

SPM 2023



KEMENTERIAN PENDIDIKAN
JABATAN PENDIDIKAN NEGERI TERENGGANU

Modul Intervensi Pembelajaran

BAHASA INGGERIS

Nama :

Kelas :

DISEDIAKAN OLEH PANEL AKRAM NEGERI TERENGGANU

Tidak dibenarkan menyunting atau mencetak mana-mana bahagian dalam modul ini tanpa kebenaran Pengarah Pendidikan Negeri Terengganu



PANEL AKRAM

**MAHIRAN BINTI MOHD NOOR
SMK KOMPLEKS GONG BADAH, K NERUS**

**SALMAWATI BINTI MOHD IDRIS
PPD KEMAMAN**

**INTAN SYAFINAZ BINTI KAMARUDDIN
SMK TENGGU MUHAMMAD ISMAIL, K TRG**

**NOR RAFIDAH BINTI MAHMUD @ GHAZALI
SMK BUKIT KUANG, KEMAMAN**

**WAN YUSNITA BINTI WAN JUSOH @ YUSOFF
SM SAINS KUALA TERENGGANU, K TRG**

**SALIZA BINTI OTHMAN
SMA SETIU, SETIU**

**NOR HASNIZA BINTI AB RAZAK
SMK KOMPLEKS MENGABANG TELIPOT**

PANEL AKRAM

**NOR ALYA BINTI ZULKIFLI
SMK BUKIT SAWA, MARANG**

**NURUL AIN BINTI JOHAR
SMK SEBERANG MARANG, MARANG**

**SITI NUR ATIQA BINTI OMAR BAKI
SMK BUKIT MENTOK, KEMAMAN**

**SITI NURBAITI BINTI MOHAMED
SMK BADRUL ALAM SHAH, KEMAMAN**

**ZUL AZRI BIN ANUAR
SMK TENGGU MAHMUD, BESUT**

**MOHAMAD HAFIEZ BIN SALLEH
SMK TENGGU LELA SEGARA, MARANG**

TABLE OF CONTENTS

| | PAGE |
|--|------|
| READING: PART 4 (GAPPED TEXT) | 3 |
| READING: PART 5 (MATCHING AND INFORMATION TRANSFER) | 11 |
| COHESIVE DEVICES | 17 |
| PART 1: SHORT MESSAGE | 26 |
| PART 2: GUIDED WRITING | 33 |
| PART 3: EXTENDED WRITING | |
| ARTICLE | 45 |
| STORY | 49 |
| REPORT | 56 |
| REVIEW | 73 |

READING: PART 4 (GAPPED TEXT)

Strategy

Step 1

Skim the text to determine main ideas and some key words in them

Step 2

Read the ideas before and after each gap and underline reference

Step 3

Underline any linking words: and, but, however, etc.



How?

Topics

Identify the topic and predict the information you would expect to find in each gap

Use references

Recognize connections between the text and the missing sentences through vocabulary

- synonyms
- repeated words
- obvious substitutions

ready

Use all the connections you found to insert the sentences.

Start with the obvious matches and strike out the choices you have used.

Lastly ...





Reread the whole thing and make sure everything is coherent


Remember: you don't have to fill in the first gap. Find the easiest one to fill and cross the ones used.

REFERENCE WORDS: Involve using certain words or phrases to replace other words or phrases such as pronouns and nouns

There are 2 types of reference words

| Anaphoric (before) | Cataphoric (after) |
|---|---|
| Where a word or a phrase refers back to another which is used earlier in the sentence. | Where a word or a phrase refers to another which is used later in the text. |
| For Example: My <i>cat</i> is small and everybody likes <i>it</i> .  | For example: When I saw <i>him</i> last week, <i>Daud</i> was having dinner with his family.  |

List of Reference Words

| | |
|-----------------------------------|--|
| Personal pronoun | I, me, my, mine she, her, hers he, him, his It, its they, them, their we, us, our you, your, yours  |
| Impersonal pronouns | one, ones |
| Demonstrative pronouns | this, that, these, those |
| Preposition (place / time) | there, then |
| Replaces the previously mentioned | the former, the latter, the same |
| Linking words | However, while, therefore, on the other hand, but, instead, additionally, etc. |

Write down what the reference words refer to.

1. Children loves chocolate and **they** can eat a lot of **it**.

they : _____

it : _____

2. Last August we spent our holiday in Pulau Redang. **It** was the best holiday we ever had **there**.

it : _____

there : _____

3. The table was so well made that Mr. Ali decided to buy **three**.

three : _____

4. We will help you achieve your potential by developing your confidence and study skills.

you : _____

your : _____

5. Some families have great connections. Some of **them** know everyone of **their** relatives while **others** don't even recognize **theirs**.

them : _____

their : _____

others : _____

theirs : _____

Finding Synonyms

Fill in the blanks with the synonyms of the underlined words/phrases. Choose answers from the table below.

| | | | | |
|-----------------|----------|---------------|-----------|-------------|
| took the plunge | cause | tries | enjoyable | genuine |
| promises | ignoring | by one's self | appeal | unimportant |

Questions 27 to 32 are based on a writer's blog post of her experience with Tik Tok.

Six sentences have been removed from the blog post. Choose from the sentences **A to H** the one which fits each gap (27 to 32). There are two extra sentences which you do not need to use. Mark your answer on the answer sheet.

Tik Tok and I

When a Tik Tok video first came across my Instagram feed a little over a year ago, I was shocked. It was a video of an attractive teenage girl dancing to a catchy song. I remember thinking that she was just looking for attention.

As time went on, Tik Tok infiltrated more and more aspects of my life. At first, I was waving off (1. _____) friends who tried to show me Tik Tok videos. 27 People in my classes were starting to make half-hearted attempts (2. _____) at trendy dances, only to burst out in laughs and keep the video in their drafts.

It became obvious that Tik Tok was not simply about dancing and showing off one's attractiveness (3. _____) or popularity. 28 I bit the bullet (4. _____) and made an account. In my thoughts I would delete the app the very same day.

Pretty soon after my account's creation, I had realized the obvious reason (5. _____) why Tik Tok was addictive. (6. _____) 29 In reality, Tik Tok achieved something that every social media strives for.

One unique thing about Tik Tok is that anyone can be famous and end up on the *for you* page, which guarantees (7. _____) that you are constantly seeing new people who somehow make you laugh all the same. 30 They are however, people who I have never met in my life. When I feel helpless and insignificant (8. _____) in my little slice of the world, Tik Tok connects me to these random people and makes the world feel a bit smaller.

Tik Tok just feels authentic. (9. _____) People do not really share the most filtered videos or perfect aspects of their lives. **31** They are mostly just teens making fools of themselves, posting basically anything that comes to mind and sharing these things without really expecting much of it.

So why do teens love Tik Tok? In a huge world that emphasizes social circles and popularity, Tik Tok reminds us that we are really not alone. (10. _____) **32** It shows us that we are all pretty similar.

| | | | |
|----------|--|----------|--|
| A | Tik Tok was simply enjoyable for a reason I did not yet understand. | E | Every day, I see and relate to so many other teens. |
| B | Most of the videos are not planned or forced. | F | The wide range of users help the app to be accessible to adults. |
| C | I am comforted by the fact that Tik Tok makes us create more funny videos. | G | I then watched in vain as they all laughed over the videos together. |
| D | The app makes sure there are videos for everyone. | H | We are reminded that one application is all it takes to connect us. |

Source: E Akademi 2022, JPNT

Word Attack

Questions 27 to 32 are based on an article about comics.

Six sentences have been removed from the blog post. Choose from the sentences **A to H** the one which fits each gap (27 to 32). There are two extra sentences which you do not need to use. Mark your answer on the answer sheet.

The Best Things in Life re Free

For comic book fans everywhere, the first Saturday in May is one of the most important dates in the calendar. That's Free Comic Book Day, when comic book shops around the world give away free comic books to anyone walking into the store. Getting things for free sounds too good to be true, but for these shops, it's a way to attract new customers.

Synonym: given away

Showing when

Free Comic Book Day is an annual event that was established in 2002. 27 **G**
Increasing numbers of shops take part every year and the day now includes a variety of activities from free writing workshops to book signings by famous writers.

Contrast
-difficult

Synonym: each
person

The event is a big deal for local comic book shops. 28 **H** However, everyone who goes into a participating store will get at least one – totally free of charge. It is the perfect opportunity to introduce new readers to a new hobby.

A person - She

One shop that has been involved since the beginning is Champion Comics. The owner, Abeke Griffith, is a big comic book fan and is convinced that these books offer more than just a fun way to relax. 29 **C**

Repetition of comic books in the shop

Indicate not all
given away

According to Abeke, being involved in Free Comic Book Day is great publicity for the range of comic books available in her shop. 30 **A** There are usually around 50 free ones to choose from. On the day, Abeke also holds unique sales promotions, as do many other comic book shops.

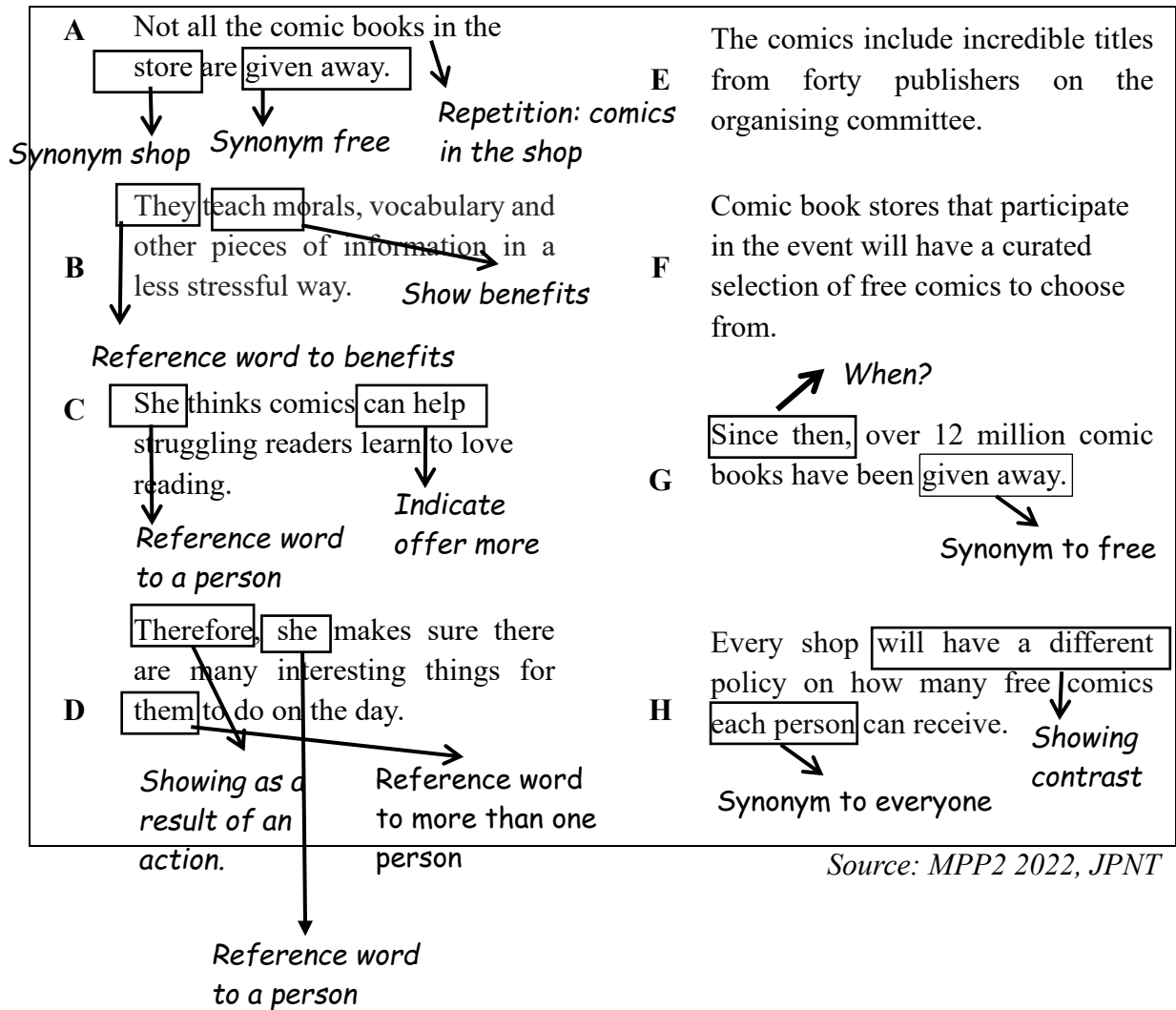
Referring to an action that creates

Subject to them

Abeke believes that giving away free comic books actually makes good sense. Every year, it creates a new generation of young comic book fans. 31 **D** She also sees it as a great opportunity to pick up business ideas from other shop owners across the country

Comic books aren't just attracting the attention of the business world, however. Teachers and psychologists are some of the professionals that are starting to see the benefits of comic books. 32 **B** Recent research was carried out to examine what happens in the brain when people have to process pictures and text at the same time. One finding was that reading comic books actually improves people's ability to understand complex information.

WORD ATTACK!!





Part 4

Question 27 to 32 are based on a story about a girl's memory with her father. Six sentences have been removed from the story. Choose from the sentences **A to H** the one which fits each gap (**27 to 32**). There are two extra sentences which you do not need to use. Mark your answers on the answer sheet.

Evenings with Dad

Some of my earliest memories involve sitting with my dad in his study every night when he came home. I'd watch as he put his personal items away. They would always occupy the same spot on the table every time.

Dad's comb was jade green. I heard he bought it when he married Mum. **27** Every night, he'd always ask me to clean it. I was more than happy to do it. At age five, this mundane task brought me such joy.

I would excitedly turn the tap on, then brush the comb with a used toothbrush as hard as I could. **28** He'd smile at me, and place the comb on top of his wallet.

Two years later, Dad left his sales job and started his own business. I started primary school. Then things started to change. **29** He didn't come home as much as he used to. And when he did come home, I'd already be in bed.

Now I've graduated and Dad's business has got back on track. Things are better now. Two days before my birthday last year, Dad came home early. As usual, I helped him carry his bags into his study and did the usual job. It's a new comb; brown. **30**

While cleaning, I was lost in thoughts. It hit me then: why, as a child, helping my dad clean his comb was such a joy. That routine meant that my dad was home early to spend the evening with Mum and I. **31** It meant a happy and loving family.

I pass the clean comb back to Dad. He looks at it and smiles. **32** My dad has aged. He has wrinkles next to his eyes when he smiles, yet his smile is still as heart-warming as before.

Dad carefully places his comb on top of his wallet. After so many years, he still organises his personal items in the same meticulous way. I guess some things never change. And for that, I'm glad.

A So, the comb was two years older than I was.

B Marrying Mom was his happiest moment and I could see it while cleaning it.

C It meant he would watch TV with us or play video games with me.

D But this time, I notice something different.

E I punch a few drops of soap from the dispenser onto an old toothbrush.

F Satisfied that I'd done a good job, I would proudly return the comb to Dad.

G It was hard to believe that I saw a different comb this time around.

H Dad's business wasn't doing so well and our stable life started getting shaky.

Source: MPPT4 2022

READING: PART 5 (MATCHING AND INFORMATION TRANSFER)

READING: PART 5

READING STRATEGY WORKSHEET

SQ3R *Survey . Question . Read . Reread . Review*

1.1 SURVEY

What is the topic of the whole text?

Notice any headings. How is the text organised?

Describe each text briefly.

2. QUESTION

Before you start reading the text, understand the questions. Find keywords in each question.

3. READ

Look for the answers to the questions as you actively read the text. It is important to take the time to re-read any sections or portions of the text that are unclear. Underline or highlight any clues related to the question that you can find in the text.

4. REREAD

Answer the questions, rereading the passage and highlighting the evidence.

5. REVIEW

Check that all the questions have been answered and evidence has been highlighted.

VOCABULARY CHECKLIST

PRACTICE 1**Part 5**

Questions 33 to 40 Read the texts below and answer the questions that follow.

Helping Others, Helping Ourselves!**A - ARFAH, Animal Volunteer Work**

Volunteering at animal shelters require us to help clean cages, feed animals, walk dogs, play with cats and conduct behavioural training. Another important volunteer role involves rescuing and caring for injured animals such as birds, dogs and cats. These positions normally require me to have a car so I can pick up injured animals and transport them to a vet or experienced carer for assessment.

B - HADIRAH, Environmental Volunteer Work

I now can make a difference and do my part by joining a climate change volunteer project. In order to encourage genuine political change, I volunteer with environmental organisations and create a neighbourhood political group. Most importantly, climate change volunteering work can be done flexibly, allowing us to volunteer around our own schedule and as time permits.

C - BELLA, Community Development Volunteer

As a community development volunteer, I'll usually join a charity and give my time to disadvantaged communities to help distribute food, shelter and clothing and provide education. As you can imagine, this type of volunteering is one of the most challenging and diverse, while also being extremely rewarding.

D - CH'NG, Healthcare Volunteer Work

Volunteering is an excellent way to improve the lives of the elderly, who are often isolated due to their age. Opportunities include volunteering at nursing homes, delivering meals, helping at grocery stores, or making regular calls to check in. Besides providing essential social interaction, we can learn from the wisdom and experience of the elderly.

E - KEVIN, Volunteering at Library

I enjoy books and the library is the perfect place for me to volunteer. I will get to organise books, while finding new books to add to my to-be-read pile. I also like working with kids and help teaching, reading, and recommending books to them. Libraries can offer many different activities to engage children and help improve their cognitive skills.

F - JAMIE, Social Volunteer work

Take a moment to imagine a beautiful local park. There may be a playground and some botanical gardens, but you probably didn't picture rubbish blowing through the park. Not only does this look unkempt, but it's also bad for the environment. In rural areas, we can adopt a section of the highway to clean up the roadside ditches. Another way to keep the earth clean and beautiful is by planting trees in our neighbourhood.

Let's start with vocabulary practice.

Notice that some of the words used in the text and questions are different, but they do have the same meanings. Match the words that have the same meaning.

| | Text |
|----|---------------|
| a) | Earth |
| b) | Beautiful |
| c) | Planting |
| d) | Disadvantaged |
| e) | Communities |
| f) | Regular |
| g) | Kids |

| Question | Meaning in BM |
|-----------------|----------------------|
| Populations | |
| Children | |
| Underprivileged | |
| Routine | |
| Planet | |
| Growing | |
| Attractive | |

Questions 33 – 36

*Which paragraph (A - F) describes the best statement for each of the following people?
For each question, Mark your answers on the answer sheet.*

| | Statement | Paragraph |
|-----------|--|------------------|
| 33 | I help maintain the planet attractive by growing trees. | |
| 34 | I take pleasure in educating underprivileged populations. | |
| 35 | I assist with routine calls to make sure everything is well. | |
| 36 | I am sure I could tell others what's best to read. | |

Questions 37 – 40

*Complete the notes below using information from the text. Choose **no more than one word** from the passage for each answer.*

Write your answers on the answer sheet.

Helping Others, Helping Ourselves!

Volunteering offers a wide range of opportunities, such as animal shelters, climate change campaigns, community development, library work, and environmental activities. At an animal shelter, volunteers can clean cages, feed, and entertain animals. Not only that, (37) _____ and tending to injured ones is also one of the roles played by these volunteers. Climate change volunteering includes joining (38) _____ organisations or starting local political groups. Community development volunteering helps serve impoverished populations with food, shelter, clothes, and education. Libraries offer the chance to organise books, interact with children, and improve their (39) _____ skills. Volunteering also helps (40) _____ elderly people by providing social interaction. Additionally, volunteering allows individuals to take environmental action by planting plants and cleaning up roadside ditches. Not only does volunteering have a positive effect, but it also offers chances for growth and fulfilment on a personal level.

PRACTICE 2**Part 5**

Read the texts below and answer the questions that follow.

THE BEST TRAVEL TIPS!**A - Darleen, Content Creator**

Instagram is a popular social media app for discovering top destinations. I would check Instagram to find the most scenic places in a city or town before planning a trip. It's a useful starting point to identify must-see tourist spots and natural beauty for a perfect itinerary.

B - Aida, Teacher

Knowing a few local phrases can greatly ease my travel experience. You don't need to be fluent; I usually just spend a few hours before my trip learning common phrases for greeting, apologising, and showing gratitude to navigate the foreign land with ease. Such phrases include "Pleased to meet you", "I'm sorry", "thank you" and anything else that I feel is necessary to get me through my trip."

C - Zack, Gamer

Satisfy our curiosity and enhance our travel experience by delving into the history of the destination. I would make it a habit to grab a history book before any trip to appreciate the rich heritage and make the most of my visit with a deeper understanding of the place.

D - Izara, Post Graduate Student

When travelling, it's crucial to avoid cultural insensitivity and offence. To prevent such mistakes, we need to educate ourselves about the local customs and traditions beforehand. Understanding and respecting the culture of a place ensures we act appropriately and avoid unintentional insensitive behaviour.

E - Emily, Pediatrician

Some countries have strict travel rules where you need to be vaccinated before entering to stop the spread of diseases. Even if it's not required, I believe it's smart to get vaccinated before travelling abroad. It helps us stay healthy and safe, and we also protect others in different countries. Why take the risk of spreading infections or diseases when we can easily prevent them?

F - Afiq, Tourist Guide

Informing close relatives and friends about our travel plans is a basic but crucial tip. It provides a safety net in case of emergencies, ensuring someone knows our whereabouts and can offer assistance if needed. Sharing our travel details adds an extra layer of security and peace of mind.

Questions 33 – 36

*Which paragraph (A - F) describes the best statement for each of the following people?
For each question, mark your answers on **the separate answer sheet.***

| | Statement | Paragraph |
|-----------|--|------------------|
| 33 | I don't want to infect people when travelling with viruses. | |
| 34 | I usually spend time understanding one's culture before a trip. | |
| 35 | I would look up most visited places on social media. | |
| 36 | I know I will be in safe hands if I inform my loved ones of my travel details. | |

Questions 37 – 40

*Complete the notes below using information from the text. Choose **no more than one word** from the passage for each answer.*

Write your answers on the answer sheet.

The Best Travel Tips!

Travelling is something that you can only learn through experience. The more you travel, the more you experience and learn. Here are several tips to get you started as a traveller: Learning local (37) _____, for instance, becomes essential as it facilitates communication in unfamiliar surroundings. One should also delve into the history of a destination before the trip, as it not only deepens understanding but also fosters a greater appreciation for its rich (38) _____. Respecting local customs and traditions plays a crucial role in preventing cultural insensitivity and ensuring appropriate (39) _____. Furthermore, prioritising health and safety is important, even if vaccination is not mandatory before international travel. Taking the initiative to get vaccinated reduces the risk of spreading infections and safeguards both oneself and others. Lastly, informing close relatives and friends about travel plans acts as a safety net, providing support and (40) _____ during emergencies. Together, these practises contribute to a more enjoyable travel experience.

COHESIVE DEVICES

Connectors are one type of cohesive devices. The most common connectors are **and, but, or, because, so** and **then**. Make sure you use other connectors too.

EXAMPLES

We use cohesive devices to make connections between the ideas within a text. They provide flow and sequence to our essays and make our paragraphs clear. When we speak, our speech sounds organised and clear. If you use them correctly, you will get a high score in **O** (Writing) and **CC & OSP** (Speaking) and maybe somehow in **V**.

O - Organisation
V - Vocabulary
CC - Communicative Competence
OSP - Overall Spoken Performance.

To Show Addition

| Connector | Meaning | Sentence |
|-------------------------|---|---|
| Also | juga | Apart from gaming, Eddy also loves extreme sports. |
| As well | juga | I like Science, Mathematics and English as well. |
| Too | juga | We're going on a picnic tomorrow. Is Jay coming too? |
| In addition | sebagai tambahan / tambahan pula / lagi pun / lebih-lebih lagi / di samping itu / selain dari itu | I am happy with my life. I'm close to my family. In addition, I'm surrounded by good friends. |
| Furthermore | | |
| Moreover | | |
| Besides (that / ...) | | |
| Other than (that / ...) | | |
| Apart from (that / ...) | | |
| Not only – but also | bukan sahaja – tetapi juga | He is not only lazy but also ignorant. The event not only offers fun but also surprises too. |

To Show Purpose

| Connector | Meaning | Sentence |
|-------------|---------------|---|
| In order to | untuk /supaya | In order not to miss the invitation, he set a reminder. |
| So that | supaya | Tell me your problems so that I can help you. |

To Show Cause & Effect

| Connector | Meaning | Sentence |
|--------------|----------------------------|--|
| Therefore | Oleh itu | I slept very late last night. Therefore, I missed the morning prayer. |
| Thus | | |
| So | jadi | Omar was very tired so he decided to take a nap. |
| as / because | sebab / kerana | Omar decided to take a nap as he was very tired. |
| Hence | akibat/hasilnya / oleh itu | I fell down the stairs, hence the bruises. It is very late; hence you must go home. |
| Due to | disebabkan oleh | The match was cancelled due to the heavy rain. |
| As a result | Akibat dari / akibatnya | As a result of the heavy rain, the match was cancelled./ It rained heavily. As a result, the match was cancelled. |
| Consequently | Akibatnya | There was a traffic jam; consequently, I missed the flight. |
| Since | Oleh kerana | Since she loves Hello Kitty so much, I decided to give her a Hello Kitty printed t-shirt. |

To Show Contrast

| Connector | Meaning | Sentence |
|-------------------|-----------------------|--|
| But | tapi | I wanted to bake a cake but there's no baking powder. |
| However | walaupun bagaimanapun | The problems are not serious. However, we need to solve them as soon as possible. |
| On the other hand | sebaliknya | I wanted to join them for an outing but on the other hand, my exam is around the corner. Lisa is outgoing. Her sister, on the other hand, is quiet. |
| Otherwise | jika tidak | Remind him about the ticket. Otherwise, he might leave without it. |

| | | |
|------------------------------------|--|--|
| At the same time | pada masa yang sama / walau bagaimanapun | She's glad to accept the offer, but at the same time, she knows it's a tough job. |
| In spite of / despite (...noun) | walaupun (kata nama selepas itu) | In spite of heavy rainfall , he took out his motorbike and headed towards the hospital. |
| Even though/ Although (... clause) | walaupun (klausa selepas itu) | He managed to prepare dinner even though it did not taste awesome . |
| Still/ Yet | masih / (belum) lagi | The boys are still here. I have not confirmed it yet. |

To Show Sequence / Time

| Connector | Meaning | Sentence |
|---------------------------------------|---------------------------------|--|
| Later | kemudian | Later, everything was back to normal. |
| After | selepas | The students left after the teacher. |
| Before | sebelum | Think carefully before coming to a conclusion. |
| Then | kemudian | Once you reach the college, then call your parent. |
| Next | yang seterusnya | The next episode is going to be very exciting. |
| Soon | tidak lama lagi / sekejap nanti | They are soon to sit the SPM examination. |
| First/Firstly | pertama | First, you should register the team. Second, you have to manage it. |
| Second/ Secondly | kedua | |
| First of all | pertama sekali | First of all, the boy is their child. They should be held responsible for his misconduct. |
| To start with | Mula-mula (sekali) | To start with, the teacher asked the students to introduce themselves. |
| Lastly / Finally | akhir sekali | Lastly, we said goodbye and left. |
| And finally / Eventually / In the end | dan akhirnya | And finally, the day of the results came. After a long search, they eventually found the missing children. |

To Show Condition

| Connector | Meaning | Sentence |
|---------------|---------|---|
| If | jika | If we have enough support, we need not worry. |
| Unless | kecuali | I can't take the time to help you with your homework, unless you really want me to. |

To Show Example

| Connector | Meaning | Sentence |
|-------------------------------|-----------|---|
| For example / For instance | contohnya | I love cookies, for example, oatmeal and almond butter cookies . We need to do our part to protect the environment. For example, we can start with the 3Rs . |
| Such as | | I like a few vegetables, such as lettuce and broccoli. |
| as | seperti | As I said earlier , we need to postpone the programme. |
| like | | Think and act like a leader . |

To Show Opinion

| Connector | Meaning | Sentence |
|-----------------------|---------------------|--|
| Personally | secara peribadi | Personally, I think the show should not go on. |
| To be honest | secara jujurnya | To be honest, I don't support her idea. |
| I think | saya rasa | I think that you're being unfair. |
| I agree | saya setuju | I agree with her decision. |
| I disagree | saya tidak setuju | I disagree with the thought of buying a car even though we don't have any. |
| From my point of view | pada pandangan saya | The story is meaningful from my point of view. |
| In my opinion | pada pendapat saya | In my opinion, we should help them. |

To Show Clarification / Restatement

| Connector | Meaning | Sentence |
|----------------|---------|---|
| Especially | | It's tough to sleep especially when the children are noisy. |
| In other words | | The problem, in other words, is that we have to do it all over again. |
| At least | | At least now you know that we are here for you. |

To Show Emphasis

| Connector | Meaning | Sentence |
|------------------------|-------------|--|
| Indeed | sungguh | It's very cold indeed. |
| Of course | sudah tentu | Of course he would not dare to do it again after the punishment. |
| Certainly / Definitely | | |
| In fact | malah | She seemed shy. In fact, she did not say a word. |

To Show Conclusion

| Connector | Meaning | Sentence |
|---------------|---------------|--|
| To conclude | Kesimpulannya | To conclude, students have to put more effort into their schoolwork. |
| In conclusion | | |
| In summary | | |
| To sum up | | |
| All in all | | |

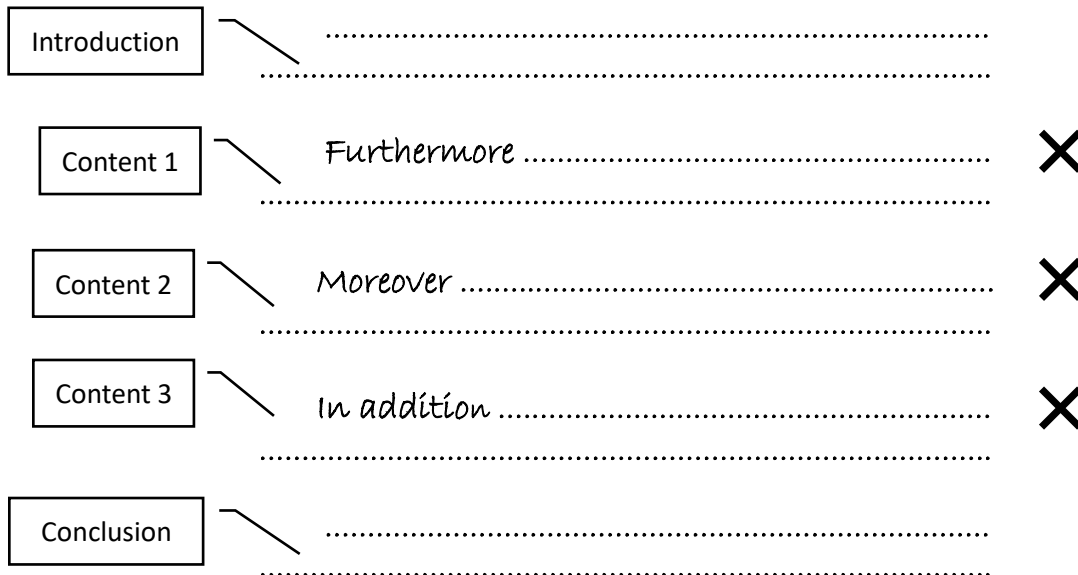
Other Cohesive Devices

| | |
|------------------------|--|
| Pronouns | Kata ganti nama diri (<i>Refer to Reference Words on page 2</i>) |
| Synonyms | Kata seerti untuk elak pengulangan |
| Repetition of keywords | Pengulangan kata kunci untuk memberi penekanan |
| Sentence patterns | Corak bina ayat |
| Ellipsis | Perkataan atau frasa yang ditinggalkan / tidak disebut semula untuk elak pengulangan |

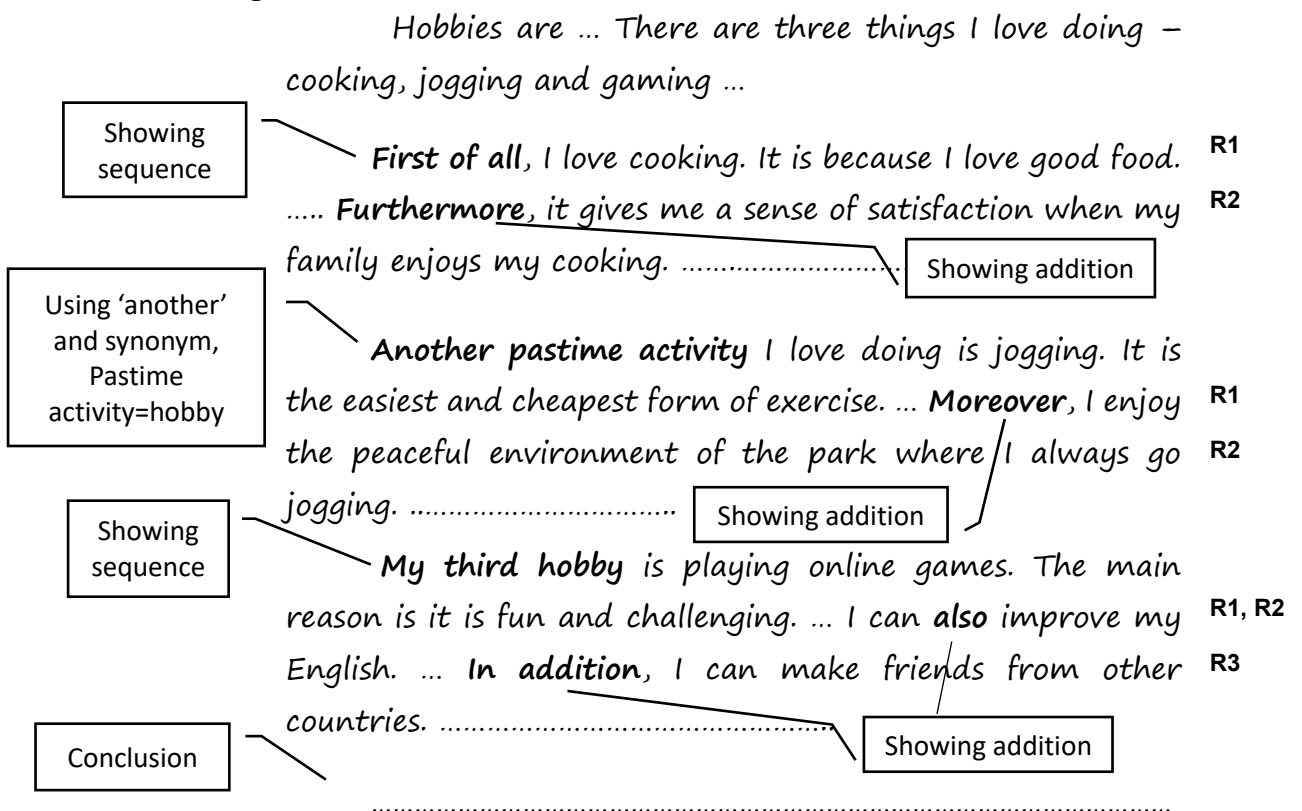
Common Mistakes in Essays

Do not begin a paragraph with *furthermore* / *moreover* / *in addition*. These connectors are used to add a point to an idea or support it, not to introduce a new idea.

The wrong usage

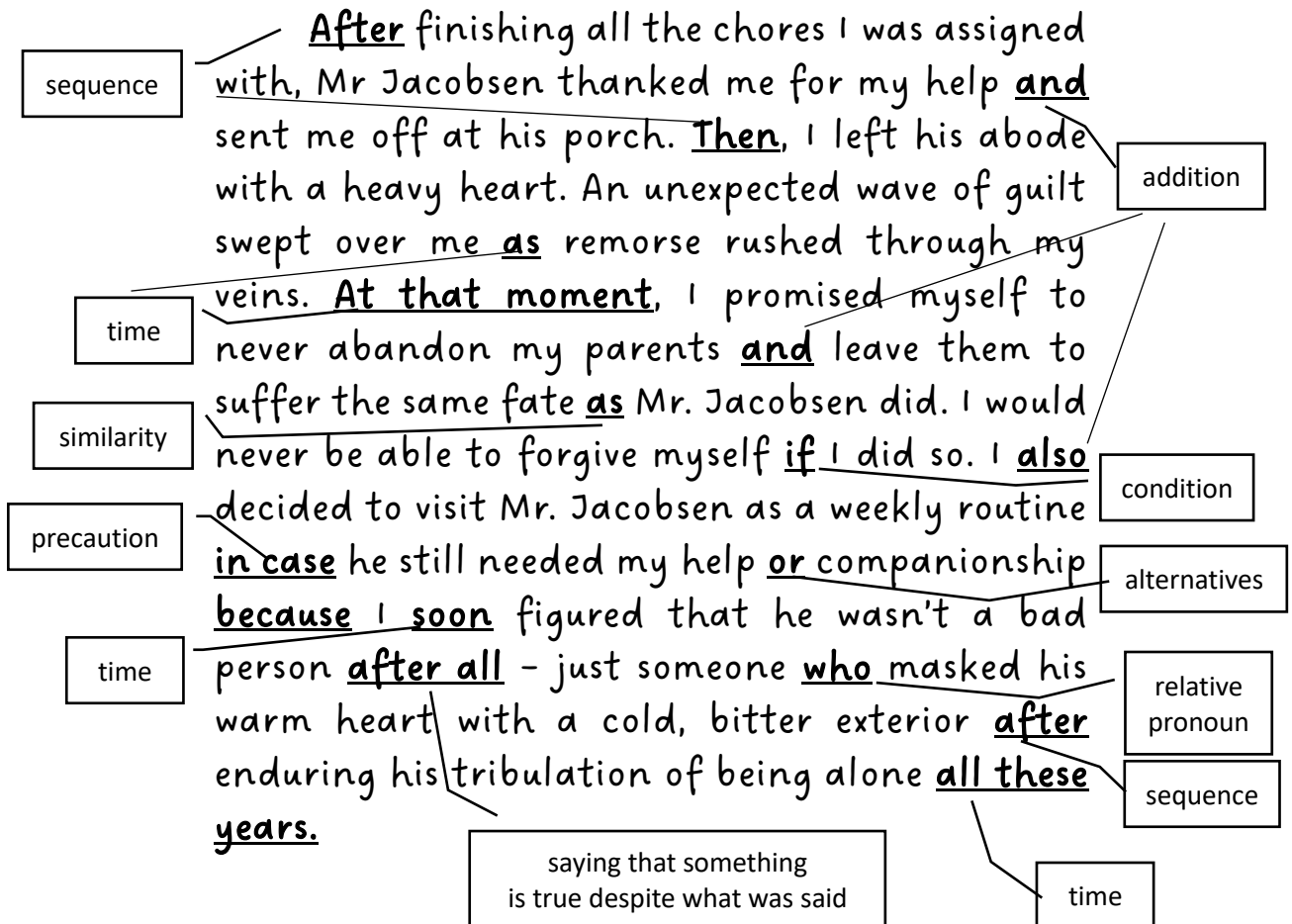


The correct usage



*R = Reason

Using Cohesive Devices in Story Writing



Using Cohesive Devices in Speaking

PAPER 3: SPEAKING TEST

PART 3



MODEL ANSWER

To give yourself time to think

CANDIDATE A: We're going to talk about why camping is good for us. Well! I believe that camping is beneficial for us as it connects us with nature as well as our loved ones. This is possible because it provides us an opportunity to disconnect from technology as in today's digital age, we are often surrounded by screens and constantly connected to the internet. Hence, we have some time to enjoy fresh air, appreciating flora and fauna and doing back-to-basic kind of activities, which can be beneficial for our mental health. How about you?

Showing cause and effect

CANDIDATE B : I must admit that what you've said is true. I also strongly believe that camping is good for us as it helps us to release our stress. It is because, spending time in nature has been shown to reduce stress and anxiety levels. In other words, camping provides us with a chance to escape the stress of daily life and enjoy some peace and quiet. Do you agree with my opinion?

Adding an idea

rephrasing

Giving opinion

Giving a reason

CANDIDATE A : Yes, of course. Other than that, I believe camping can strengthen the relationship among the campers as is often a social activity, and can be a great way to bond with friends and family. For example, the activities like setting up camp, cooking meals, and exploring the outdoors can create lasting memories and strengthen social connections. What do you think?

Giving a reason

Adding an idea

Giving an example

CANDIDATE B : You're absolutely right. Besides, I think while having fun, we can develop new skills. There are so many new skills that we can learn through camping such as outdoor survival skills, first-aid skills, navigation and map-reading skills and also teamwork and leadership skills. Without any doubt, I can say that camping provides the chance to learn and grow.

admitting

Showing emphasis

Adding an idea

Giving examples

CANDIDATE A : You're right. Being affordable is another reason why camping is good for us. That's because, when we go camping, we can save our budget on food and activities. We cook our own meals and moreover, outdoor activities such as hiking, swimming, and fishing are free or low-cost. Accommodation is cheap or even free too.

Adding an idea

Adding an idea

Giving a reason

Giving examples

Showing emphasis

CANDIDATE B : Sure, that's right. Finally, I think camping also helps us build our confidence. When we do activities like putting up tents, building a campfire and jungle trekking, we face fears and challenges, take risks and step outside of our comfort zone. When we overcome problems, we feel a sense of accomplishment especially when we work in a team. These experiences can build confidence in us and make us strong. So with all the points we touched on, camping is definitely good for us.

To agree

Giving examples

concluding

Sequencing


clarifying

Showing emphasis

COMMON WORDS IN WRITING QUESTIONS

| NO. | WORDS | MEANING (MAKSUD) |
|-----|------------------------|------------------------------|
| 1. | What | Apa |
| 2. | When | Bila |
| 3. | Who | Siapa |
| 4. | Where | Di mana |
| 5. | How | Bagaimana |
| 6. | Which | Yang mana satu |
| 7. | State | Nyatakan |
| 8. | Choose | Pilih |
| 9. | Suitable | Sesuai |
| 10. | Opinion | Pendapat |
| 11. | Receive | Terima |
| 12. | Join | Sertai |
| 13. | Describe | Terangkan secara terperinci |
| 14. | Must | Mesti |
| 15. | Recently | Kebelakangan ini |
| 16. | Should | Sepatutnya |
| 17. | Discuss | Bincangkan |
| 18. | Reason | Sebab |
| 19. | Aim | Matlamat/Sasaran/Mensasarkan |
| 20. | Encourage | Menggalakkan |
| 21. | Suggest/Suggestion | Cadang/Cadangan |
| 22. | Important/Importance | Penting/kepentingan |
| 23. | Invite | Jemput |
| 24. | Details | Maklumat terperinci |
| 25. | Explain | Terangkan |
| 26. | Interesting | Menarik |
| 27. | Different/ Differences | Berbeza/Perbezaan |
| 28. | Recommend | Mengsyorkan/mencadangkan |
| 29. | Prefer | Lebih suka |
| 30. | Improve/improvement | Meningkatkan/peningkatan |
| 31. | Limit | Had/Menghadkan |
| 32. | Effect | Kesan |
| 33. | Promote | Mengalakkan/mempromosikan |
| 34. | Impact | Kesan |
| 35. | Benefit | Manfaat/kebaikan/faedah |
| 36. | Experience | Pengalaman |
| 37. | Magazine | Majalah |
| 38. | Notice | Notis |
| 39. | Teen | Remaja |
| 40. | Secretary | Setiausaha |
| 41. | Include | Masukkan |

WRITING: PART 1 (SHORT MESSAGE)



You have received an email from your cousin, Zack, who will have a one-month holiday.

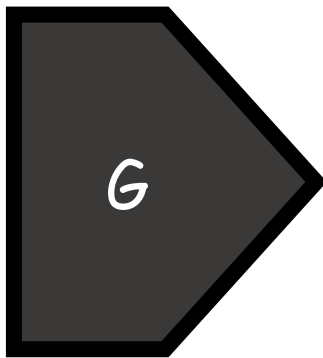
Hi,

As you know, my one-month holiday will start next week. I plan to learn how to cook. Who do you think should teach me how to cook? How long should I learn to cook? What kind of dishes should I focus on and why?

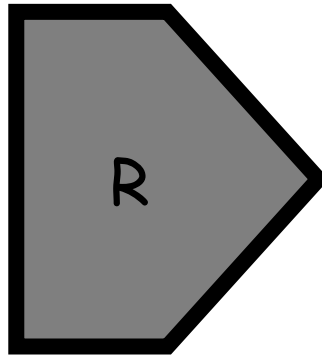
Appreciate your suggestions. Bye!

So, how many tasks can you spot in this email?

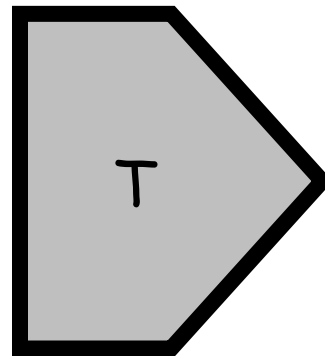
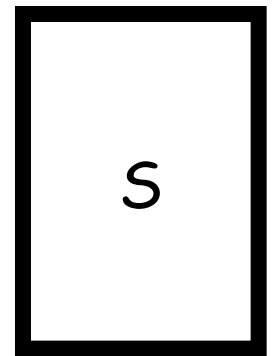
Formula To Remember



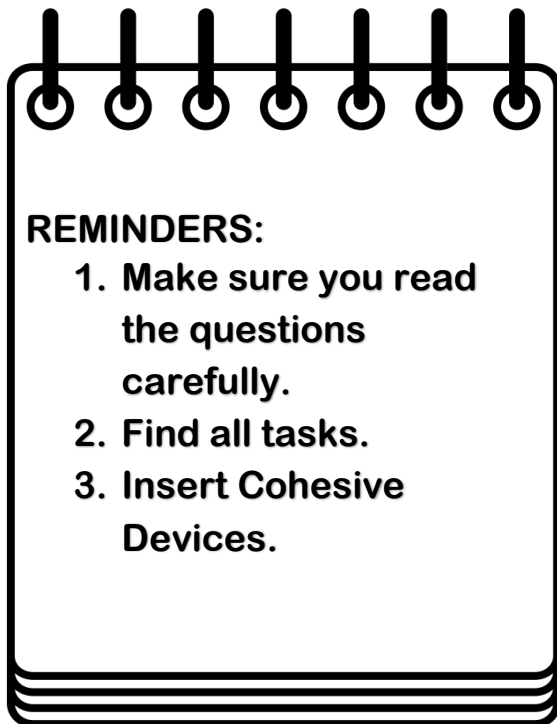
Greetings



Response


 Task 1
 Task 2
 Task 3
 Task 4


Signing off

**GREETINGS**

Use simple greetings that you can think of. These are the samples:

- Hello
- How are you?
- How are you doing?
- Hi!

2**RESPONSE**

When you are writing a response, it needs to reflect from the email that you receive. Samples of Response that you can use in your email are as below:

- That's great news!
- I would love to help out!
- I am so excited!
- I am sure you are excited for the holiday!



3

TASKS

Now let's complete all the tasks given.

- Task 1: Who do you think should teach me how to cook → Your sister / Maybe a chef from online cooking videos
- Task 2: How long should I learn to cook → Two weeks
- Task 3: What kinds of dishes should I focus on → Malay food / Korean food / Pastries
- Task 4: Why → It's your favourite / You can impress your family with your skill.

REMEMBER!

You must include suitable cohesive devices in your email.

Tip:
Elaborate your points for every task.

Signing off

Remember these simple closures for your email:

- ✓ Bye!
- ✓ That's all from me.
- ✓ I hope my tips help.
- ✓ I hope my suggestions are helpful.

SAMPLE ANSWER

To: Zack

Subject: Learning to Cook

Hi Zack, how are you doing? It's good to hear that you're doing great. I'm sure you're excited for the holiday! I think it is good to learn from the best chef from online cooking videos, for example, Gordon Ramsay. Besides, you can ask your mom. It will take you around two weeks to learn cooking, especially when you plan to cook a complicated menu. Next, I know you are fond of western dishes, so why not give it a try? They're your favourite! You can impress your family with your cooking skills. That's all from me. I hope my suggestions are helpful. Bye.

B | I | U | Normal ▾ | ☰ | ☰ | 🔗



ASSESSMENT CRITERIA**20/20**






| | | |
|--|---|--|
| <p>CONTENT</p> <p>Marks : 5</p> | <p>Contents are relevant to task</p> <p>Reader is fully informed of the ideas described</p> | <ul style="list-style-type: none"> • Who: Your favourite chef • How long should I learn: Two weeks • What kind of dishes: western • Why: It's your favourite |
| <p>COMMUNICATIVE ACHIEVEMENT</p> <p>Marks : 5</p> | <p>Communicate straightforward ideas using the correct tone & informal register</p> | <ul style="list-style-type: none"> • Straightforward ideas - " You can impress your family with your cooking skills." • Informal register and tone - "I'm sure you're excited for the holiday!" |
| <p>ORGANISATION</p> <p>Marks : 5</p> | <p>Uses simple connectors (<i>and, so, but, yet</i>) appropriately</p> <p>Use limited number of cohesive devices (<i>however, besides, therefore, in addition, hence</i>) appropriately</p> | <ul style="list-style-type: none"> • Simple connectors: - "...so why not give it a try..." • Cohesive device - "Besides, you can ask your mom..." |
| <p>LANGUAGE</p> <p>Marks : 5</p> | <p>Use basic vocabulary appropriately</p> <p>Use simple grammatical forms in good degree of control</p> | <ul style="list-style-type: none"> • Basic vocabulary - good - know - family • Use simple grammatical forms in good degree of control - Besides, you can ask your mom. " - "They're your favourite!" |

PRACTICE 2**Question 1**

You received an email from your friend, Amanda who is planning a trip during the school holidays.

Hi,
What are you doing during your school holidays? My family and I are planning a trip but we are not sure where to go. Please suggest a place to me. What are the attractions there? What activities can we do?
Do let me know.
Bye!
Amanda

Write an email to your friend in about 80 words in the space provided.

| |
|--|
| To: Amanda |
| Subject: School Holidays |
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| B I <u>U</u> Normal      |

WRITING: PART 2 (GUIDED WRITING)

MODEL QUESTION (MPP1, JPNT 2023)

Your class has been discussing the importance of having respect to other people and your teacher has asked you to write an essay about it.

In your **essay**, you should write about:

- why we should respect others
- ways to show respect to others
- how to promote a culture of respect in everyday life

Use **all** the notes above and give reasons for your point of view.

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

LEVEL 1 (BEGINNER)

1. **Read and understand the question. Identify the main topic and task.**
Baca dan fahamkan soalan. Kenal pasti topik utama dan tugasan.

the importance of having respect to other people
kepentingan menghormati. orang lain

Main
topic

Your class has been discussing the importance of having respect to other people and your teacher has asked you to write an essay about it.

Main
task



Discuss with you friends on words related to “respect”.

You may refer to the vocabulary list too!

2. **Read and understand the main ideas (content points).**
Baca dan fahamkan isi-isi penting.

In your **essay**, you should (*patut*) write about:

- why we should respect others
mengapa/sebab kita perlu menghormati orang lain
- ways to show respect to others
cara-cara menunjukkan rasa hormat pada orang lain
- how to promote a culture of respect in everyday life
bagaimana/cara-cara untuk menggalakkan budaya menghormati dalam kehidupan seharian



Practice 1:

Plan what you have to write for your answer based on the main ideas.
Rancang apa yang awak perlu tulis berdasarkan isi-isi penting.

Think about what you want to write with the help of these questions.

a. Which of the following do you think is/are the reason(s) to respect others?

Create good relationship (*hubungan yang baik*) with others.

Teach you to be patient (*sabar*).

Your own idea: _____

b. Which of the following do you think is/are the way(s) to respect others?

Respect people's opinions (*pendapat*).

Be polite (*sopan*) when we talk to others.

Your own idea: _____

c. Which of the following do you think is/are the way(s) to promote culture of respect?

Parents can teach their children to be respectful (*menghormati*)

Praise (*Memuji*) respectful actions.

Your own idea: _____

3. **Plan your essay accordingly.**
Rancang karangan anda mengikut turutan.

PLANNING YOUR ESSAY



Introduction:

Guide the readers to the topic with some background information on the topic.

Body:

Present your ideas accordingly. Provide explanations and examples where necessary.

Conclusion:

Sum up all the main points appropriately.

A. We can write our introduction paragraph using 2 ways:

1. Opinions on topic (*Pendapat mengenai topik*)

Introduction:

Write **your opinion** (*pendapat*) about the topic - respecting others.

Examples:

- Having respect to other people is important.
- We should always respect other people.
- Respecting other people is a great moral value (*nilai murni*).

0

We can always write 2 or 3 simple sentences for our introduction.

Make sure the sentences are related to the topic.

Kita boleh menulis 2 hingga 3 ayat mudah sebagai pendahuluan.

Pastikan ayat yang ditulis adalah berkaitan dengan topik.

**2. Opinion on topic + purpose of writing (include all main ideas).
Use the question as your guide.**

Pendapat mengenai topik + tujuan menulis (guna semua isi penting).

Gunakan soalan sebagai panduan.

Introduction:

Write **your opinion** (*pendapat*) about the topic - respecting others.

Examples:

- Having respect to other people is important.
- We should always respect other people.
- Respecting other people is a great moral value (*nilai murni*).

Include the **purpose of writing** (*tujuan menulis*) to finish your introduction.

- This essay will discuss why we should respect others, ways to show respect to others and how to promote a culture of respect in everyday life.

We can always replace the "Wh" words with other synonyms.

Why – Reasons / How – Ways

Practice 2:

**Rewrite the introduction paragraph using either the first or second way above.
*Tulis semula pendahuluan menggunakan Cara 1 atau Cara 2 di atas.***

B. Use all 3 main ideas for Body paragraph.
Guna semua 3 isi utama untuk perenggan Isi.

How to write your Body paragraph:
Cara menulis perenggan Isi:

Main idea + elaboration (at least 1 sentence for each idea)
 Isi penting + huraian (sekurang-nya 1 ayat untuk setiap isi)

Use ideas in Practice 1 to help you.

Example:

Main idea 1: We should respect others because we can create good relationship with others.

Elaboration: We can have good relationship with our friends and family.



Elaborations can be written using examples or reasons.

Huraian boleh ditulis menggunakan contoh atau sebab.

Now, write your elaboration for these next ideas.
Sekarang, tulis huraian bagi isi-isi yang seterusnya.

Main idea 2: We can show respect to others by being polite when we talk to others.

Elaboration: _____.

Main idea 3: To promote culture of respect in everyday life, parents can teach their children to be respectful.

Elaboration: _____.

Provide at least 1 supporting detail for each main idea.
However, you can always add more supporting details to make your Body paragraph better.



You can connect these sentences with appropriate cohesive devices later in your essay.

Anda boleh menyambung ayat-ayat ini menggunakan penanda wacana yang sesuai di dalam karangan.

Practice 3:

Now, rewrite your sentences into 1 Body paragraph.

Sekarang, tulis semula semua ayat di dalam 1 perenggan Isi.

**If you have more than 1 supporting details for the main ideas, you can always write your Body into 2 paragraphs.*

C. Write a simple Conclusion to end your essay.

Tulis satu Penutup yang mudah di akhir karangan.

How to write your Body paragraph:

Cara menulis perenggan Isi:

Rewrite your opinion on the topic - respecting others.

Tulis semula pendapat mengenai topik.

Example:

- It is important for us to always respect other people.
- I believe it will bring us a lot of benefits (*membawa banyak kebaikan*).
- Let's practise this value in our life.

You can start your Conclusion Paragraph with appropriate cohesive devices to end your essay.

Anda boleh mulakan perenggan Penutup dengan penanda wacana yang sesuai untuk mengakhiri karangan.

LEVEL 2 (AVERAGE TO ADVANCE)

1. Sample question

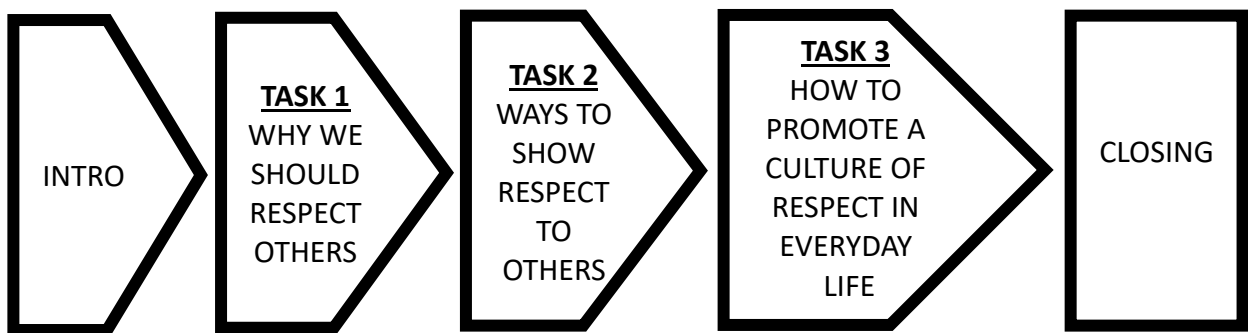
Your class has been discussing the importance of having respect to other people and your teacher has asked you to write an essay about it.

In your **essay**, you should write about:

- why we should respect others
- ways to show respect to others
- how to promote a culture of respect in everyday life

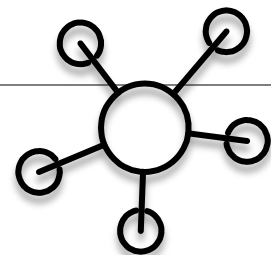


2. Organisation of points



3. Points elaboration

| Intro | WHY we should respect others | WAYS to show respect to others | HOW to promote a culture of respect in everyday life | Closing |
|--|--|--|---|--|
| <p>Definition of respect *could be your point of view of the meaning of the word respect*</p> | <p>Reason 1 Foundation of a healthy society</p> <p>Reason 2 Accomplish more together</p> | <p>Method 1 Being honest</p> <p>Method 2 Accepting differences</p> | <p>Method 1 Model respect to youngsters</p> <p>Method 2 Avoid criticism</p> | <p>Emphasising the importance of respect</p> |



4. Sample

| | | |
|--------|--|--------------------|
| | <p>Treating someone with respect means showing regard for their abilities and worth. It includes valuing their feelings and their views, even if you do not necessarily agree with them. It is crucial to accept them on an equal basis and giving them the same consideration you would expect for yourself.</p> | Complex structure |
| TASK 1 | <p>Respect is the foundation of a healthy society. It is not just a matter of politeness or <i>good manners</i>. It is something that is at the principal of being human and necessary for any kind of healthy relationship, be it with your fellow human beings, your family or even yourself. When we respect others, they feel valued by us where they are more likely to return our efforts with a sense of honour. When we show each other respect, it creates a cycle in which everyone feels honoured and valued. When we respect each other, we can accomplish more together than alone, even if the other person comes from a different background. Treating someone with respect makes them more likely to return the favor. When everyone in the community treats everyone with respect, everyone can trust and <i>rely</i> on each other more easily when they need.</p> | Compound structure |
| TASK 1 | <p>There are many ways to show that you respect others but one of the most important is being honest. Honesty is among the most important things when building relationships with others and gaining their trust. If someone cannot trust what you say or do because they know it is not true, there is no point in continuing the relationship with that person. Respecting others does not mean that we agree with what they say or do, it means that we accept their different opinion and behavior. This can be difficult sometimes, especially when you have a <i>particular</i> opinion and someone else disagrees with you. However, it is important to remember that everyone has different beliefs, experiences and values that shape their views on specific issues.</p> | Complex structure |
| TASK 2 | <p>Respect does not have to come naturally but it is something you learn. Hence, adults can model respect to youngsters. Children often learn about how to act from the people around them. If they see parents and teachers treating one another with respect, they will do the same. As respect can be taught at a young age, it is very important to emphasize its value to youngsters. Criticism, if it is <i>constructive</i>, can be valuable in order for a person to grow. Sometimes negative <i>criticism</i> such as teasing can harm others emotionally. Youngsters especially, feel that teasing their friends is the way to be accepted in a group, nevertheless, they can go over board and hurt their friends.</p> | Compound structure |
| TASK 2 | <p>It is so important to <i>cultivate</i> respect among people in all areas of their life. If we ever dreamed of a courteous and considerate future generations, the young ones in our country should be taught the value from now on. As the saying goes, Rome was not built in one day.</p> | Compound structure |
| TASK 3 | | Complex structure |
| TASK 3 | | Complex structure |

5. Practice 1

Your class has been discussing the importance of discipline in teenagers and your teacher has asked you to write an essay about it.

In your **essay**, you should write about:

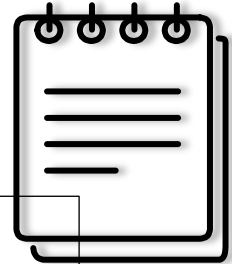
- why discipline is important
- ways to be disciplined in school
- how to instil discipline in teenagers

Fill in the table with possible ideas

| Intro | WHY discipline is important | WAYS to be disciplined in school | HOW to instil discipline in teenagers | Closing |
|--------------|------------------------------------|---|--|----------------|
| | <u>Reason 1</u> | <u>Method 1</u> | <u>Method 1</u> | |
| | <u>Reason 2</u> | <u>Method 2</u> | <u>Method 2</u> | |

WRITING: PART 3 (EXTENDED WRITING)

ARTICLE



You saw this notice outside the computer lab.

Articles Wanted! Cyber Bullying

- What are the forms of cyber bullying?
- What are the effects of cyber bullying?
- How can you prevent cyber bullying?

The best article will be published in the school web page.

| Sample Answer | | |
|--|---|--|
| <p>INTRO Write one sentence on your own.</p> <p>Write three sentences based on the questions given.</p> <p>-forms of cyber bullying -effects of cyber bullying -how to prevent cyber bullying</p> | <p><u>Cyber Bullying</u></p> <p>Written by : Arisha Aimi binti Mazlan</p> <p>Cyber bullying has become a common act among the social media users. There are many forms of cyber bullying that happen today. Sadly, there are many bad effects of cyber bullying whether to the bullies or the victims. Therefore, cyber bullying should be prevented from happening.</p> | <p>COHESIVE DEVICES</p> <p>1. Therefore</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> |
| <p>PARAGH. 1 -List the forms of cyber bullying</p> | <p>One of the forms of cyber bullying is sending false contents or rumours about other people through platforms like Facebook, Instagram, Twitter and Tiktok. Exposing personal data about others can also be considered as bullying. Besides, the bullies usually leave negative or harmful comments about someone else. These contents are meant to make the people feel down, to downgrade them and feel bad about themselves.</p> | <p>7.</p> <p>8.</p> <p>9.</p> <p>10.</p> <p>11.</p> |
| <p>PARAGH. 2 -List the effects of cyber bullying</p> | <p>Cyber bullying has many bad effects especially towards the victims. Victims of cyberbullying may experience lower self-esteem. Moreover, it may increase various negative emotions among them including angry, frustrated or depressed. In some cases, some of the victims try to commit suicide once their personal matters have gone viral.</p> | <p>12.</p> |

| | | |
|--|--|--|
| PARAGH. 3 -List the ways to prevent cyber bullying | Measures need to be taken in order to prevent these harmful acts from happening. One of the ways to prevent it is by educating the children mainly the teenagers about the issue. Hopefully, they will not become one of the bullies or let themselves become the victims. Other than that, they also need to know the safe way to use the internet. For example, they need to use passwords for their electronic devices. They also need to report cyberbullying if it happens so it will not become worst. | |
| CLOSURE -Conclude all the points discussed earlier | Since cyber bullying has become a serious threat to people, it should be stopped from happening. Thus, people should use social media in an ethical way so they will not easily bully other people from behind the screen. | |

Now, replace the underlined words with other suitable cohesive devices and vocabularies.

| Sample Answer | | |
|--|---|---|
| VOCABULARIES INTRODUCTION | <u>Cyber Bullying</u> Written by : Arisha Aimi binti Mazlan Cyber bullying has become a <u>common</u> act among the social media users. There are many forms of cyber bullying that happen today. Sadly, there are many bad effects of cyber bullying whether to the bullies or the victims. <u>Therefore</u> , cyber bullying should be <u>prevented</u> from happening. | COHESIVE DEVICES INTRODUCTION _____ |
| PARAGRAPH 2 | One of the forms of cyber bullying is sending false contents or <u>rumours</u> about other people through platforms like Facebook, Instagram, Twitter and Tiktok. <u>Exposing</u> personal data about others can also be considered as bullying. <u>Besides</u> , the bullies usually leave negative or <u>harmful</u> comments about someone else. These contents are <u>meant</u> to make the people feel down, to <u>downgrade</u> them and feel bad about themselves. | PARAGRAPH 2 _____ |
| PARAGRAPH 3 | Cyber bullying has many bad effects especially towards the victims. Victims of cyberbullying may <u>experience</u> lower self-esteem. <u>Moreover</u> , it may <u>increase</u> various negative emotions among them including angry, frustrated or <u>depressed</u> . In some cases, some of the victims try to commit suicide once their personal <u>matters</u> have gone viral. | PARAGRAPH 3 _____ |

STORY

Question

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

Seri was unhappy with what had happened to her. She ...

Your story should include:

- the incident that had made her unhappy
- how she dealt with it

Write your **story**.



Leading in ...

→ What do you understand from the question?

List out the words which are difficult for you in the table below. Work on the meanings of the words too.

| Words | Meaning |
|-------|---------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Task 2

Done with the meanings of the words? Now, guess what the question wants you to write on. Write your answer in the space given below.

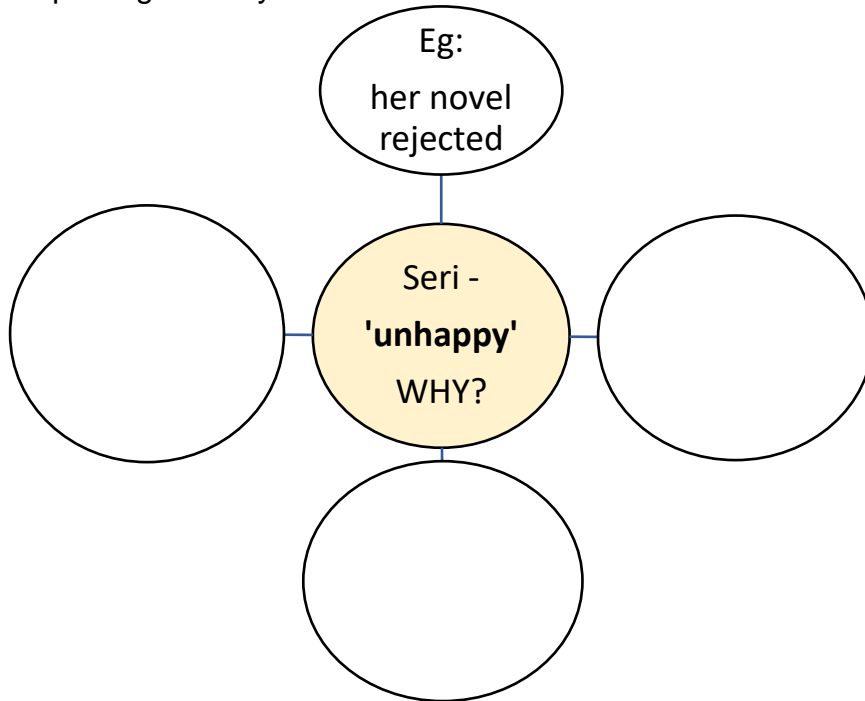
The question wants me to write on...

CLUES
Any name mentioned?
Feeling? What happened?

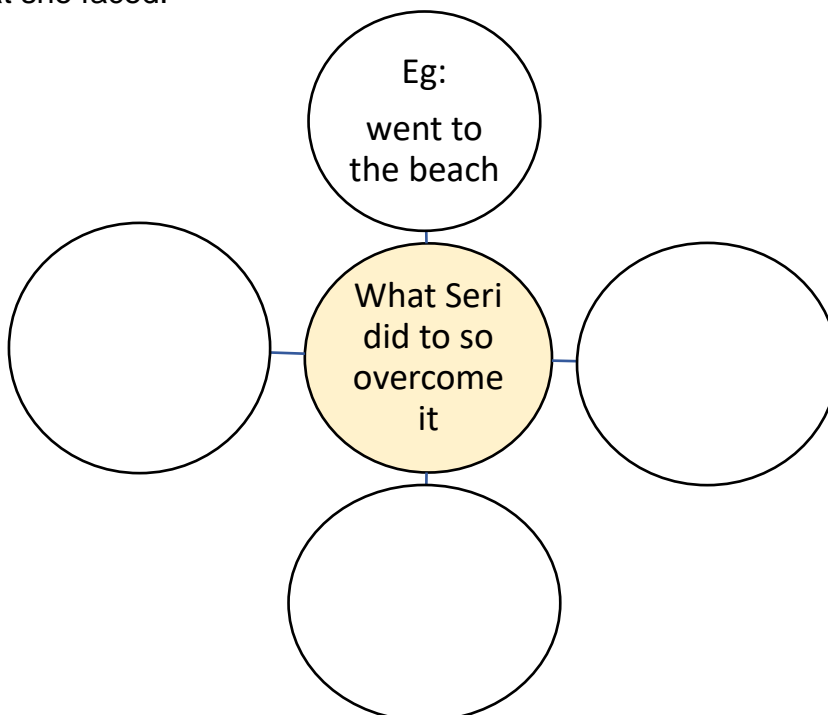
Task 3

→ So, what comes to your mind?

(A) Fill in the bubbles with the possible reasons why Seri was unhappy. An example is given to you.



(B) Then, fill in the following bubbles with the possible ways how Seri overcame what she faced.



→ Expansion of ideas

From the bubbles, choose the best reason and the best solution to come up with the plot. The following 3 questions may be useful for you. Here, we choose the examples given in the bubbles.

1. When did it happen?
2. What had happened?
3. What did she do to deal with it?



See how the ideas are expanded here:

| WH-Qs | EXPANSIONS | | | | |
|---|------------------------|---------------|-------------------|-----------------------------------|---|
| (1) When did it happen? | one summer day | where was she | in her bedroom | What did she feel (describe more) | very sad |
| (2) What had happened? | her novel was rejected | which novel | The third one | | |
| (3) What did she do to deal with it? | she went to the beach | why | to release stress | What happened then | - Met someone - Did her favourite activity there |

Remember, to expand the ideas more, use WH-questions.

Task 4

Expand the ideas in the table more. Share your ideas with the whole class.

→ Ideas into sentences

The sentences in the following table have been constructed based on the ideas in the table above.

*Seri was unhappy with what had happened to her. She ...
... did not expect she would face it. (one way to complete the sentence here)*

| WH-Qs | SENTENCES | | |
|--------------------------------------|-------------------------|-----------------------------------|--------------------|
| (1) When did it happen? | It was one summer day. | She was in her bedroom. | She felt very sad. |
| (2) What had happened? | Her novel was rejected. | It was her third novel. | |
| (3) What did she do to deal with it? | She went to the beach. | She wanted to release her stress. | She met someone. |

SVC – Subject Verb Complement
 The helping verb (verb-to-be: am, is, are, was, were) does not require an **OBJECT**, but it needs another words to complete the sentence.
 Examples: 1. She was a teacher. (what)
 2. She was on the stage. (where)

SVE
 The girl cried in the bedroom.
 The baby cried for two hours.

SVO
 The lady sold her house.
 The boy ate the cake.

→ Sentences into paragraphs

Combining the sentences into a paragraph.

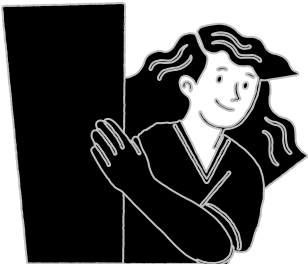
Seri was unhappy with what had happened to her. She did not expect she would face it. It was one summer day. She was in her bedroom. She felt very sad. Her novel was rejected. It was her third novel. She went to the beach. She wanted to release her stress. She met someone.

Task 5

Fill in the blanks with the words given.

then as because

Seri was unhappy with what had happened to her. She did not expect she would face it. It was one summer day. She was in her bedroom. She felt very sad her novel was rejected. It was her third novel. She went to the beach she wanted to release her stress. she met someone.



Do you notice anything? Any changes in the sentence structure? Any connector used?

Task 6

(i) The following sentences are the suggested sentences for the first paragraph of the story. However, they are jumbled up. Arrange them correctly.

The beginning sentence:

Seri was unhappy with what had happened to her. She did not expect she would face it.

| Sentences | Number |
|--|--------|
| “Maybe I should just give up on writing,” her depressed state had only gotten worst. | |
| She was still devastated by the fact that the novel she had worked hard on was rejected by the publishing company. | |
| Seri curled up under her blanket. | |
| “That was my third novel and it got rejected too,” murmured Seri. | |

(ii) Discuss your answer. Then, write the paragraph in the space below.

.....

.....

.....

.....

.....

.....

.....

.....

(iii) Compare the paragraph with the one in Task 5 and answer the following questions.

- (a) Any new ideas added? What are they?
- (b) What about the vocabulary? Better?
- (c) How about the sentence structures? Determine the structures of the sentences.
(Single, Compound, Complex?)

→ So, the features of a good story are

→ Writing the whole story.

Here are some ideas to help you write the whole story. You may use them. You are free to use your own ideas too.

| Paragraphs | Ideas |
|-------------|---|
| Paragraph 1 | <i>Use the one in Task 6</i> |
| Paragraph 2 | realised – should not be that frustrated – got out of bed – made breakfast – took shower – dressed up |
| Paragraph 3 | decided to go to the beach – on the way there – thought of people's praises on her writing – felt very sad again – but had to be strong |
| Paragraph 4 | at the beach - met a girl – got to know each other – told the girl her problem - |
| Paragraph 5 | the girl - a painter – showed Seri her paintings – amazed with the paintings – the girl offered to help – do illustrations in Seri's novels – Seri – very happy |
| Paragraph 6 | years later – won best selling novel – interesting novel – beautiful illustrations – for Seri – her friend – a special gift – solved her problem |



PRACTICE

Question 1

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

That morning, I had never been so scared and sad at the same time in my life

...

Your story should include:

- a description of the event that took place in the story
- an element of mystery

Write your **story**.

Question 2

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

My Greatest Influence

Your story should include:

- an incident of how someone influenced you to make an important life decision
- the impact of the decision on your life

Write your **story**.

Question 3

You are taking part in a story writing competition. The story must have the title:

A Valuable Experience

Your story should include:

- a description of the experience
- why the experience is valuable

Write your **story**.

REPORT

A report is a **formal** account of an event or a situation. It is also written to **give information** and **make suggestions** or **recommendations**.

Written for:

- A superior (e.g The Principal, a teacher advisor etc)
- A peer group (e.g members of the English Club)

Writing a Report

Types of reports may include:

- Reports on activities or events such as school trips, visits or workshops
- Reports to your principal on conditions and services
- Report to express complaints, dissatisfactions or suggestions
- Report to the principal or a teacher on incidents or problems

Language to be used:

- Use the correct tense.
- Do not use **Contractions**
- Giving Information or Findings : **Passive Voice & Reported Speech**
- Making recommendations or Giving Suggestions : **Modal Verbs**
- Avoid using **idioms & proverbs**
- No contractions (**there is** instead of **there's**)
- Ideas should be connected with the use of linkers & cohesive devices.

CHOOSING THE RIGHT WORDS

Since the report is **FORMAL** writing, the verbs, transition words, and various vocabulary need to be **FORMAL**. The following are some of the lists of formal and informal words.

| Transition words & phrases | | |
|----------------------------|---|---|
| | INFORMAL | FORMAL |
| Cause & effect | So For that reason | Therefore / Thus / In order to / Hence |
| | Because of that That is why | Consequently / As a result / Owing to.... / On that account.../ According to.../ Since.... |
| | ...because... | ...since.... / Due to.... / As... |
| Comparing | In the same way, In similar fashion, | Likewise / Similarly / Equally |
| | On the other hand / although / unlike | in comparison / despite / in contrast / on the contrary |
| Referencing | About the... Talking about... As for... When it comes to.. | With reference to... / Regarding.. / Concerning.. / With regard to.... As far as concern..... |
| Emphasizing | Actually | in fact |
| | totally | definitely |
| Sequencing | First of all, At first Let's start with | Firstly... Initially... To begin with... |
| | Plus / Next / Then / Other than that / On top of that | Moreover / furthermore |
| | Also / Besides that / Besides | Additionally / in addition |
| Contrasting | On the other hand / But | In contrast / However |
| Example | like , such as | for example / for instance / namely |
| Summing up / concluding | To sum up | In conclusion |
| | In a nutshell | |
| | Last but not least | Finally |

| Parts of speech | | | |
|-----------------------|---|---------------------|---|
| INFORMAL | FORMAL | INFORMAL | FORMAL |
| Nouns | | Verbs | |
| thing | factor, issue, aspect, item /device / tool | show | demonstrate / indicate |
| place | location, site | have | contain / consist of |
| buyer | purchaser | give | provide, donate |
| parts | elements, components | watch / see | observe |
| answer | response, solution | answer | respond |
| kid/kids | child/children | keep | preserve |
| chance | opportunity | get | obtain |
| stuff | material / substance | need | require |
| Adjectives | | guess | estimate |
| good | positive, useful, valuable, advantageous | mean | indicate / imply / suggest |
| bad | negative, disadvantageous | do | carry out / perform / hold / conduct |
| big | large, major | stay | remain |
| little | small, minor | tell | inform |
| wrong | incorrect | let | allow / permit |
| a lot of / lots of | many / a large number of | happen | occur |
| better | improve | keep | retain |
| hard | difficult | ask | enquire |
| Enough | Sufficient | buy | purchase |
| Adverbs | | seem | appear |
| around | approximately | check | verify |
| maybe | perhaps / possibly | Prepositions | |
| quickly | immediately | about | concerning / regarding |
| really | extremely | before | prior to |
| Phrasal Verbs | | | |
| ask for | request | make sure | ensure |
| bring along | bring | make up | comprise |
| bring up | raise | meet with | encounter |

| | | | |
|---------------------------|-----------------------|-----------------------------|-------------------------------|
| bump into (an old friend) | meet (by chance) | move up and down | fluctuate |
| come back, go back | return (somewhere) | put up with | tolerate |
| cut down | reduce | put off | delay |
| come over | visit | put out (a fire, cigarette) | extinguish |
| fill out (a form) | complete | pick up | collect |
| find out | discover / identify | put in | insert |
| go up | rise, increase | put up | tolerate |
| go down | fall, decrease | pick up | fetch / collect |
| go against | oppose | point out | draw attention to / highlight |
| give back, take back | return (something) | set up | establish |
| give up | quit | stand for | represent |
| get rid of | eliminate | start again | resume, recommence |
| help out | assist | throw away | discard |
| lead to | cause | take apart | dismantle |
| keep up | maintain | take away | remove |
| lead to | examine / investigate | talk over | discuss |
| look into | investigate | think about | consider |

MODEL QUESTION

As the head of librarian, your principal has asked you to write **a report** about on the conditions of the school library.

Your report should include:

- students' positive opinion on the library
- describe the aspects to improve
- suggestions to improve the school library

Task 1

Task 2

Task 3

Write your report.

A. *Read the sample question above and answer the following.*

a. Whom are you writing the report for?

b. Why are you writing it?

c. What are the tasks required?

Task 1 _____ (C1)

Task 2 _____ (C2)

Task 3 _____ (C3)

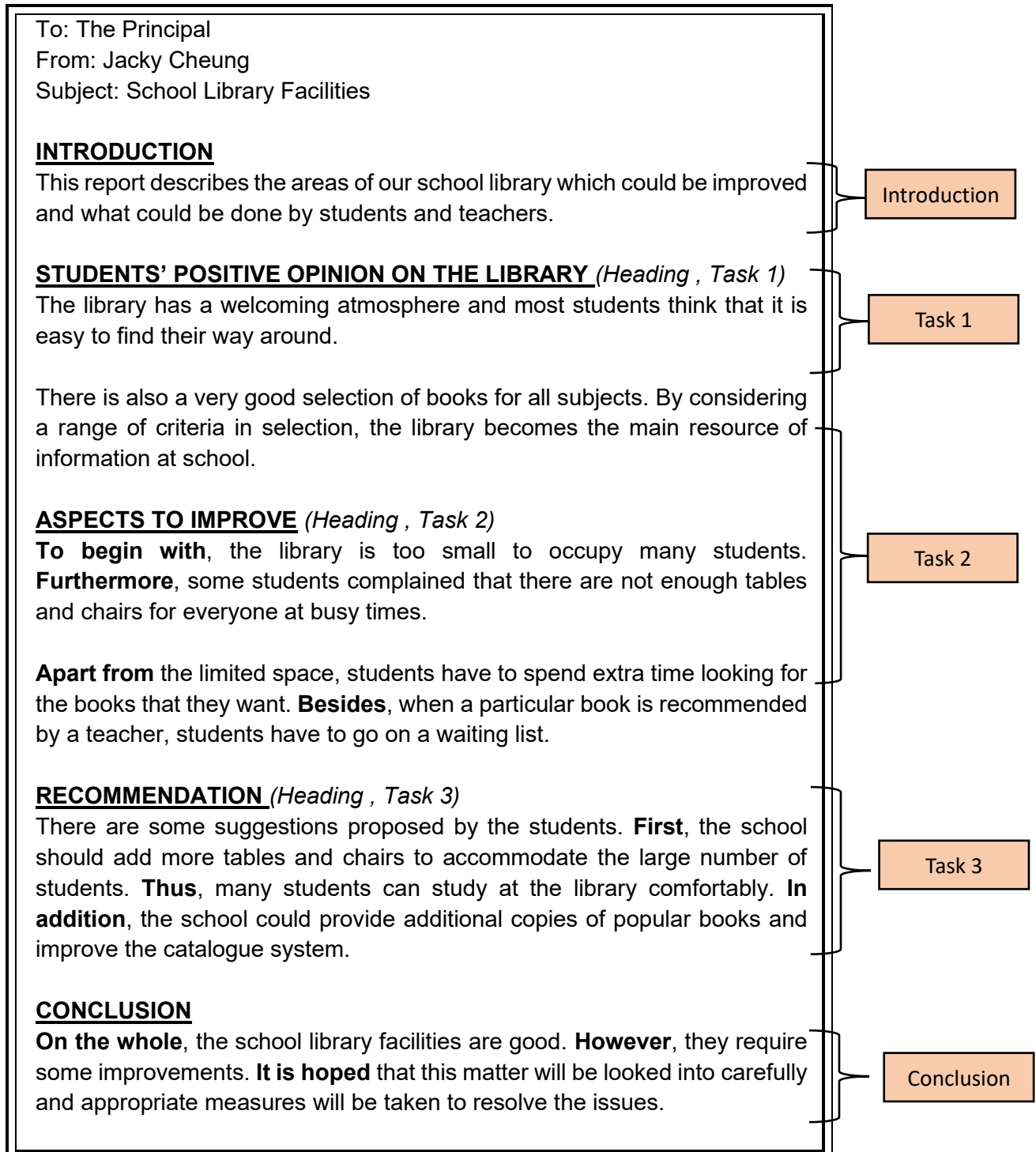




LAYOUT OF A REPORT

Layout Type 1

- You can use headings for each paragraph to show the focus area and help the reader to find information easier.



Layout Type 2

- You can organise the tasks according to paragraphs.

To: The Principal
 From: Jacky Cheung
 Subject: School Library Facilities

The aim of this report is to describe the condition of the school library and provide suggestions to improve it.

The library has a welcoming atmosphere and most students think that it is easy to find their way around. It is well-decorated and well-lit. **However**, the library is too small to occupy many students. **Furthermore**, some students complained that there are not enough tables and chairs for everyone at busy times. **Apart from** the limited space, students have to spend extra time looking for the books that they want. **Besides**, when a particular book is recommended by a teacher, students have to go on a waiting list.

There is a very good selection of books for all subjects but the catalogue system is rather complicated. **Consequently**, students have to spend extra time looking for the books that they want. **Besides**, when a particular book is recommended by a teacher, students have to go on a waiting list.

There are some suggestions proposed by the students. **First**, the school should add more tables and chairs to accommodate the large number of students. **Thus**, many students can study at the library comfortably. **In addition**, the school can provide additional copies of popular books and improving the catalogue system.

On the whole, the school library facilities are good. **However**, they require some improvements. **It is hoped** that this matter will be looked into carefully and appropriate measures will be taken to resolve the issues

Introduction

Task 1 +
Task 2

Task 3

Conclusion

PLANNING YOUR REPORT

| | |
|---|---|
| To: | Written at the top of report |
| From: | |
| Subject: | |
| Introduction | Clearly state why you are writing the report and what is going to be included |
| Topic Paragraphs | <ul style="list-style-type: none"> o Give information / Presenting findings o Making recommendations/ suggestions |
| <ul style="list-style-type: none"> ✓ Give factual and clear information of the report ✓ Only write things related to the task. ✓ Support your points with reasons and examples ✓ Do not write from your personal point of view. Make general arguments. | |
| Conclusion | End your report with a clear conclusion . |

HELPFUL PHRASES FOR REPORT WRITING

| |
|--|
| INTRODUCTION |
| <ul style="list-style-type: none"> • The purpose / aim of this report is • The report is intended to show / discuss / suggest / outline.... • This report focuses on.... |

| Topic paragraphs | |
|---|---|
| GIVE INFORMATION / PRESENTING THE FINDINGS | <ul style="list-style-type: none"> • In general, ... • Generally speaking, ... • Most (members) seem to ... • It appears that ... • According to ... • It seems / appears that.... • It is interesting / surprising / that.... • According to • It appears that.... • The main problem is that... • According to some people.... • Some people / students said / felt / mentioned that.... • Most people/ the majority of people seem to / tend to |
| MAKING RECOMMENDATIONS / SUGGESTIONS | <ul style="list-style-type: none"> • To improve the situation, it is recommended that..... • In the future, we should.... • It is recommended/ suggested that... • Based on the findings of this report, I recommend/suggest +ing • As can be seen from the findings of this report, it is recommended..... • I (would) recommend/suggest that ... |

| | |
|--|--|
| | <ul style="list-style-type: none"> • The following (improvements) are recommended: First..... • The best ideas/solutions seem to be ... • It would be (highly) advisable to ... • All things considered... • In my opinion.... • As far as I am concerned..... |
|--|--|

CONCLUSION

- In conclusion...
- To summarise / conclude....
- To sum up...
- On the whole.....
- All in all.....
- From my point of view....



Practice 1

Question 3

You have attended a Green Energy Saving conference organised by the City Council. You have been asked to write a report about the conference.

Your report should include:

- details of the conference
- activities at the conference
- suggest suitable activities that can be done at school to save energy.

Write your report.

A. Read the sample question above and answer the following.

a. Whom are you writing the report for?

b. Why are you writing it?

c. What are the tasks required?

Task 1 _____ (C1)

Task 2 _____ (C2)

Task 3 _____ (C3)



- Report are written to tell about events that happened in the past. Most of the time they are written in **the passive voice**.
- We often use verbs like believe, consider, know, expect, say, report, suppose and think in **the passive voice**. (refer to Grammar Reference in Download Textbook page 169-170)



B. Complete the sentences below with the correct form of verbs in *the Passive Voice* to make it more formal.

1. The conference _____ (hold) on 21 June 2023 at the Town Hall.
2. The conference _____ (conduct) via online to maintain our physical distancing.
3. Plenty of virtual simulated activities _____ (organise) by the city council for all students to participate.
4. Students _____ (involve) in various activities during the conference.
5. Many activities such as video-watching and online quiz about Green Energy Saving _____ (carry out).
6. It _____ (say) that the ice-breaking session was the most fun and popular activities.

C. Complete the sentences below with your suggestions.

Task 3

suggest suitable **activities** that can be done at **school** to **save energy**.

Suggest more than one activity

1. I think the school should conduct a fun and interactive activities to encourage students' participation.
2. I would recommend
3. In my opinion, the school could
4. Students should
5. I suggest that the school
6. Perhaps the best activity that could be held is



Practice 2

Question 3

You have just come back from a two-day study trip to a historical town. Your teacher has asked you to write a report about your visit.

Your report should include:

- Experience gained from the visit.
- Opinion of the visit.
- Recommendations for future study trips.

Write your report.

A. Read the sample question above and answer the following.

a. Whom are you writing the report for?

b. Why are you writing it?

c. What are the tasks required?

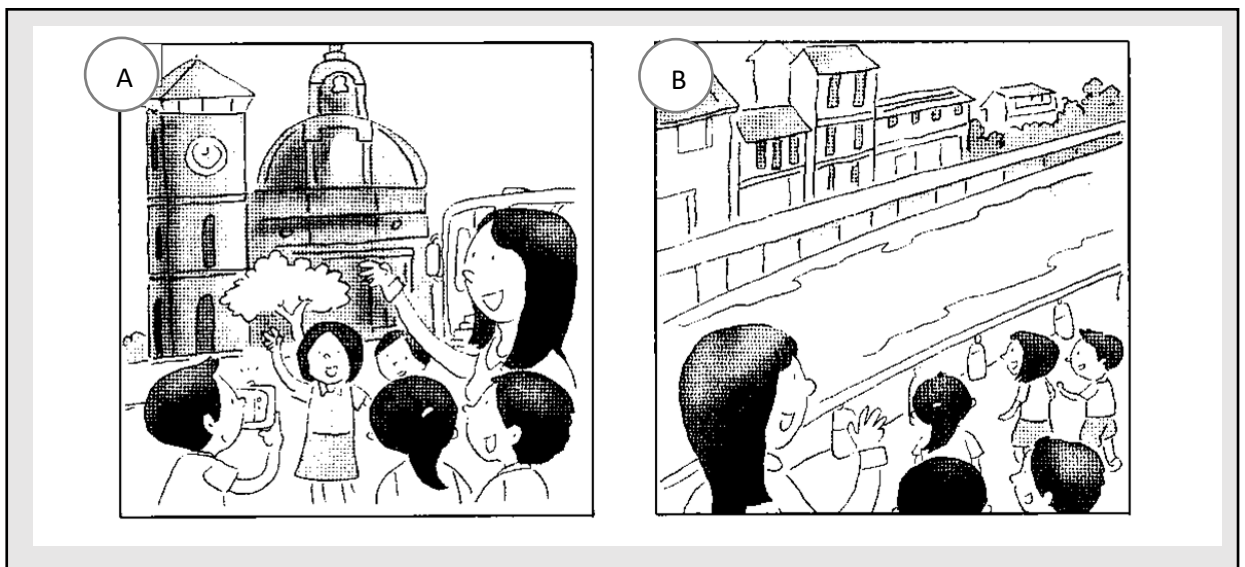
Task 1 _____ (C1)

Task 2 _____ (C2)

Task 3 _____ (C3)



B. Look at the picture. Brainstorm words related to the pictures in the box.



C. Check your writing:

Complete the sentences with a word or phrase from the box.

| | | | |
|--------------|--------------------------------|------------|-----------------------|
| propose that | as a result | describes | would recommend |
| assess | would have welcomed the chance | most | |
| exceeded | were reluctant to | resounding | have no hesitation in |

To:

From:

Subject:

Introduction

1. This report _____ a recent school trip to Malacca.
2. The aim of the report is to _____ the success of the trip in order to recommend it in the future.

Experience gained from the visit

3. The trip was a _____ success.
4. Students made the _____ of the opportunity to gain more knowledge about history and cultural traditions.

Opinion of the Visit

5. Students agreed that the local people's hospitality _____ their expectations.
6. However, some historical sites were located great distances from the town. _____, some students felt extremely exhausted.
7. This was a shame as they _____ to spend more time at the sites.
8. Some students _____ to leave as they were fascinated by the architectural design of the buildings.

Recommendations

9. I _____ on future study trips, the sites are selected within a 5-kilometre radius of the town.
10. I _____ suggest that next time more students are invited.
11. On future study trip _____ students complete a travel journal.



Practice 3

Question 3

Getting to school on time is very important but many students often arrive late. The Principal has asked you to carry out a survey to find out why they arrive late. Based on your findings, write a report to the principal.

Your report should include:

- Details of the survey
- Reasons given by the students
- Ways to solve the problem

Write your report.

a. Whom are you writing the report for?

b. Why are you writing it?

c. What are the tasks required?

Task 1 _____ (C1)

Task 2 _____ (C2)

Task 3 _____ (C3)



Step 2 : Organise your ideas

B. Think about the question. What are things that you want to include in your report. State some of the ideas in the space provided below.

| | |
|-------------------------------|--|
| Paragraph 1 – Introduction | The purpose of the report |
| Paragraph 2 – Task 1 | <ul style="list-style-type: none"> • Details of the survey (<i>what are the details that you want to include?</i>) Eg: Date |
| Paragraph 3 – Task 2 | <ul style="list-style-type: none"> • Reasons given by the students (<i>include more than one reason</i>) Reason 1:..... Reason 2:..... Reason 3:..... |

| | |
|-----------------------------|--|
| Paragraph 4 – Task 3 | <ul style="list-style-type: none"> Ways to solve the problem (<i>include more than one way</i>) Way 1:..... Way 2:..... Way 3:..... |
| Paragraph 5 – Conclusion | Overall impression / opinion |

Step 3 : Let's try to write

Based on the information given in the question, complete the following tables.

(Write simple sentences)

| No | Prompt from the Question | What to write? |
|----|---|---|
| 1 | State the title of your report | To : _____ From : _____ Title : _____ _____ |
| 2 | To write your introduction, clearly state why you are writing the report and what is going to be included | This report focuses on _____ _____ carried out by the Prefectorial Board of SMK Petra Jaya. |

| | | |
|---|--|--|
| 3 | <p>Answering the Task 1:</p> <ul style="list-style-type: none"> • Details of the survey <p>State details on:</p> <ul style="list-style-type: none"> ✓ What ✓ Where ✓ Who ✓ When | <p>The survey was carried out on _____.</p> <p><i>(state the date / time / day)</i></p> <p>A total of _____</p> <p><i>(state the total number of students involved)</i></p> <p>students were involved in the survey. It was held at _____.</p> <p><i>(state the specific venue)</i></p> <p>The survey was carried out under the supervision of _____.</p> <p><i>(name of teacher-in-charge)</i></p> |
| 4 | <p>Answering the Task 2:</p> <ul style="list-style-type: none"> • Reasons given by the students <p><i>Give at least two reasons why students arrive late to school from previous activity.</i></p> <p><i>Elaborate each reason using examples, information, facts or your own opinion.</i></p> <p><i>Give information using linking words</i></p> | <p>Based on the results of the survey, the majority of the correspondents cited _____</p> <p>_____ <i>(reason 1)</i></p> <p>as the main cause for students to arrive late to school.</p> <p>Many students stayed up late at night doing revision or playing online games. Thus, they were unable to wake up on time.</p> <p>Some students highlighted the issue of _____</p> <p>_____</p> <p>_____</p> <p><i>(reason 2).</i></p> <p>Some students _____</p> <p>_____</p> <p>_____ <i>(elaboration 2).</i></p> <p>Another reason given by the respondents is _____</p> <p>_____</p> |

| | | |
|---|---|--|
| | | <p>_____ (reason 3).</p> <p>This is because</p> <p>_____</p> <p>_____</p> <p>_____ (elaboration 3).</p> |
| 5 | <p>Answering Task 3:</p> <ul style="list-style-type: none"> Ways to solve the problem <p><i>Give at least two ways to solve the problem from previous activity.</i></p> <p><i>You can elaborate further using examples, information, facts or your own opinion.</i></p> <p><i>Give information using linking words</i></p> | <p>To overcome this problem from further affecting our school's image, the school can <u>conduct an awareness campaign among students to bring in awareness on the importance of being punctual.</u></p> <p>(way 1)</p> <p>At the same time, the school should</p> <p>_____ (way 2). This can be _____</p> <p>_____ (elaboration 2).</p> |
| 6 | <p>Concluding paragraph</p> <ul style="list-style-type: none"> Give a clear statement to summarize the report and what is felt/hope for. | <p>To summarise, the issue of students arriving late to school can be reduced gradually if both the school and students work hand in hand. The cooperation of parents, teachers and the students is crucial to ensure our goal to improve students' discipline is achieved.</p> |
| 7 | <p>Signing off on the left side.</p> <p>Followed by :</p> <ul style="list-style-type: none"> your name position name of the society / organization | <p>Reported by:</p> <p>.....</p> <p>(your name)</p> <p>Head Prefect, SMK Petra Jaya</p> |

MODEL QUESTION 1

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

Your report should include :

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

Write your report.

MODEL QUESTION 2

Your teacher has asked you to recommend a website for students who want to improve writing skills in English.

Your report should include:

- the name of a website
- interesting features of the website
- students' view on learning English

Write your report.

REVIEW

Song Review

Tips to write a song review:

- Choose a song that you really love listening to.
- Mention the title, name of the artist and some facts about the song. (when it was released etc)
- Give your best comment on the lyric, melody by using specific vocabulary, compound adjectives etc.
- Link the song with your own life-experience just to make it interesting and relevant to the readers.
- End the review with a strong reason why the readers should to the song.

Let's have a look at these songs. Do you know which song belongs to whom?

Match these songs with their artists.

SONGS

- Invisible
- Roar
- Fifteen
- Dreamers
- Fight Song
- Butter
- How You Like That

ARTISTS

- Rachel Platten
- Blackpink
- Linkin Park
- BTS
- Katy Perry
- Jung Kook
- Taylor Swift

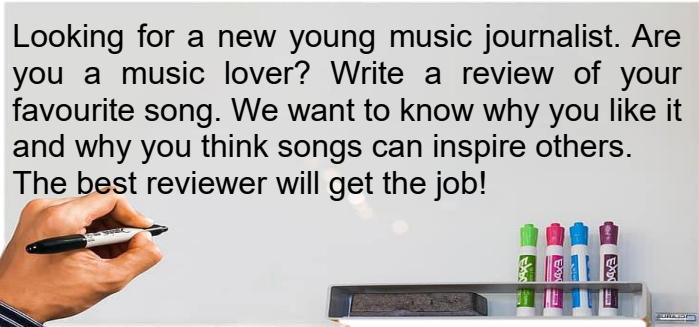
How many stars would you give each song?

| <u>SONGS</u> | <u>STARS</u> (Shade the star) |
|--------------|----------------------------------|
| Invisible | ☆ ☆ ☆ ☆ ☆ |
| Roar | ☆ ☆ ☆ ☆ ☆ |
| Fifteen | ☆ ☆ ☆ ☆ ☆ |
| Dreamers | ☆ ☆ ☆ ☆ ☆ |

| | |
|-------------------|-----------|
| Fight Song | ☆ ☆ ☆ ☆ ☆ |
| Butter | ☆ ☆ ☆ ☆ ☆ |
| How you like that | ☆ ☆ ☆ ☆ ☆ |

MODEL QUESTION 1

Imagine you come across this question. Read carefully before you start writing.



UNPACKING TIME!

Looking for a new young music journalist. Are you a music lover? Write a review of your favourite song. We want to know why you like it and why you think songs can inspire others. The best reviewer will get the job!

- In your writing, you should:**
- know the tone (formal/semi-formal/informal)
 - state the contents needed
 - use appropriate linkers, vocabulary, variety of sentences

Answer this simple question.
E.g. Of course, I'm a music lover.

Choose a song that you really listen to and enjoy the most. Briefly, write at least 2 paragraphs about the song.

Looking for a new young music journalist. **Are you a music lover? Write a review of your favourite song.** We want to know **why you like it** and **why you think songs can inspire others.**
The best reviewer will be get the job!

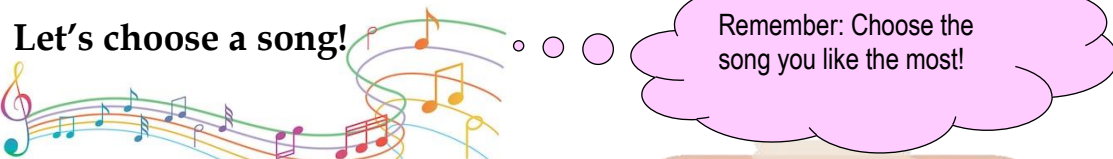
Give at least one reason and elaborate it by using your real life-experience.

Give at least one reason and elaborate it.

Try giving the answers using simple ideas.

| Question | Answer (Content) (using simple ideas) | Answer (Content) (using straightforward ideas) |
|---|--|---|
| Are you a music lover? | Yes, I'm a music lover. | I would say I'm a music lover. I started listening to music when I was five years old. My mom always sang me 'Twinkle, twinkle little star' before I went to bed. |
| Write a review of your favourite song. <ul style="list-style-type: none"> • What is your favourite song? • Who is the artist? • When is it published? • What do you think of the song? | | |
| Why do you like it? | | |
| Why do you think songs can inspire others? | | |

Let's choose a song!



Remember: Choose the song you like the most!

Example:
Fight Song

Artist: Rachel Platten
Published: In 2015
Type of music: Pop-rock

Listen to the song and fill in the blanks with words given in the box.

| | | | |
|-------|---------|-----------|----------|
| waves | worried | wrecking | life |
| miss | chasing | explosion | starting |
| voice | bones | heart | left |

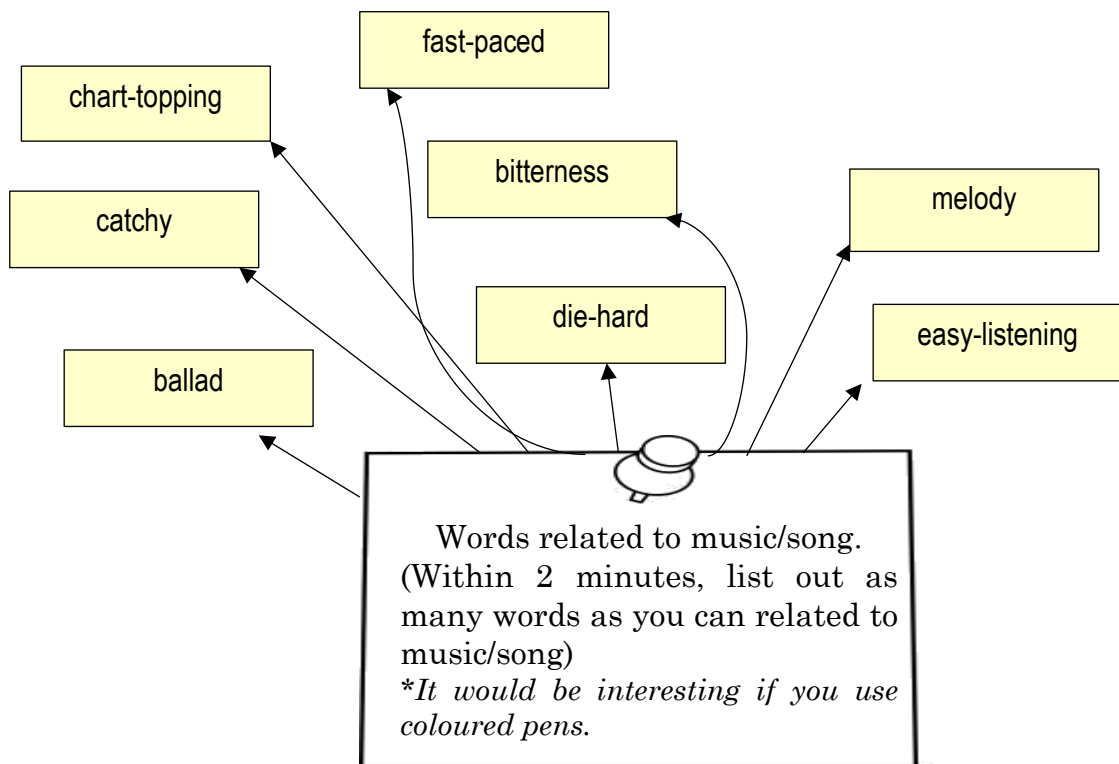
Fight Song

Like a small boat
 On the ocean
 Sending big _____
 Into motion
 Like how a single word
 Can make a _____ open
 I might only have one match
 But I can make an _____

 And all those things I didn't say
 _____ balls inside my brain
 I will scream them loud tonight
 Can you hear my _____ this time?

 This is my fight song
 Take back my _____ song
 Prove I'm alright song
 My power's turned on
 _____ right now I'll be strong
 I'll play my fight song
 And I don't really care if nobody else believes
 'Cause I've still got a lot of fight _____ in me

 Losing friends and I'm _____ sleep
 Everybody's _____ about me
 In too deep
 Say I'm in too deep (in too deep)
 And it's been two years I _____ my home
 But there's a fire burning in my _____
 Still believe
 Yeah, I still believe



- How many words did you get within 2 minutes?
- Share what you have with your friends and jot down words that you don't have.

WRITING TIME!

Model answer. Using your dictionary, find the meaning of the words in **BOLD**.

As a **passionate** music **enthusiast**, it's always a challenge to select a favourite song, but one that has truly **resonated** with me is "Fight Song" by Rachel Platten. This powerful **anthem** has captured my heart and has the potential to inspire others, especially young individuals, in **numerous** ways.

"Fight Song" holds a special place in my heart due to its **empowering** message of **resilience** and self-belief. The lyrics beautifully express the journey of overcoming **obstacles**, reclaiming personal strength, and **embracing** one's true potential. The song reminds me that no matter how tough life gets, we have the inner power to rise above challenges and stand up for ourselves.

What truly sets this song apart is its ability to connect with young listeners. At the age of 17, life can be **overwhelming** with academic pressures, personal struggles, and self-discovery. "Fight Song" serves as a **reminder** that it's okay to face difficulties and that we have the **capacity** to overcome them. It instils a sense of hope and encourages us to never give up on our dreams and aspirations.

Songs have a unique ability to inspire others by touching their emotions and providing a sense of unity. Music speaks a universal language, **transcending** cultural and personal **barriers**. "Fight Song" **showcases** the power of music as a tool for empowerment, reminding us that we are not alone in our struggles. It can be a source of comfort, motivation, and a **catalyst** for positive change.

In a world where it is easy to feel overwhelmed and discouraged, "Fight Song" by Rachel Platten offers a powerful reminder of our own inner strength and resilience. It encourages us to embrace our individuality, to stand tall in the face of **adversity**, and to keep fighting for what we believe in.

In conclusion, "Fight Song" is a remarkable anthem that resonates deeply with young individuals. Its empowering message of resilience and self-belief serves as a beacon of inspiration in navigating the challenges of adolescence. This song has the ability to uplift spirits, instill hope, and remind us that we have the power to overcome any obstacles that come our way. So, turn up the volume, embrace the lyrics, and let "Fight Song" be your anthem for inner strength and **unwavering** determination.

| Question | Answer (Content) (using simple ideas) | Answer (Content) (using straightforward ideas) |
|---|---|--|
| Are you a music lover? | Yes, I am a music lover. | I would say I am a music lover. I started listening to music when I was five years old. My mom always sang me 'Twinkle, twinkle little star' before I went to bed. |
| Write a review of your favourite song. <ul style="list-style-type: none"> • What is your favourite song? • Who is the artist? • When was it released? • What do you think of the song? | My favourite song is Fight Song. The artist is Rachel Platten. It was released in 2015. | The song that I really love listening to is Fight Song sung by Rachel Platten. It was released in 2015 and has become one of the inspirational anthems until now. |
| Why do you like it? | | |
| Why do you think songs can inspire others? | | |
| What is your hope? How would you rate the song? | | |

(Try to complete the rest of the ideas with your teacher)

Don't worry about making mistakes. Now write your review here.

(Introduction)

(2nd paragraph)

(3rd paragraph)

(4th paragraph)

(Conclusion)

Are you done? Remember to seek your teacher's guidance if you don't know.

Let's try another question with different topic.

Model Question 2

Looking for a new young talented journalist. Do you like watching TV drama? Write briefly about your favourite drama. We want to know why you like it and would you recommend it to others. Why?
The best reviewer will get the job!



UNPACKING TIME!

Looking for a new young talented journalist. Do you like watching TV drama? Write briefly about your favourite drama. We want to know why you like it and would you recommend it to others. Why?
The best reviewer will get the job!

- In your writing, you should:***
- know the tone (formal/semi-formal/informal)
 - state the contents needed
 - use appropriate linkers, vocabulary, variety of sentences

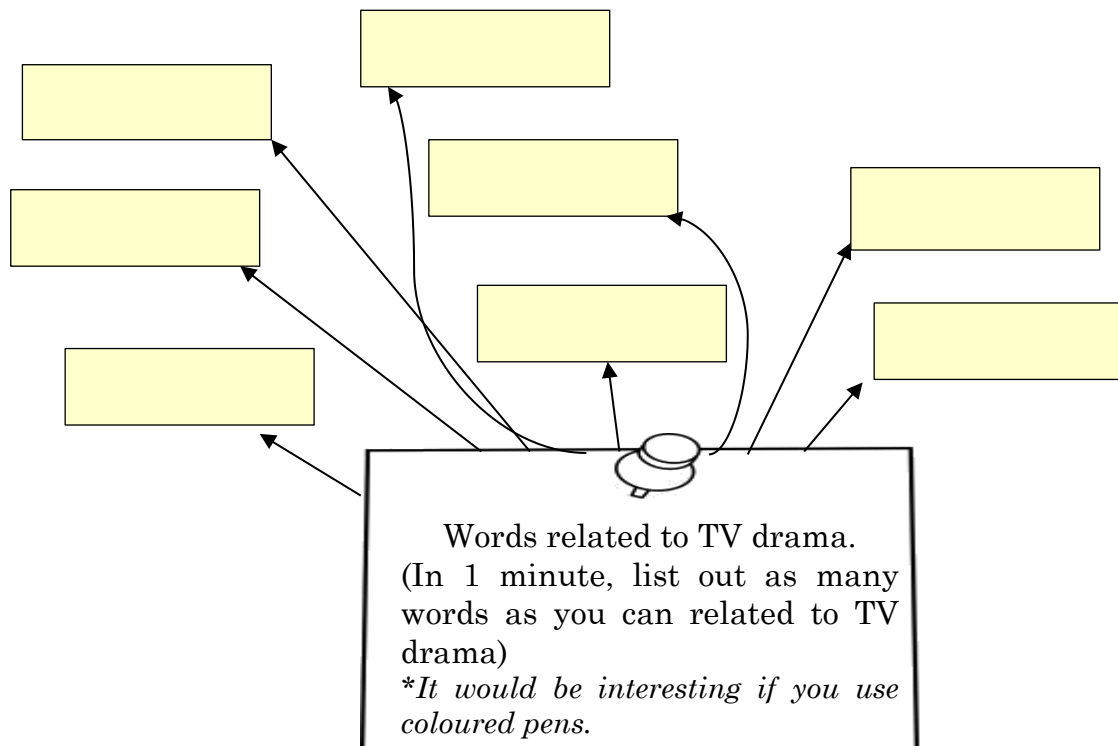
Try giving the answers using simple ideas.

| Question | Answer (Content) (using simple ideas) | Answer (Content) (using straightforward ideas) |
|----------|--|---|
| | | |
| | | |

| | | |
|--|--|--|
| | | |
| | | |

Think-Pair-Share activity

- How many words did you get within 1 minute?
- Share what you have with your friends and jot down words that you don't have.



Don't worry about making mistakes. Now write your review here.

(Introduction)

(2nd paragraph)

(3rd paragraph)

(4th paragraph)

(Conclusion)

Are you done? Remember to seek your teacher's guidance if you don't know



**KEMENTERIAN PENDIDIKAN
JABATAN PENDIDIKAN NEGERI TERENGGANU**

**MODUL
INTERVENSI PEMBELAJARAN
SPM 2023**

PERATURAN PEMARKAHAN

BAHASA INGGERIS

SUGGESTED ANSWERS

READING: PART 4 (GAPPED TEXT)

Finding Synonyms

| | | | |
|---|-----------------|----|---------------|
| 1 | ignoring | 6 | enjoyable |
| 2 | tries | 7 | promises |
| 3 | appeal | 8 | unimportant |
| 4 | took the plunge | 9 | genuine |
| 5 | cause | 10 | by one's self |

| | | | |
|----|---|----|---|
| 27 | G | 30 | E |
| 28 | A | 31 | B |
| 29 | D | 32 | H |

Part 4 (Let's Try)

| | | | |
|----|---|----|---|
| 27 | A | 30 | E |
| 28 | F | 31 | C |
| 29 | H | 32 | D |

READING: PART 5 (MATCHING AND INFORMATION TRANSFER)

PRACTICE 1

| | Text | Question |
|----|---------------|-----------------|
| a) | Earth | Planet |
| b) | Beautiful | Attractive |
| c) | Planting | Growing |
| d) | Disadvantaged | Underprivileged |
| e) | Communities | Populations |
| f) | Regular | Routine |
| g) | Kids | Children |

- 33) F
- 34) C
- 35) D
- 36) E
- 37) rescuing
- 38) environmental
- 39) isolated
- 40) cognitive

PRACTICE 2

- 33) E
- 34) D
- 35) A
- 36) F
- 37) phrases (B)
- 38) heritage (C)
- 39) behaviour (D)
- 40) assistance (F)

WRITING: REPORT

Practice 1 (C)

- 1. was held
- 2. was conducted
- 3. were organised
- 4. were involved
- 5. were carried out
- 6. was said

Practice 2 (C)

- 1. describes
- 2. assess
- 3. resounding
- 4. most
- 5. exceeded
- 6. as a result
- 7. would have welcomed the chance
- 8. were reluctant to
- 9. propose that
- 10. would recommend
- 11. have no hesitation in

STORY

The full story

Seri was unhappy with what had happened to her. She did not expect she would face it. Seri curled up under her blanket. She was still devastated by the fact that the novel she had worked hard on was rejected by the publishing company. "That was my third novel and it got rejected too," murmured Seri. "Maybe I should just give up on writing," her depressed state had only gotten worst.

After quite some time, Seri realised that confining herself in her room while lamenting on her fate would not change anything for the better so she quickly got out of the bed and made breakfast. She had a slice of bread with pineapple jam on it. It was her favourite ever since she was little but that didn't make herself feel any better. After having breakfast, she took a shower and dressed up like she always did, a baggy shirt and a pair of black trousers.

Looking through her window, she decided it was a good day to go to the beach. She immediately grabbed her car key and went to her car. While on her way to the beach, she reminisced on how people would praise her back then for her talent in writing. Seri was utterly demotivated and was at her breaking point but she somehow believed that giving up on writing arbitrarily would do her no good.

Once at the beach, Seri made a new friend. Her friend's name was Dania. She was the one who approached Seri while she was seemingly walking on the shore with a frowning face. "I think writing is not my forte, after all, all three of my novels were deemed too generic." Seri told Dania of her predicament. "Everyone has her own story, right?" She was a bit confused with what Dania had just said.

Dania revealed that she was a painter. She took a book out of her backpack and showed its content to her. Seri was totally engrossed by the paintings in the book. Even the cover art itself was beautiful. She thought that never in a million years would she be able to paint any of the paintings. "You can have that if you like." Dania said to her. Her eyes sparkled with joy as she hugged Dania. "if you are writing a new novel, I can provide the illustrations," offered Dania. Seri was over the moon and had regained her spirit for writing again. "Yes! I would love that. Looking forward to working with you." She exclaimed as she reached her hand out to Dania. Both of them shook hands as a sign of agreement.

A year later, they won an award for the best selling novel entitled 'One Summer Day' written by Seri with enthralling illustrations by Dania. For Seri, it was not the book that Dania gave her that had fueled her spirit back, it was Dania herself. Meeting Dania was the best gift she could ever ask for, her problem solver.