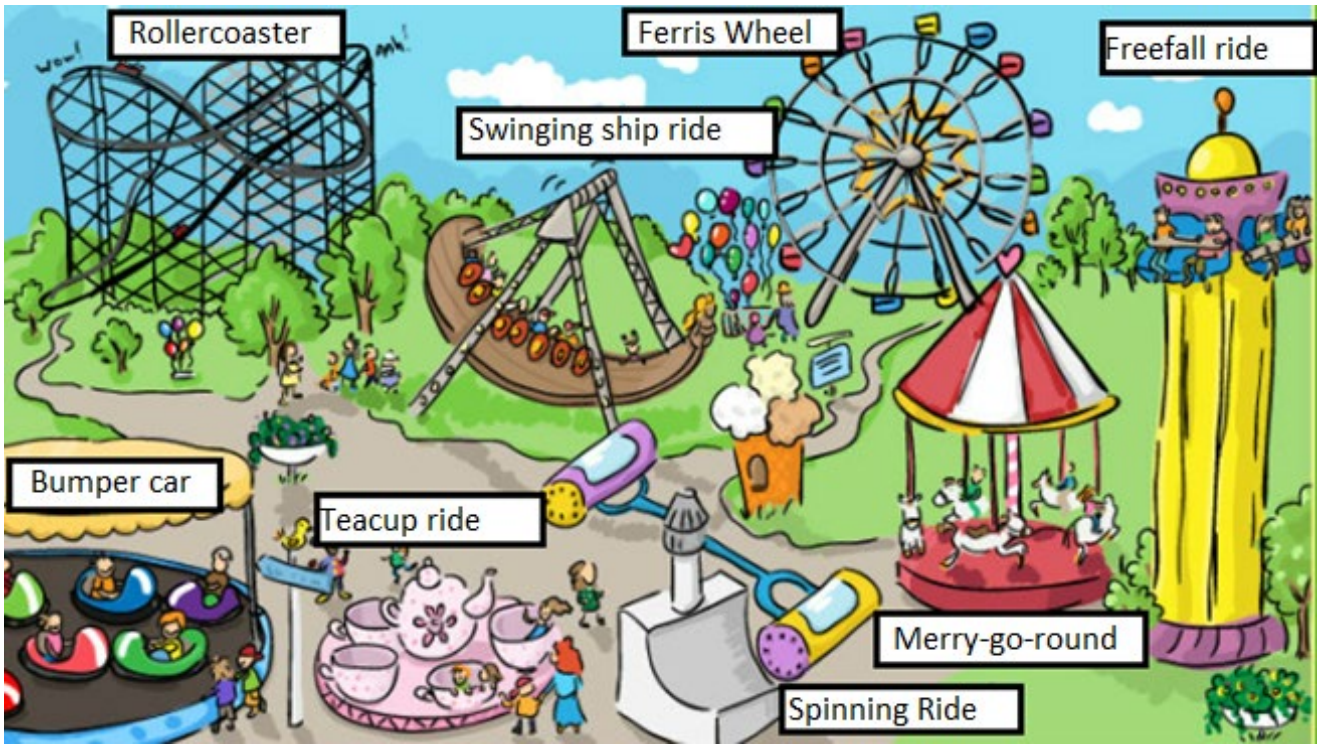
PART 4 ANSWERS:

ACTIVITY 1.1	ACTIVITY 1.2	ACTIVITY 1.3:	ACTIVITY 1.4	ACTIVITY 1.5
Beach Swimming Holidays Beach volleyball Relaxation Hustle and bustle Enjoy Family outing	-functioned -planned -workers -refused / didn't accept -thrilling -challenge -caretakers / sitters -down payment	1.F (six weeks) 2.T 3.F (organise events) 4.T 5.T 6.T	1. operated 2. surprised 3. prepared 4. caving 5. repeating 6. please 7. opportunity 8. diet	1. seven 2. staff 3. adventure 4. different 5. application 6. deposit

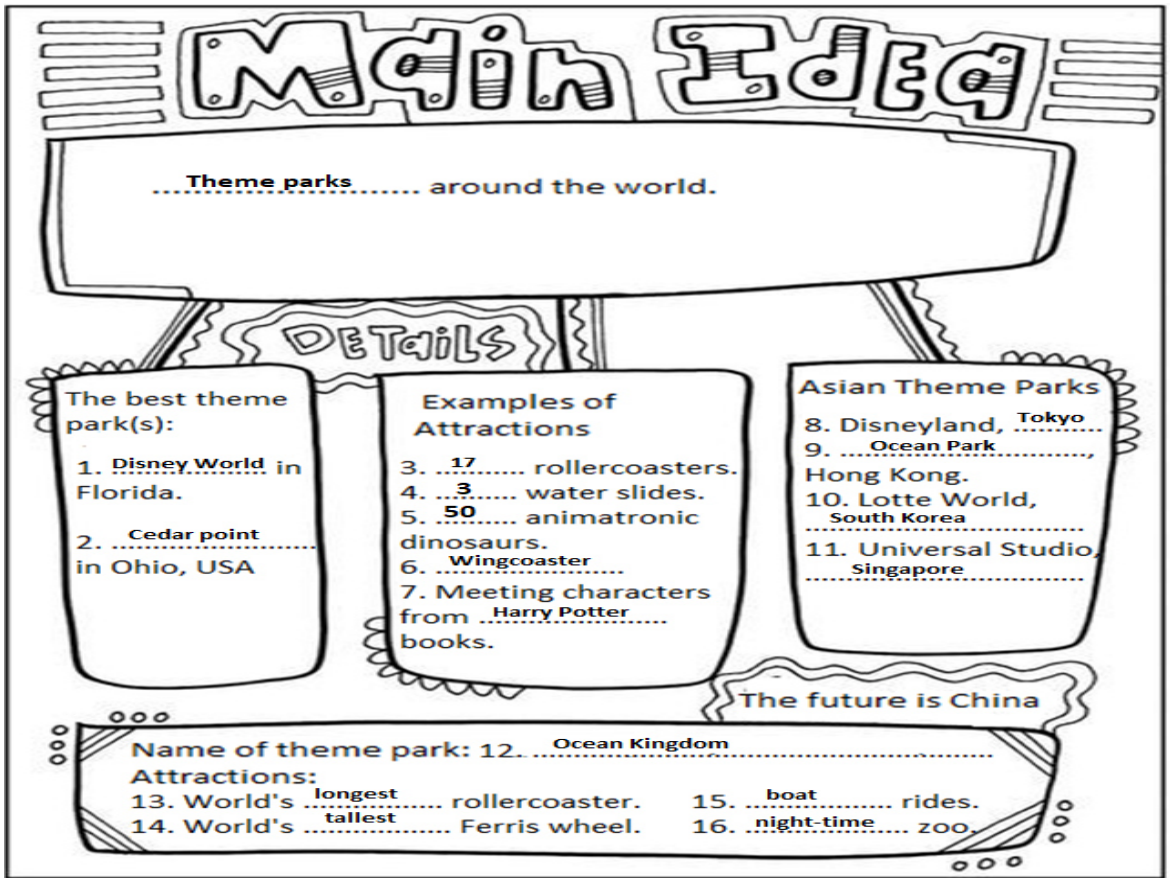
ACTIVITY 1.6
1. summer 2. August 3. earlier 4. surprised 5. experts 6. price 7. opportunity 8. babysitters 9. application 10. deposit

ACTIVITY 2:

ACTIVITY 2.1



ACTIVITY 2.3



ACTIVITY 2.4

1. **Interviewer:** Good morning. Today we're going to **talk** about theme parks and we're going to **hear** from Andy Wells who has written a guide to theme parks around the world. Welcome to the programme, Andy.

   Andy: Hi, it's good to be here.

2. **Interviewer**: I bet. So, what's the number one theme park in the world?

   Andy: That all depends what you're looking for. In terms of numbers, it has to be Magic Kingdom at Disney World in Florida, the most famous theme park. But the most popular park for people who like **adventure** rides is Cedar Point in Ohio, USA. It has the biggest number of **rollercoasters** in one park, 17, and three water rides. There are lots of other attractions too. Last year they introduced 50 **animatronic** dinosaurs. You know, life-size models that **move** and look **real**.

3. **Interviewer**: What other **attractions** have you seen recently?

   Andy: I've just been to The Wizarding World of Harry Potter at the Islands of Adventure in Orlando, Florida. It's **great**! You know those shops that sell magic sweets and things in the Harry Potter books? Well, they have those, just like you've imagined. There's a fantastic **tour** of Hogwarts School where you meet characters from the books. It's so well done.

ACTIVITY 2.5

Some of the famous theme parks in Asia include **Disneyland** in Tokyo, Ocean Park in **Hong Kong**; which features a lot of **marine** animals and **rides.** South Korea's pride; **Lotte** World – has the world's biggest **indoor** theme park. Universal Studios in **Singapore** has a planned expansion of the New York section and Sesame Street **dark** ride. China is also catching up with their **Ocean** Kingdom with their **longest** rollercoaster and tallest **Ferris** wheel, as well as **boat** rides and a **night-time** zoo.

ACTIVITY 2.6

Andy Wells is the author of a (1)**guide** to theme parks around the world. He travels round the world regularly; visiting theme parks. It is an (2)**exciting** job that requires hard (3)**work** at the same time.

According to Andy Wells, the most (4)**famous** theme park is Disney World in Florida. For adrenaline junkies, however, the most (5)**popular** park for them is Cedar Point in Ohio, USA. There are (6)**17** rollercoasters and (7)**3** water rides. 50 animatronic dinosaurs were also introduced in the park last year.

His most recent visit brought him to The Wizarding World of Harry Potter at the (8)**islands** of Adventure in Orlando, Florida. There were even shops that sell (9)**magic** sweets and the things; just like in the Harry Potter books. He also enjoyed meeting (10)**characters** From the books by joining a tour of Hogwarts School there.

ACTIVITY 3

ACTIVITY 3.1

Yes, I think a listening test is difficult because…	**No, I think a listening test is easy because…**
1. The speakers speaks too fast 2. The words and phrases used in the audio are different than the ones found in the exam paper 3. Listening twice isn't enough for me to get the answers	1. I can listen twice and get the correct answers 2. I can find answers by listening to contextual clues 3. I can spell words and phrases correctly during listening tests

ACTIVITY 3.2

WORD	**SYNONYM**
1. expert	**d. professional**
2. confess	**e. admit**
3. stressful	**b. taxing**
4. repeat	**a. recap**
5. opportunities	**b. chances**

ACTIVITY 3.3

Statements	**TRUE**	**FALSE**
1. Gabriella thinks, in some situations, people can find speaking easier than listening.	✓	
2. According to the interviewer, asking for someone to say the same thing again is one way to solve the problem.		✓
3. Gabriella's strategy for managing important conversations sounds strange to the interviewer at first.	✓	
4. The interviewer finds speaking the most difficult.		✓
5. Gabriella's idea involves asking a lot of questions.	✓	

ACTIVITY 3.4

Expressions	Meanings
1. I can't think	**e. My brain shuts down**
2. I won't be upset	**c. I can take it**
3. I wanted to escape	**a. I wanted to get out of it**
4. I was really nervous or afraid	**f. I came out in a cold sweat**
5. I still don't understand	**b. I'm still lost**
6. I understand what you're saying!	**d. I get you!**

ACTIVITY 3.5

No.	Statement	Attitude
1.	**Presenter:** I hope you've got the answer, Gabriella, because **I'm coming out in a cold sweat** just thinking about either of those situations!	The speaker feels **afraid/fearful.**
2.	**Gabriella:** Thanks for having me!	The speaker feels **grateful.**
3.	**Presenter:** Am I just really strange and bad at listening? Tell me, honestly, I can take it.	The speaker feels **curious/positive/optimistic.**
4.	**Gabriella:** But, obviously that's not going to help if it's a conversation **with high stakes.** It might have important consequences. I mean, if you're just chatting with a stranger at the bus stop, it doesn't matter. But imagine you're at a government office or a bank, trying to find out what paperwork you need to get your ID or open a bank account. What can you do then?	The speaker feels **concerned.**
5.	**Presenter:** I get you ...	The speaker feels **satisfied.**

ACTIVITY 3.6

BLANK NUMBER	ANSWERS
1.	expert
2.	confess
3.	stressful
4.	brain
5.	strange
6.	common
7.	repeated
8.	opportunities
9.	equally
10.	strategies

Module Builders

Rokiah binti Ahmad
Ketua Penolong Pengarah Kanan Bahasa
Jabatan Pendidikan Negeri Johor

Ermy bin Mohd. Kasah
Penolong Pengarah
Jabatan Pendidikan Negeri Johor

Chew Jian Yong
SMK Sri Kukup, Pontian

Sheikh Fauzi bin Ali
SMK Nitar, Mersing

Junisah binti Mohd. Fadzli Kalimuttu
SMK Indahpura 1, Kulai

Siti Zubaidah binti Masini
SMK (P) Temenggong Ibrahim, Batu Pahat

Nor Azura binti Sedik
SMK Sri Mersing, Mersing

Puspha A/P Kandasamy
SMK Dato' Bentara Dalam, Segamat

Nur Atiqa binti Ismail
SM Sains Kota Tinggi, Kota Tinggi

Emira Nabila binti Ramli
SMK Pasir Gudang, Pasir Gudang

Module Builders

Haslina binti Anuar
SMK Damai Jaya, Johor Bahru

Yomana Chandran
SMK Tasek Utara, Johor Bahru

Shadzrena Mohd. Shariff
SMK Bandar T6, Kluang

Suriati Mokhtar
SMK Dato Ahmad Arshad, Segamat

Muhammad Fadhli bin Mufti
SMK Layang-Layang, Kluang

Nur Syakirah Isabel binti Abdullah
SMK Taman Puteri Wangsa, Johor Bahru

Vicknes Nambiar Gopal Krishnan
SMK Taman Scientex, Pasir Gudang

Hanif bin Nor Azahar
SK Tengku Mariam, Batu Pahat

ACE-B1 ENGLISH MODULE