



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Terengganu

MODUL INTERVENSI PEMBELAJARAN

SPM 2025

BAHASA INGGERIS

Name:

Class :

DISEDIAKAN OLEH PANEL AKRAM NEGERI TERENGGANU

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

PANEL OF WRITERS

MAZITA BINTI ABD GHANI	PPD KUALA TERENGGANU
INTAN SYAFINAZ BINTI KAMARUDDIN	SMK TENGKU MUHAMMAD ISMAIL
NOR RAFIDAH BINTI MAHMUD @ GHAZALI	SMK KIJAL
WAN YUSNITA BINTI WAN JUSOH @ YUSOFF	SM SAINS KUALA TERENGGANU
SALIZA BINTI OTHMAN	SMA SETIU
NOR HASNIZA BINTI AB RAZAK	SMK KOMPLEKS MENGABANG TELIPOT
NOR ALYA BINTI ZULKIFLI	SMK BUKIT SAWA
SITI NUR ATIQA BINTI OMAR BAKI	SMK BUKIT MENTOK
SITI NURBAITI BINTI MOHAMED	SMK CHUNG HWA WEI SIN
NUR HAYANA BINTI YUSOF	SMK AJIL
HANISAH BINTI TALAHA	SM SAINS SULTAN MAHMUD
NAJIHAH BINTI TALAHA	SMK BADRUL ALAM SHAH
ZUL AZRI BIN ANUAR	SMK TENGKU MAHMUD
MOHAMAD HAFIEZ BIN SALLEH	SMK TENGKU LELA SEGARA
MOHAMAD QAYYUM BIN MOHAMAD ROZLAN	SM IMTIAZ YT BESUT

TABLE OF CONTENTS

	PAGE
READING: PART 1 (MULTIPLE-CHOICE QUESTIONS)	3
READING: PART 3 (COMPREHENSION)	9
READING: PART 4 (GAPPED TEXT)	16
READING: PART 5 (INFORMATION TRANSFER)	26
COHESIVE DEVICES	34
PART 1: SHORT MESSAGE	42
PART 2: GUIDED WRITING	48
PART 3: EXTENDED WRITING	
ARTICLE	55
REPORT	63
REVIEW	75
STORY	90
SUGGESTED ANSWERS	100

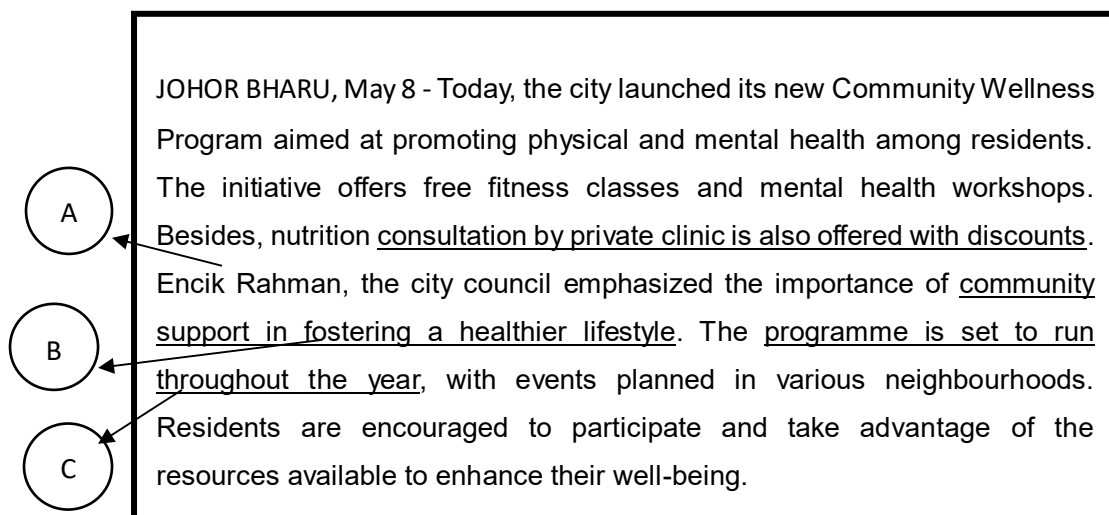
1119/1 READING AND USE OF ENGLISH

PART 1: MULTIPLE-CHOICE QUESTIONS

Questions 1 to 8 are based on the given stimuli.

Study the information carefully and choose the **best** answer **A**, **B**, or **C**.

For each question, mark your answer **A**, **B** or **C** on your answer sheet.



JOHOR BHARU, May 8 - Today, the city launched its new Community Wellness Program aimed at promoting physical and mental health among residents. The initiative offers free fitness classes and mental health workshops. Besides, nutrition consultation by private clinic is also offered with discounts. Encik Rahman, the city council emphasized the importance of community support in fostering a healthier lifestyle. The programme is set to run throughout the year, with events planned in various neighbourhoods. Residents are encouraged to participate and take advantage of the resources available to enhance their well-being.

1 What is one of the benefits of sports?

- A all the activities provided during the programme are free of charge. (DISCOUNTS)
- B the community needs to think of ways to stay healthy. (SUPPORT)
- C the programme will be done within 12 months. (THROUGHOUT THE YEAR)

WHAT ARE THE TIPS TO ANSWER MCQ QUESTIONS?

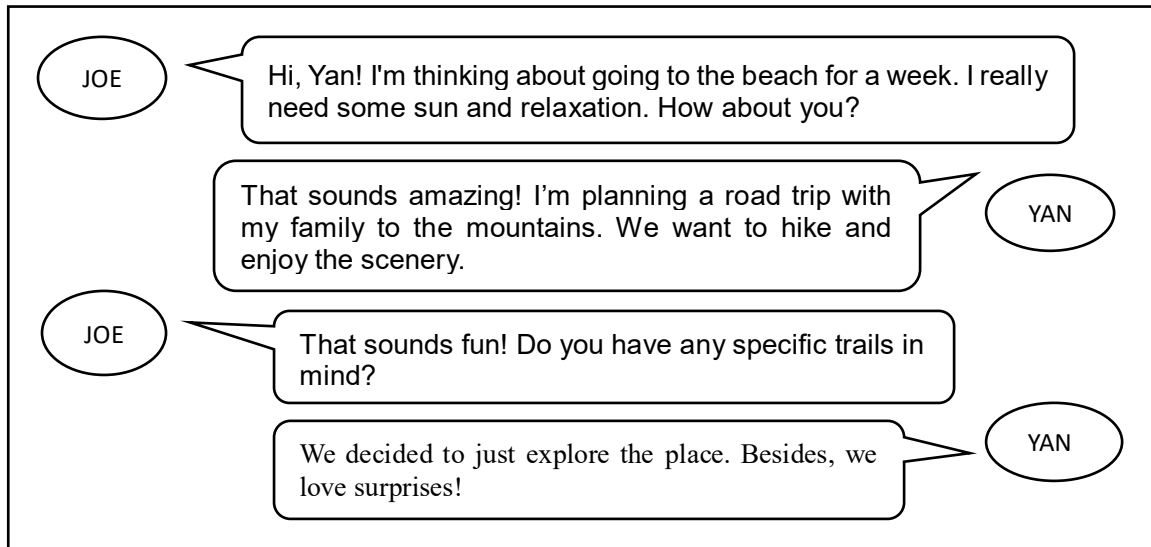
1. Underline **THE KEY WORDS** in the questions and the text provided.
2. Look for **SIMILARITIES** in the words or phrases of the answer choices and the text.
3. Instead of searching for the **CORRECT ANSWER**, you can also identify the **WRONG ANSWERS**.
4. Decide the answers after identifying the **DISTRACTORS**.
5. Spend at least **2 MINUTES** on each question.
6. If you spend more than the allocated time, **MOVE TO THE NEXT QUESTION**.
7. **CIRCLE** the question and do it later.
7. Make sure to **RECHECK** once you have completed answering.

LET'S DO THIS!

PANCAKES RECIPE

To make delicious pancakes, start by mixing 1 cup of flour, 2 tablespoons of sugar, 1 tablespoon of baking powder, and a pinch of salt in a bowl. In another bowl, whisk together 1 cup of milk, 1 egg, and 2 tablespoons of melted butter. Combine the wet and dry ingredients, stirring until just mixed. Heat a non-stick skillet over medium heat and pour 1/4 cup of batter for each pancake. Cook until bubbles form, then flip and cook until golden brown. Enjoy with syrup!

- 1 From the recipe, we know that we need to
 - A flip the pancake when it is golden brown.
 - B stir the wet and dry ingredients until thoroughly mixed.
 - C mix the wet and dry ingredients at the beginning of the recipe.



2 Which of the following is **true** about the dialogue?

- A Yan does not have specific planning for her trip.
- B Joe plans to spend his time by the sea.
- C Yan wants to surprise her family.

In a quiet village, a young girl named Lily discovered a hidden garden filled with colourful flowers and singing birds. Every day after school, she would visit the garden, tending to the plants and sharing her dreams with the creatures. One day, she found a small, sparkling key buried beneath a rose. Curious, she searched for a lock. When she finally unlocked an old wooden gate, a magical world unfolded, full of wonders she had only dreamed about.

3 From the story, what led Lily to the magical world?

- A The hidden garden.
- B The creatures and the plants.
- C The key under the rose.

 Join the Cast of "Whispers of the Forest"!

Are you ready to step into the spotlight? We are excited to announce auditions for our next play!

 **Audition Date:** 6th May 2025

 **Time:** 9.30 am – 2.00 pm

 **Location:** Mutiara Hall

Requirements to Audition:

- **Age:** Open to all ages (children, teens, and adults)
- **Experience:** No prior acting experience required, but enthusiasm is a must!
- **Preparation:** Please prepare a 1 to 2 minutes monologue of your choice.
- **Availability:** Must be available for rehearsals in two weeks after the audition.
- **Commitment:** A passion for storytelling and teamwork!

We can't wait to see you there!

4 From the advertisement, we know that

- A the audition is limited to 18 years and above.
- B all candidates must have previous experience in acting.
- C those who have eagerness in acting stand a chance to be selected.

One popular traditional game in Malaysia is **Sepak Takraw**. This exciting sport combines elements of volleyball and soccer, where players use their feet, head, knees, and chest to hit a rattan ball over a net. Typically played in teams of three, Sepak Takraw showcases agility, coordination, and teamwork. It's often played in outdoor courts and is a beloved pastime at community gatherings and festivals, reflecting Malaysia's rich cultural heritage and love for sports.

5 Which is true about the text?

- A This game can be considered a hobby.
- B Sepak Takraw can only be played outdoors.
- C Hands can be used to hit the ball while playing.

💰 Save Money, Build Your Future! 💰

1. **Financial Freedom:** Gain independence and manage your own finances.
2. **Emergency Fund:** Be prepared for unexpected expenses.
3. **Dream Big:** Save for that concert, vacation, or new gadget!
4. **Invest in Yourself:** Fund education and personal growth opportunities.

Tips:

- Set a savings goal.
- Start with a small amount.
- Track your progress!



Start your savings journey
today! ✨

- 6 Based on the poster above, we know that
- A setting a goal motivates us to save money.
 - B a manager is needed to manage our finances.
 - C we can do investment if we save money.

Notice of Class Cancellation

Dear Students,

We regret to inform you that our class scheduled for May 10th has been cancelled due to unforeseen condition. The cancellation is a result of a facility maintenance issue that requires immediate attention to ensure a safe learning environment.

We understand the importance of each class and appreciate your understanding in this matter. Please stay tuned for updates regarding rescheduling.

If you have any questions, feel free to reach out to Madam Zue [zue56@hmail.com]

7 From the notice above, we know that the class is cancelled

- A for good.
- B due to environmental issue.
- C because of expected reason.

Technology has significantly transformed our everyday lives in numerous ways. It enhances communication, allowing us to connect instantly with anyone around the globe. Access to information is at our fingertips, promoting learning and informed decision-making. Technology streamlines daily tasks through automation and smart devices, making life more efficient. It also fosters creativity, enabling individuals to express themselves through various digital platforms. Additionally, advancements in healthcare technology improve patient care and outcomes. Overall, technology enriches our lives, making them more convenient, connected, and productive.

8 From the text above, we know that technology

- A helps people to make decisions.
- B improves bonding among people.
- C enables self-expression via limited platforms.

PART 3: READING COMPREHENSION



So pay attention to the following details from any reading source.

Skimming

1. What is the title given to the article?
2. Where was this article sourced from?
3. What do you think the article could be about from the title?
4. Read quickly and don't pay too much attention to difficult sections or vocabulary.

Scanning

1. List the names of: and what is said about them in the article
2. People
3. Organisations
4. Countries/Cities or other places
5. Numbers
6. Anything else of importance that you can find. Pay attention to section topics.

Close Reading

1. Once you know the main idea, the section topics, etc, you can read your questions and look for answers.
2. Look for synonyms or paraphrasing. Often the question will not use the exact same word or wording as the text.
3. Watch out for implied meanings. Just because you know something to be true, doesn't mean it is true according to the text. Sometimes it is Not Given.

Reading Passage

The history of UFOs.

Unidentified Flying Object (or “UFO”) is a term commonly used to describe lights or shapes in the sky. It was first coined by the United States Air Force in 1952 to describe sightings of mysterious objects in the sky that could not be explained even after careful investigation. Nowadays, UFOs are frequently spotted and featured in numerous movies and TV shows. Another popular name for such an object is “Flying Saucer,” about the round shape of many UFOs.

The first widely publicised UFO sighting was in 1947 by a pilot called Kenneth Arnold. Following this event, public sightings of UFOs increased dramatically. Movies and TV shows began featuring visitors from outer space, arriving on Earth in flying saucers. With the popularity of these images, many people claimed to have seen lights in the sky. Some experts believe that people simply think they see UFOs because of the influence of TV and movies.

However, experts estimate that as little as 5% of these sightings could be called “unidentified.” Usually, these lights are made by aircraft, satellites, or weather balloons. Top-secret air force activities during the Cold War may have been responsible for many of the UFO sightings in America and Europe. Although not aliens, the secretive nature of these flying objects remains unidentified.

Another popular idea concerning UFOs concerns the role of world governments. Specifically, people believe that the US government has discovered alien life and operates a “cover-up” to hide the truth from the public. The most widely believed cover-up is that of the Roswell Incident. In July 1947, a UFO supposedly landed in Roswell, New Mexico, and was examined and hidden by government agents. There have been many investigations into the Roswell Incident, however, these reports always claim that no such event occurred.

Questions

1st Reading (Skimming)

Read through the article and answer each of the following questions.

- 1 What is the purpose of this report?
 - A To describe the history of alien life.
 - B To describe government cover-ups.
 - C To describe the history of UFO sightings.
 - D To describe UFOs in popular movies.

- 2 Why are UFO sightings so controversial?
 - A They have never been proved.
 - B The government covers up sightings.
 - C To describe the history of UFO sightings.
 - D There are very few UFO sightings.

2nd Reading (Scanning)

Read the text carefully and answer each of the following questions in the form of a sentence or a short paragraph.

- 1 Why is Kenneth Arnold famous among UFO believers?
 - A He was at Roswell in 1947.
 - B He found a UFO in 1952.
 - C He saw a UFO in 1947.
 - D He saw a UFO in 1952.

- 2 How do experts explain many UFO sightings?
- A There are many alien visitors to earth.
 - B TV and movies make people believe they see UFOs.
 - C Government cover-ups make people paranoid.
 - D They have no idea why there are so many sightings.
- 3 What do many people believe happened at Roswell?
- A Famous movies were made.
 - B Kenneth Arnold was born.
 - C The first UFO sighting.
 - D A UFO landed there.

Circle the best answer for each question about the reading passage

- 4 Which of the following is true?
- A The first UFO was spotted in 1952.
 - B The word "UFO" was first used in 1952.
 - C The Roswell Incident occurred in 1952.
 - D A UFO landed in America in 1952.
- 5 What influence did the Cold War have on UFO sightings?
- A American pilots saw a UFO in the Cold War.
 - B More UFO movies were made in the Cold War.
 - C Lots of government cover-ups occurred.
 - D Top-secret Air Force activities caused more sightings.

Now try this!

You are going to read an extract of an article. For **questions 19 to 26**, choose the correct answer (**A, B, C** or **D**) and mark the correct letter **A, B, C** or **D** on your answer sheet.

I rushed off the train, excited about finally getting a chance to reconnect with old friends in Kedah. I couldn't contain my smile as I hurried towards the exit. Every second wasted was a second away from my friends. I prayed that the taxi I called would arrive soon, that every car in front of us would move faster, that every stoplight would be green. I just wanted to be there already!

My three friends meant so much to me. The four of us attended the same secondary school in Kedah. Surprisingly, the demanding, stressful year of Form Three became my favourite school year because of them. One of them was a school debater while the other two were an athlete and a football player respectively. They were the ones who took time from their packed schedules to help me improve in the subjects I struggled with. They were the ones who reassured me when I was worried. During that one year, we became closer than friends I had known for years.

Daniel was a hardworking mathematics genius who was always on top of his studies. He was also a talented writer. I remember how once, with surgical precision, he helped me cut down my six-page English essay to three pages, shortening it, making it much precise. Megat was everyone's personal therapist: there was evidently no one he would not help out in a pinch. He was the person you would call whether you were being chased by a dog or just needed someone to rant to. Finally, there was Aidan, the one I could always rely on to reply to texts almost instantly in our group chat. Aidan was a strong speaker, as well as funny and engaging. I admired how his speeches and rebuttals could be firm and critical, while he remained logical and calm.

We became close network of support in every way. From playing an escape game as a team of four to sharing our favourite books, we all contributed to the group and learned from one another. Over time, we rubbed off on each other so

much that our catchphrases, the ways we talked and even the way we texted became similar.

We decided to meet up at the mall across from our old school. When I saw the place again, the nostalgic memories **flooded my head**. There was a bakery where I used to buy the next day's breakfast, the restaurant where so many birthdays we celebrated and the iconic juice stand with incredible mango smoothies. It's true, you will never know the value of a moment until it becomes a memory.

As I walked into Sunshine Mart, I remembered buying packed nasi lemak with fried chicken, biscuits and chewy candies. The same cashier was still working there, the one who always smiled and talked to me. But when our eyes met, his no longer lit up. His lips no longer lifted into a smile. I was nothing more than a stranger to him. His memory of me had faded away. I felt my stomach tighten, worried this was an indication of more disappointment to come. I took a deep breath and tried to get rid of this awful feeling. It didn't matter, as long as I could see my friends.

The entrance bell rang, and I glimpsed a familiar haircut over the top of the aisle. Megat! He's here! I felt hopeful and excited. A memory. But something else was buried deep inside me too, something that made me nervous and worried, trapped inside a bottle that began to unscrew its lid. I greeted him with a smile. He replied, "Hey." Silence.

It will pick up, I told myself. I was never much good at starting conversations anyway. While we were awkwardly chatting, Daniel came in. He took me by surprise. In one's memories, the people you leave behind never change. In my mind, he was still the one we would tease playfully about his height. Now, I marvelled at his figure. He was taller and thinner.

We tried to catch up, talking about all the things that had happened to us since our lives

separated. Megat had finally adjusted to his college life. Daniel was accepted into a prestigious foundation programme and I was truly happy for him. In an instant, it felt like we were back to the time when we all studied like crazy together, sharing our stress over homework and examinations, but soon, the answers became a little shorter and the silence between each question became a little longer. Before we knew it, we were struggling to make conversation.

My head began to spin. Texting made everything much easier. There were no awkward silences, no anxious glances. No need to come up with a topic simply just to talk. Had I become a stereotypical teen who could only communicate on his phone? All these thoughts filled my head in a simple second of silence.

- 19 In paragraph 1, why did the writer rush off the train?
- A He wanted to get a taxi quickly.
 - B He was late seeing his school friends.
 - C He could not wait to see his old school.
 - D He would have a reunion with his friends.
- 20 In paragraph 2, how did the writer become close to his friends?
- A They shared their school problems and helped each other.
 - B They supported him when he struggled with studies.
 - C They helped him with all of his homework.
 - D They went to the same school together.
- 21 In paragraph 3, what did the writer say about his friends?
- A Megat was a good listener.
 - B Aidan spent his time writing speeches.
 - C Daniel loved to solve mathematics problems.
 - D All of his friends had identical characteristics.
- 22 In paragraph 5, why did the writer use the phrase **flooded my head**?
- A He used to hang out at the mall after school with his friends.
 - B He recalled pleasant moments he had at the mall.
 - C He planned to do many activities once he met his friends.
 - D He thought that memories should be cherished.
- 23 The writer concluded that the cashier
- A could not be bothered by him as he was busy.
 - B was not as friendly as he used to be.
 - C pretended not to know him.
 - D had forgotten him.

- 24 How did the writer feel about talking with each other in person?
- A He became shy and timid.
 - B He was insecure.
 - C He felt uneasy.
 - D He regretted meeting them.
- 25 Why did the conversation lose its sparks?
- A They had lost interest in each other.
 - B They did not know how to respond to some questions.
 - C They were not willing to share their recent life experiences.
 - D They were not used to communicating with each other in person.
- 26 What can we learn from the writer's experience?
- A We should build relationships through face-to-face communication.
 - B We should know that socialising with friends in person is important.
 - C We should know that social media can ruin friendships.
 - D We should keep and maintain old friendships.

PART 4

GAPPED TEXT

Three elements to consider

Structure of the Text
beginning, middle, end

Connecting Paragraphs
reference and linking words

Use of Synonym

Understanding Reference Words & Linking Words

Reference Words	
Pronouns	I, you, they, we, he, she, it, me, your, our, us, him, her, my, mine, yours, ours, theirs, his, hers, its, myself, yourself, ourselves, themselves etc - Maria loves her dog. She takes it for walks every day. - John forgot his keys at home. Can you help him find them?
Relative Pronouns	which, who, whom, whose, that, where I bought a new laptop, which has an excellent battery life.
Demonstratives	this, that, these, those This book is fascinating. I read that last month.
Quantifiers	such, every, any, each, some, many Many students passed the exam. Some were very surprised.
Substitution of Nouns	one, ones, the former, the latter I prefer the red shirt over the blue one.
Substitution of Verb Phrases	so, do, did - She has seen that movie before, and so have I. - Many people today are having children later in life or not doing so at all.

Linking Words	
To show addition	and, also, furthermore, moreover, in addition She enjoys painting; furthermore, she loves to draw.
To show contrast	however, although, on the other hand, nevertheless, yet He studied hard for the test; however, he didn't do well.
To show cause and effect	therefore, as a result, because, consequently, thus It was raining heavily; therefore, the match was cancelled.
To show sequence	first, next, then, finally, subsequently First, we went to the museum; next, we had lunch at a nearby café.
To show emphasis	indeed, in fact, certainly, particularly, especially She is an outstanding athlete; in fact, she has won several championships.

Enhancement Activity

A. Read the excerpt about soccer.

Soccer, better known as football in most countries around the globe, is one of the most famous games played and watched by millions of followers and players. Many fans appreciate the adrenaline **one** gets from cheering for one team against another, for each game is different and electrifying. Being a sport of teamwork and communication, it serves as an excellent bonding tool. Also, it is the individual skill of the players in dribbling and shooting that makes a team win. Some like playing competitive leagues, while others like playing casual games with friends in local parks. After all, the atmosphere that major tournaments like the FIFA World Cup exude is electrifying and unites fans across different cultures together. Thus, soccer does not just improve physical health; it also provides bonding and a sense of common interest. Additionally, it inculcates a relationship of healthy competition and discipline among the participants involved, regardless of age.

B. Read the text again and underline **reference words** and **linking words** which are used. Then add them to the categories below. An example has been done for you.

REFERENCE WORDS	LINKING WORDS
• one	

STRATEGIES

Solving gapped text exercises can be tricky, but with a few strategies, you'll master them in no time. Here are the steps:

1. **Read the Full Article:** Start by reading the entire passage to understand the context and flow the story. This will help you to see how each sentence fits into the narrative.
2. **Identify the Gaps:** Look closely at the sentences where the gaps (27 to 32) are located. Pay attention to the sentences immediately **before** and **after** each gap to gauge what kind of information is needed.
3. **Identify Reference Words and Linking Words:** Underline these words as you read—they'll help you link sentences together.
4. **Analyze the Sentence Options:** Review the provided sentences (A to H). Think about what each sentence conveys and how it relates to the surrounding text.
5. **Look for Clues:**
 - **Contextual Clues:** Use the *surrounding sentences* to determine what information is needed. For example, if a gap follows a sentence about challenges, the next sentence might need to discuss overcoming those challenges.
 - **Keywords:** Pay attention to *keywords* (or *synonyms*) that might match with the options. If a sentence talks about "success," look for options that reflect achievement or growth.
6. **Eliminate Irrelevant Options:** Since there are two extra sentences, you can eliminate choices that clearly do not fit based on context. This will help narrow down your choices.
7. **Fill in the Gaps:** Choose the most suitable sentence for each gap based on your analysis. Write down your selections.
8. **Review Your Choices:** Once you've filled in all the gaps, read through the entire passage again with your selections in place. Ensure that it flows logically and makes sense as a cohesive story

Remember, practice makes perfect! If you encounter any more gapped texts, apply these strategies, and you'll ace them.



APPLYING THE STEPS

Part 4

Questions 27 to 32 are based on an article about starting a business.

Six sentences have been removed from the article. 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.

Baking Dreams Come True

Amanda had always been *passionate about baking*, spending hours trying new recipes and decorating techniques in the kitchen. Her friends and family enjoyed her delicious cupcakes, encouraging her to share her talent with the world.

Inspired by their support, Amanda decided to *start by baking* a batch of cupcakes and setting up a small, colourful stall in her front yard. 27 D Some days, she reduced the cupcakes' price, barely making enough to cover *the cost of ingredients*. On other days, the price was increased, turning away potential customers.

1 Read the full article

2 Identify the gaps. Carefully read the sentences **before & after** each gap to understand the flow of the story and what information is needed.

Sentence before:
Amanda has set up a stall.
Sentence after:
Talks about pricing strategies.

3 Underline reference words & linking words (both in the text & options)

4 Analyze the sentence options (A to H)

5 Look for clues: match the **surrounding sentences & the options**

Context:
This sentence talks about Amanda's initial struggles with pricing her cupcakes.

Keywords:
Start – *at first*
barely making enough – *struggled*
The cost of ingredients – *expenses*

Option D directly addresses the challenges she faced with pricing in the early stages of her business.

A	She would prepare <u>her cupcakes</u> with new flavours and unique designs.
B	She <u>had</u> an idea of how to sell <u>the cupcakes</u> .
C	Determined and working hard, she could go through <u>these obstacles</u> easily.
D	<u>At first</u> , Amanda <u>struggled</u> to find the right strategy to manage her <u>expenses</u> .
E	<u>Reflected through the years</u> , Amanda knew that she had discovered her true calling.
F	Amanda <u>refused</u> to give up <u>early</u> .
G	<u>She</u> was too tired to continue what <u>she was doing</u> , thinking of <u>closing her stall</u> .
H	<u>Finally</u> , what started as a simple <u>hobby</u> had blossomed into a profitable <u>business</u> .



Now, let's continue with the remaining paragraphs

A She would prepare her cupcakes with *new flavours* and *unique designs*.

B She had an idea of *how to sell* the cupcakes.

C *Determined* and *working hard*, she could go through these obstacles easily.

D ~~At first, Amanda struggled to find the right strategy to manage her expenses.~~

E Reflected through the years, Amanda knew that she had discovered her true calling.

F Amanda *refused* to give up *early*.

G She was *too tired* to continue what she was doing, thinking of *closing her stall*.

H Finally, what started as a simple *hobby* had blossomed into a *profitable* business.

28 → **F** She spent her evenings researching strategies and attending baking workshops to improve her skills in marketing and managing business. As word of mouth spread, Amanda's cupcake business began to grow. 29 **A** She even invested in eye-catching signage and social media marketing, attracting even more customers to her stall.

Sentence before:
In the earlier paragraph
Sentence after:
Discusses her efforts to improve her business strategies & skills
Option F indicates the beginning of her efforts to keep the business.

Sentence before:
Her business is growing.
Sentence after:
Describe what actions she took to enhance her business's visibility

Option A suggests that she is enhancing her product to attract more customers.

With her new success, Amanda faced *new challenges* to balance her schoolwork with her growing business. 30 **C** Besides, she *gained valuable experience* along the way. Amanda's cupcakes became *popular* in the neighbourhood, with *customers lining up* outside her stall to taste her latest creations. 31 **H**

Sentence before: Discusses her popularity and customer interest in her cupcakes.
Sentence after: Talks about her journey remaining passionate.

Option H relates to her success & the transformation of her passion into a business

Sentence before:
Talks about her growing business and new challenges.
Sentence after:
Talks about gaining valuable experience.

Option C reflects her determination to manage both her studies and business.

Two years later, Amanda still had her *passion* and *determination*. 32 **E** With a smile and flour on her apron, she *continued to spread joy*, one delicious cupcake at a time.

Sentence before:
Talks about her ongoing passion and determination.
Sentence after:
Ends with her spreading joy through baking.

Option E suggest ongoing commitment to her passion

8 Review your choices

PRACTICE 1

Part 4

Questions 27 to 32



*You are going to read an article about school sports day. Six sentences have been removed from the article. 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 separate answer sheet**.*

Skydiving: an amazing experience!

When I was 16, I wrote a bucket list. This was a list of things that I wanted to do in my lifetime. Some things were easy, some difficult and some near impossible. One of the things on my bucket list was to do a skydive.

Two years ago, I spent three months travelling round South America. [27] One of the most amazing things we saw was Iguassu Falls. The day after we visited the waterfalls we were relaxing in a hostel in Brazil, having breakfast. My friend then suddenly noticed an advertisement on the wall saying 'Skydive over Iguassu Falls today!' [28] Today would be the day that we would jump out of a plane.

That afternoon we were picked up and taken to the Skydive Centre. [29] After signing a few papers we were on our way to the plane! There were fourteen of us in a very small space as we took off into the air. This is when my heart started to beat very fast and I felt lots of adrenaline.

Suddenly we were 3,000 metres above the ground. Luckily, I was strapped to an instructor so I didn't have to worry about anything; I just had to enjoy myself. [30] but before I had time to answer, I felt the wind rushing against my face as we fell to the ground at 200 km an hour! Everything below me looked so small and my breath was literally taken away.

After about 20 seconds of falling, the parachute opened and everything slowed down. [31]

This was definitely one of the scariest but most exhilarating experiences of my life. The sensation of falling from so high is amazing and the adrenaline rush is crazy. [32] I would also love to try other extreme sports such as bungee jumping. I think that everyone should do something that scares them once in a while!

- | | | | |
|----------|--|----------|---|
| A | We looked at each other and decided it was time to do something crazy. | E | He asked me if I was ready to fall from the plane... |
| B | Don't you ever try skydiving. | F | We visited so many places and it was a great experience. |
| C | We floated peacefully towards earth, leaving the clouds behind us. | G | We were crying all the way. |
| D | We put on our harnesses and helmets and we were given some instructions. | H | I would definitely do another skydive if I had the opportunity. |

PRACTICE 2

Part 4

Questions 27 to 32

*You are going to read an article about school sports day. Six sentences have been removed from the article. 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 separate 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 friends who tried to show me Tik Tok videos. 27 People in my classes were starting to make half-hearted attempts 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 or popularity. 28 I bit the bullet 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 why Tik Tok was addictive. 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 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 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. 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 emphasises social circles and popularity, Tik Tok reminds us that we are really not alone. 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.

PRACTICE 3

Part 4

Questions 27 to 32

You are going to read an article about what people can do to help save the environment. Six sentences have been removed from the article. 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 separate answer sheet**.

Young Inventor

Tim Freeman was just twelve years old when he came up with a revolutionary idea that would make school buses more energy efficient. This would not only save money, but also help the environment. It took him five years before his dream came true.

It all began when Tim did a short summer course on aerodynamics, the study of the movement of air around objects. **27** He realised that he should try it on his school bus with its square front, which meant it did not use petrol efficiently.

Tim came up with the idea of attaching a large piece of strong transparent plastic to the front of the vehicle, covering the windscreen. This would help redirect the flow of air around the bus and thus make it move forwards more easily. **28** At least, that was the theory.

His science teachers loved the idea, but Tim needed money to build a model and test it. **29** Helped by his older sister Alice, he managed to obtain a grant from an organisation that helps young people develop new ideas.

Over the next year, Tim used the money to build a small-scale model of his invention. He did tests on it by attaching it to a mini toy school bus and seeing how it performed in a little wind tunnel he built in his garage. **30** Now he needed to create a life-sized version that could be tested on a real bus.

When he turned fifteen, he set up a team of young engineers to develop his idea further. Soon they realised that they needed some expert help. **31** The person who volunteered was the one who had inspired Tim to start thinking about the project in the first place. She had taught him when he was twelve and that summer, she finally helped him realise his dream.

The final version of Tim's invention looks rather different from his original idea. Instead of a transparent piece of plastic that covers the windscreen of the bus, it is a smooth ramp-shaped 'hat' that gets fixed to the roof of the bus. **32** Maybe this ingenious device will eventually help other buses and even cars become more fuel efficient.

A Hence, they began writing to local universities to seek the advice and knowledge they needed.

B This made it clear to them that the design would have to be changed.

C This prompted him to look for a way to use what he had learned.

D The data from these were good and his idea was looking promising.

E He knew that was the only way to see if his design really worked.

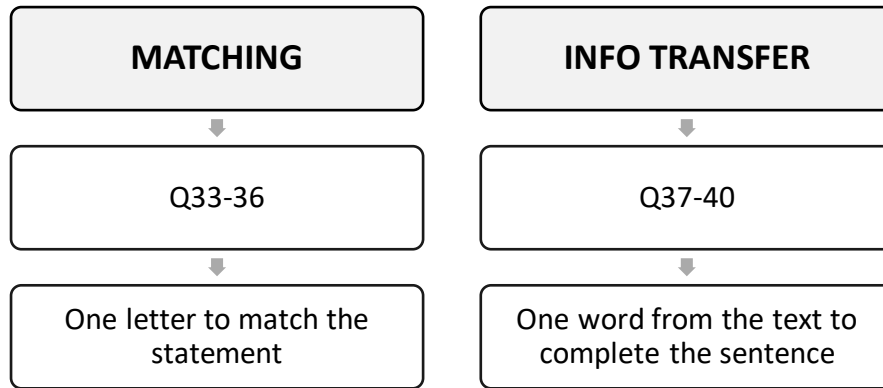
F This design provides the same benefits but costs less to manufacture and install.

G In this way, the bus would become more energy efficient.

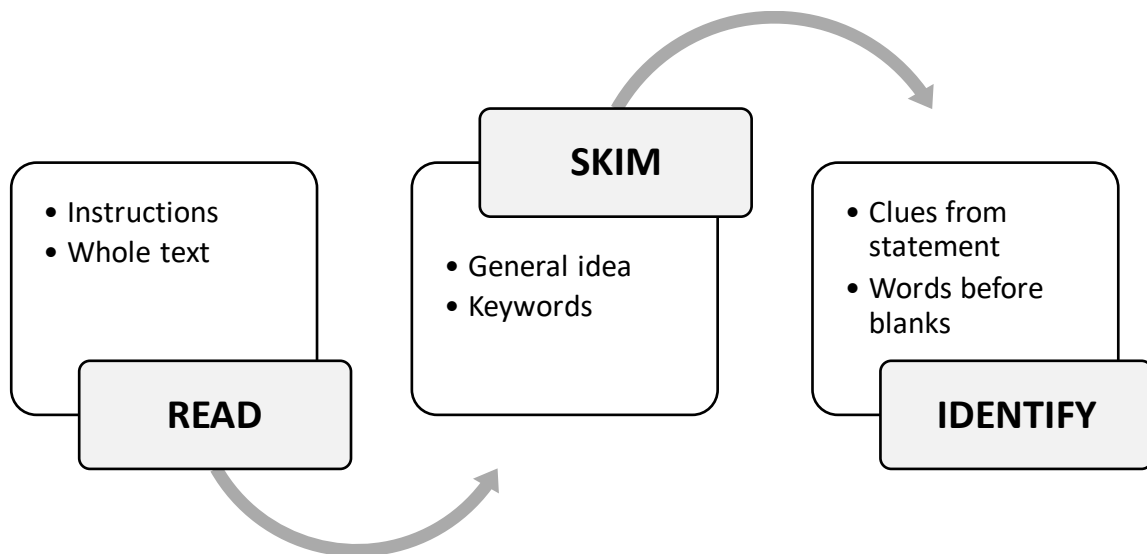
H They were at a lost for new ideas and innovations.

PART 5: MATCHING AND INFORMATION TRANSFER

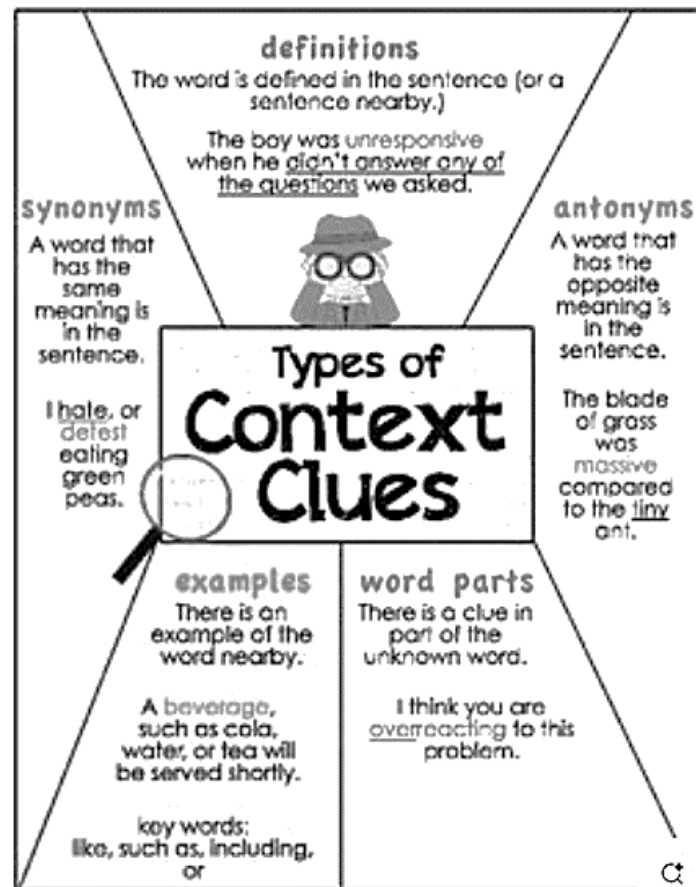
OVERVIEW OF THE QUESTION



TIPS TO ANSWER



HELPFUL GUIDE TO IDENTIFY CLUES



Source: Pinterest

Practice 1

1. Identify the words that act as clues to the question

C – SOPHIA

My ambition is to become an artist. Painting allows me to express myself freely. Unfortunately, not everyone sees art as a stable career, and some people don't support my dream. Despite this, I am determined to follow my passion. I spend hours perfecting my skills and learning about different styles. One day, I hope my artwork will be recognized worldwide.

- 33 I aspire to be in a creative profession, but not everyone supports my ambition.

Word clues:

- 1.
- 2.

F – SARA

I get why we use digital tools. They've helped me stay organized and explore new subjects at my own pace. But they can be overwhelming. I'm constantly changing apps for assignments, emails and notifications. Staring at a screen all day leaves me feeling exhausted and disconnected from my classmates.

33 When using technology, it is tiring me.

.....

Word clues:

- 1.
- 2.

C – FATIMA, Walk, Cycle or Take a Public Transport

Walking and biking are obvious ways to reduce greenhouse gases. Plus I'll get some good cardio and burn some calories while I do it. Since I live in an area that's not walkable, I take advantage of my local mass transit. I sometimes carpool. Even one car off on the road makes a difference.

33 You can share cars to reduce gas emissions.

.....

Word clues:

- 1.
- 2.

C – JOHN, Space Explorer

My interest in astronomy allows me to explore the wonders of space and the universe. I engage in stargazing activities, learn about celestial bodies and stay updated with the latest discoveries in astronomy. This passion helps me develop a scientific mindset and a deeper appreciation for the cosmos.

35 Engaging in the activities makes me appreciate the world's creations more.

.....

Word clues:

- 1.
- 2.

2. Identify the words from text and match them to the correct blanks

C – JOHN, Space Explorer

My interest in astronomy allows me to explore the wonders of space and the universe. I engage in stargazing activities, learn about celestial bodies and stay updated with the latest discoveries in astronomy. This passion helps me develop a scientific mindset and a deeper appreciation for the cosmos.

D – ANNA, Environmental Advocate

I am passionate about nature and sustainability. I participate in activities like tree planting, recycling programmes and clean-up campaigns. These activities teach me about environmental conservation and the importance of protecting our planet.

E – MARK, 3D Printing Enthusiast

Exploring the world of additive manufacturing through 3D printing is fascinating. I design and print 3D models, learning about the technology and its applications in various industries. This experience provides hands-on learning and prepares me for future technological advancements.

Source: MPP3 SPM 2024

Many teenagers are passionate about various activities that help them grow in different ways. These activities enhance their skills and provide valuable experiences. For example, some teenagers enjoy working on (1) _____ creations, which help them develop skills in technology and problem-solving. Others might be interested in the field of (2) _____, learning about space and the universe. Engaging in (3) _____ activities can teach teenagers about nature conservation and the importance of protecting our planet.

Possible word from the text would be

- An adjective
- Related to technology

Possible word from the text would be

- A noun
- Related to space

Possible word from the text would be

- An adjective
- Related to environment

Practice 2

Read the texts carefully and answer the questions that follow.

CHOOSING THE RIGHT SPORTS

A – HANIS

I believe having pure enjoyment is the primary motivation for me to choose the sports I play. I simply want to have fun and enjoy myself whenever I play sports alone or with my friends. It is very important to feel happy as it will help my mental being.

B – SHAHRUL

Staying in shape and improving overall health is the driving force I choose track and field activities. I am a high achiever and train very hard every day to beat everyone in the game. To be the best in this field, I never skip practice and eat well so that I have the energy to do the impossible.

C – DAVID

Rugby is the game a tough teen should try. I am physically strong and able to outdo my friends in the team. I am currently honing my skills to improve my abilities to play professionally. I want to be like Sonny Bill Williams from the All Blacks and respected by all rugby players in the world.

D – NELLY

Some teens prefer the challenge and focus of individual sports, while I enjoy the friendship and teamwork of group sports. I enjoy assisting and working with my team to win. In volleyball, it is not just about the greatness of one particular player who could spike but the overall performance of the team members to get a winning score.

E – AQIL

Parents are the best role models for teens to choose their favourite sports. Being in the family of hockey players, I was exposed to the game since I was small. I was inspired to play as both of my parents are national players. Having my father as a coach, provides the opportunity for me to learn all the tricks and strategies of the game.

F – DIANA

I never knew my talent in archery if not for my friend. It was an opening in school and I joined my best friend to her try outs. While waiting for others, we took a few shots and it amazed our teachers. I hit several bull's eyes and never stop playing since.

Questions 33 – 36

Using the information given, which text (A - F) describes the following views on choice in sports?
For each question, mark your answer on the answer sheet.

	Statement	Paragraph
33	I enjoy winning as a team not as a single player.	.....
34	Being fit and the best are my ultimate goals.	.....
35	My choice in sports is what makes me happy.	.....
36	Early exposure to the sports we play can determine our interest in it.	.....

Questions 37 – 40

Using words from the texts, complete the summary below. Choose **no more than one word** for each blank.

Write your answers on the answer sheet.

Teenagers and the Right Sports

Sports have contributed to the growth of youth. Various factors can be the influence in a teenager's choice in sports they love and enjoy. Many choose their preferred sports for ³⁷ reasons but some are more focused on developing ³⁸ for their future. Growing up in a family with certain sports exposure will also affect the their choice. Teenagers heavily consider their contribution to the game as a major factor, whether it is an ³⁹ sports or games involving teams. It is crucial for teenagers to play the sports that excite yet challenge their ability. Regardless of the reasons, their choice will surely aid them in improving their ⁴⁰ and building their character.

PRACTICE 3

We interviewed six teenagers about how shopping habits affect the environment. Read the texts below and answer the questions that follow.

HOW SHOPPING HABITS AFFECT THE ENVIRONMENT

A - Rinie, Library Prefect

When people keep buying more than they need, it creates a lot of waste. Factories need to make more products, which uses more energy and natural resources. This leads to more pollution, especially from packaging and shipping. If we buy only what we need, we can help protect the planet and reduce the damage caused by overconsumption.

B - Yasmin, Sports House Captain

Fast fashion is when clothing brands make cheap, trendy clothes quickly to keep up with the latest styles. It lets people buy new looks often, but there's a hidden cost. These clothes are usually made in poor working conditions and don't last long, so they end up as waste. Buying better-quality clothes can help the planet and support fair treatment of workers.

C - Miko, Head Prefect

We can make better choices when we shop. For example, we can bring reusable bags, avoid plastic packaging, and choose items made from recycled or eco-friendly materials. We can also support companies that care about the environment. These small actions can help protect nature and reduce the harm caused by wasteful shopping habits.

D - Firdaus, English Club Treasurer

Some companies truly try to protect the environment, but others only say they do to look good. This is called "greenwashing." They use eco-friendly words and images, even if their products or practices aren't really good for the planet. That's why it's important to do a little research before we believe everything in an advertisement or label.

E - Kath, Peer Support Leader

Buying in bulk can also help the environment as It means less packaging per unit of product. This reduces plastic, cardboard, and other materials that end up in landfills or require energy to recycle.

F - Aarav, Class Monitor

When we buy things like paper, wooden furniture, or palm oil products it can lead to cutting down too many trees. This hurts animal that live in forests and means there are fewer trees to clean the air and the land can become damaged, leading to problems like flooding or poor soil.

Questions 33 – 36

Which paragraph (A - F) describes the best statement for each of the following people?

	Statement	Paragraph
33	I support brands that care about the planet	.....
34	I try not to buy products that destroy animal homes	.....
35	I would not be misled by deceptive marketing tactics	.....
36	I would spend money on ethically made clothes to save planet	.....

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.

How Shopping Habits Affect The Environment

The way we shop has a big impact on the environment. Fast fashion encourages people to buy 37. _____, fashionable clothing often, but these items are short-lived and usually made under unfair labour conditions. This leads to more waste and worker abuse. Overconsumption adds to the problem by increasing production, which requires greater amounts of power and raw materials, and results in 38. _____. Buying in bulk can 39. _____ packaging waste, while choosing long-lasting or eco-friendly products help cut down on environmental harm. However, not all companies are honest. Some of them use greenwashing to appear 40. _____ without actually making a difference. For that reason, we should verify claims before trusting labels.

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	benar-benar	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		

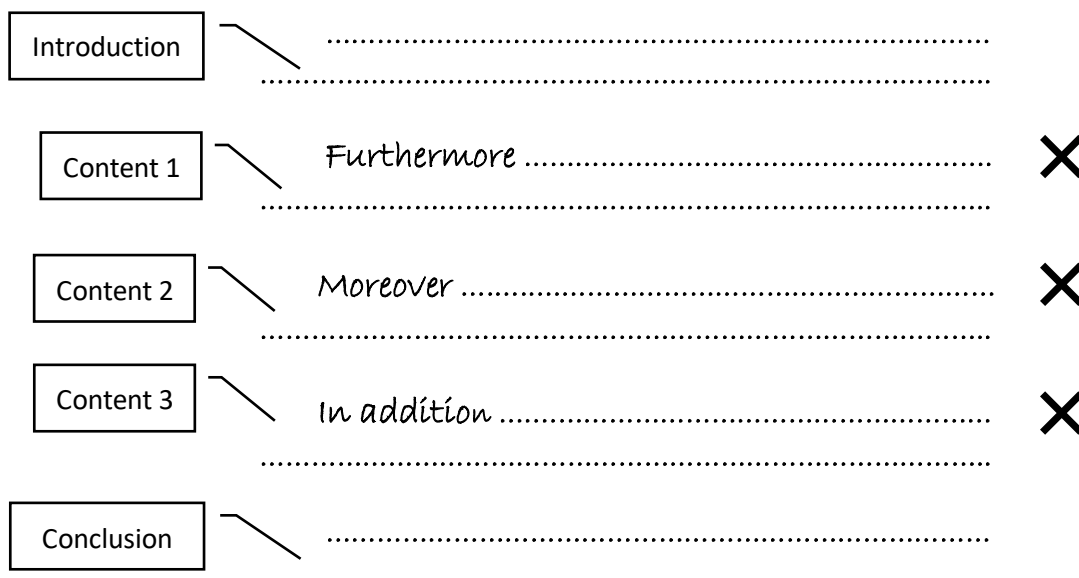
Other Cohesive Devices

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

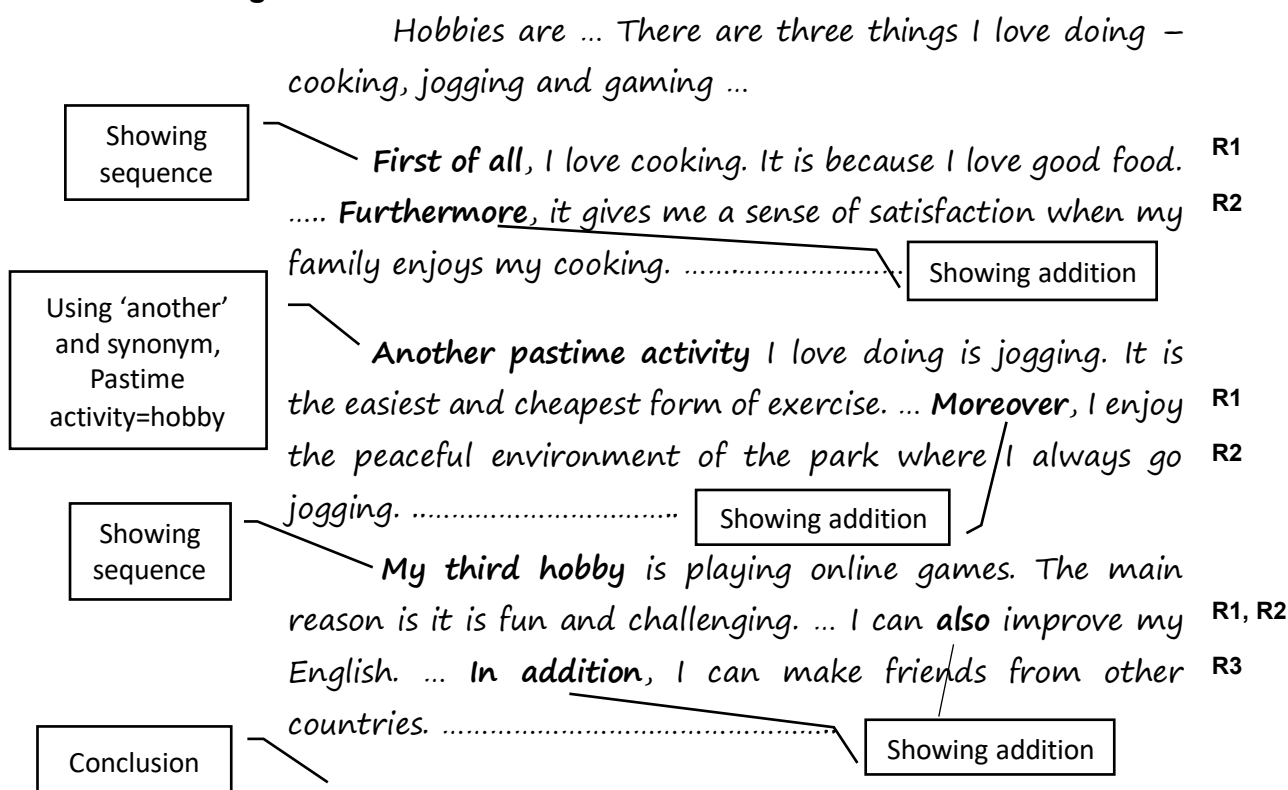
Common Mistakes in Essays

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

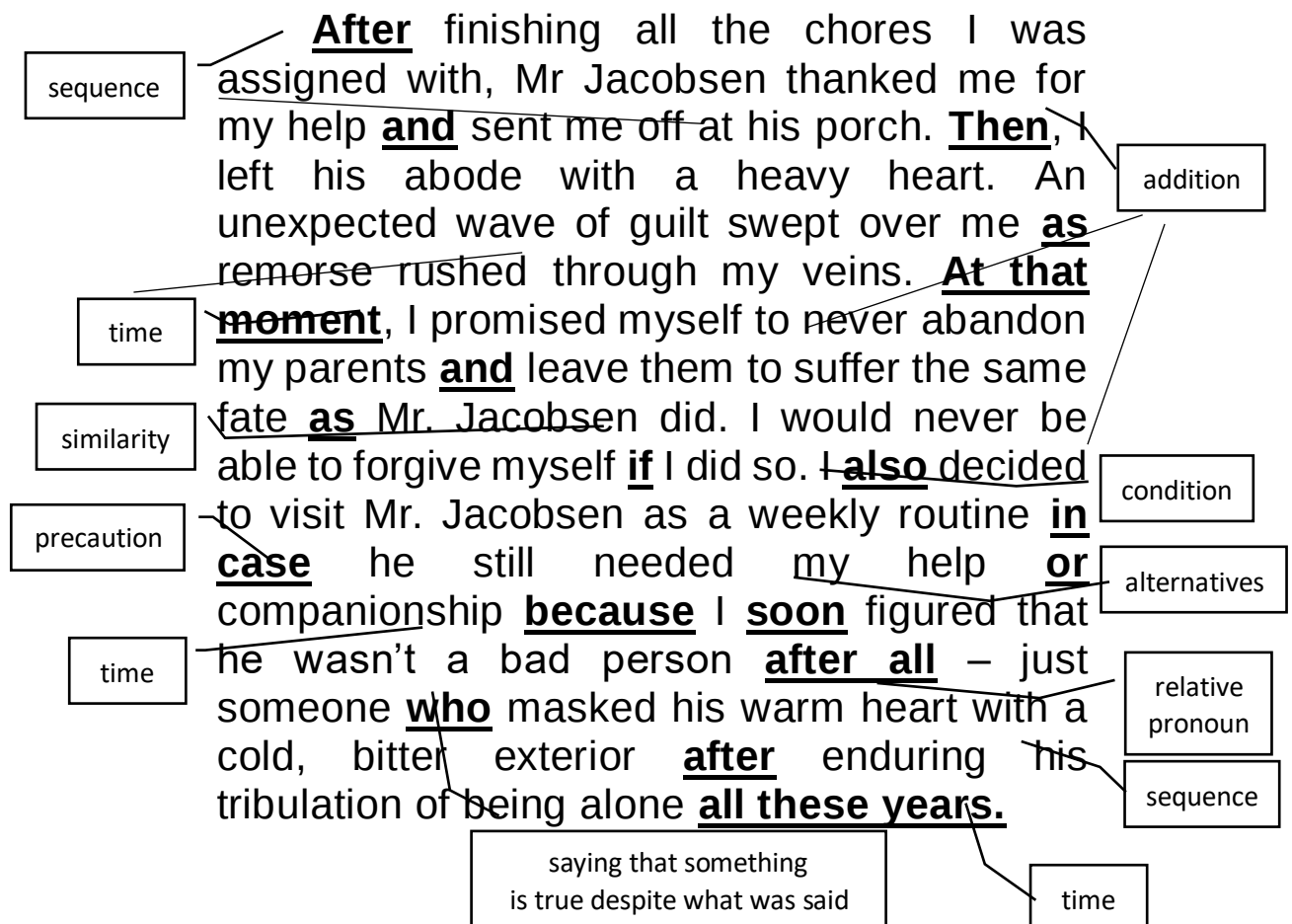


The correct usage



*R = Reason

Using Cohesive Devices in Story Writing

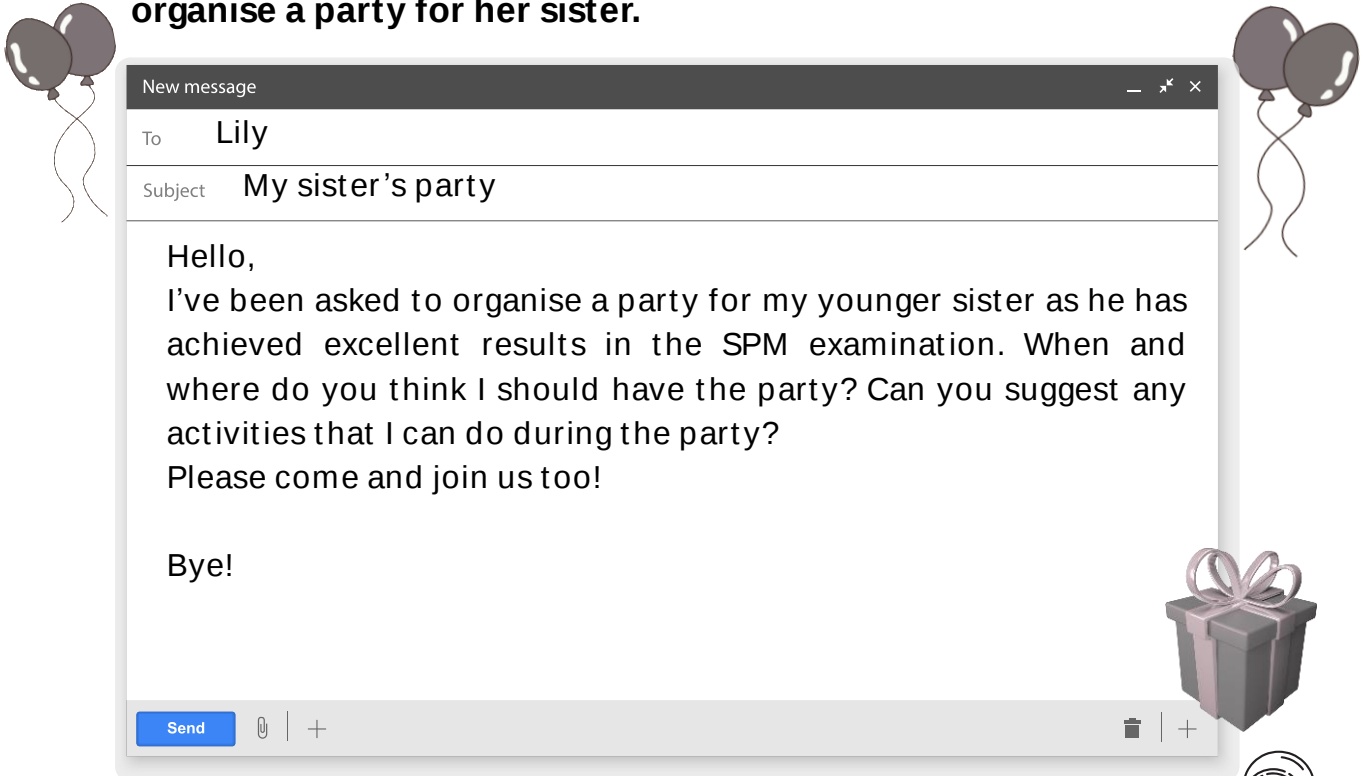


COMMON WORDS IN WRITING QUESTIONS

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)

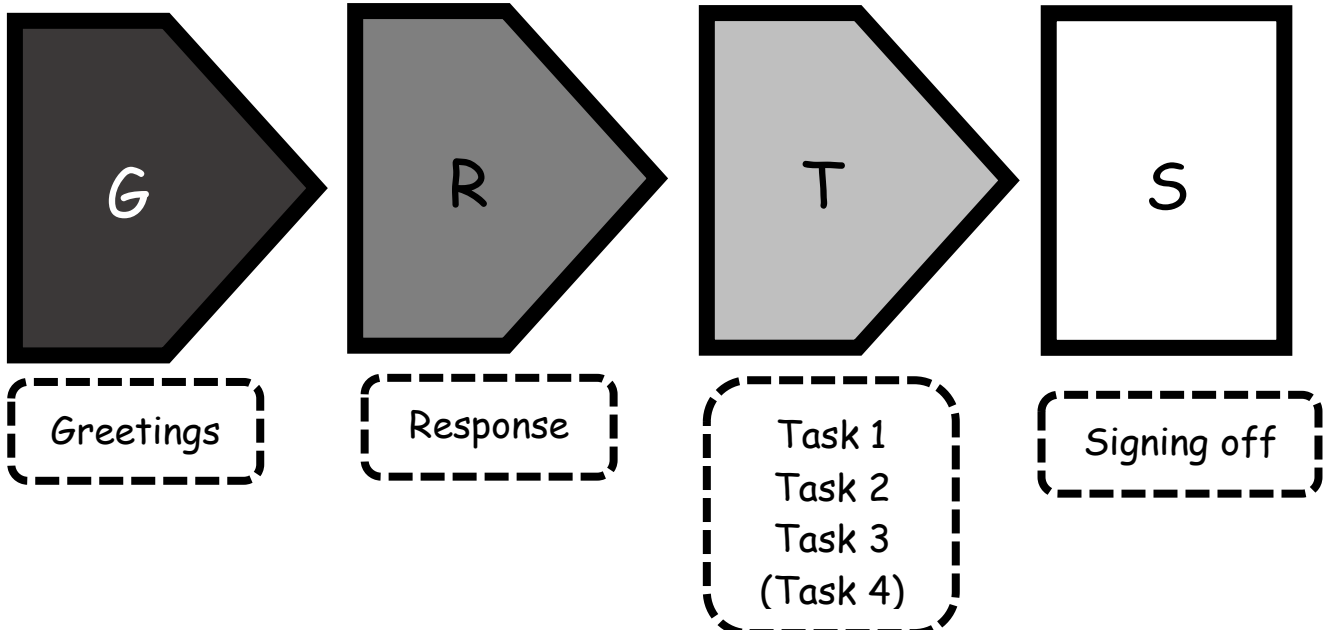
You received an email from your friend, Fatin who is planning to organise a party for her sister.



Could you count how many tasks are listed here?



FORMULA



REMINDERS:

1. Make sure you read the questions carefully.
2. Find all tasks.
3. Insert Cohesive Devices.

GREETINGS

Use simple greetings that you can think of. Examples:

- Hi!
- How are you (keeping)?
- Hi! How are you doing?
- It's good to hear from you.
- It's taken me ages to reply, but...
- I'm writing to let you know...

1

RESPONSE

When you are writing a response, it needs to reflect the content of 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!

2



MAKING SUGGESTIONS:

- Why don't you try...
- Have you ever...
- I recommend that you....
- I feel you should...
- Perhaps you should....



GIVING ADVICE

- If I were you, I'd...
- I think it'll be better...
- How about...
- Might work.
- (always) works for me.

ACCEPTING INVITATION

- Thank you! I'd love to.
- Thank you! I'd be delighted to.
- Oh yes! Thank you. That would be wonderful
- I really love the idea and would love to go...

DECLINING INVITATION

- I'd love to, but I'm afraid I'm busy tonight.
- I'm terribly sorry. I have other plans.
- Thanks for asking. I'm afraid I'm busy tonight/ this weekend.
- I would love to go but...

TASKS

Now let's complete all the tasks given.

- Task 1: WHEN to have the party? → on the weekend/ during school holidays
- Task 2: WHERE to have the party? → PLACE/ a café/ restaurant/ at home
- Task 3: SUGGEST ACTIVITIES → Two activities / watch movies / play games

3

REMEMBER!

You must include suitable cohesive devices in your email.



Signing off

Remember these simple closures for your email:

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

4

SAMPLE ANSWER

To: Lily@yeyzo.com

Subject: My sister's party

Hi Lily,

Thank you for your email. I'm happy that your brother got good results. I think you can throw a birthday party for him next weekend. You can have the party at your house because it is big and beautiful. Moreover, you can ask your mom to cook a lot of delicious food for the party. Lastly, you can also watch movies together with your brother and have a good time. I'll be waiting for your reply!

Bye!

B | I | U | Normal ▾ | ☰ | ☷ | 🔗



ASSESSMENT CRITERIA

20/20

CONTENT Marks : 5	Contents are relevant to the task The reader is fully informed of the ideas described	• When: Next weekend • Where: House • Activities: - Eating - Watching movies
COMMUNICATIVE ACHIEVEMENT Marks : 5	Communicate straightforward ideas using the correct tone & informal register	• Straightforward ideas - "It's good to hear that you're doing great" • Informal register and tone - " I'll be waiting for your reply!"
ORGANISATION Marks : 5	Uses simple connectors (<i>and, so, but, yet</i>) appropriately Use a limited number of cohesive devices (<i>however, therefore, in addition, hence</i>) appropriately	• Simple connectors: - "...your house <u>because</u> it is big .." - "...with your brother <u>and</u> have a good time..." • Cohesive device - " <u>Moreover</u>, you can ask your mom..."
LANGUAGE Marks : 5	Use basic vocabulary appropriately Use simple grammatical forms with a good degree of control	• Basic vocabulary - beautiful - delicious - watch movies • Use simple grammatical forms with a good degree of control - "... you can also <u>watch movies</u> together..." - "... throw a birthday party for him next weekend..."

PRACTICE 2

You received an email from your cousin, Mikael who is doing a college project on family life.

Hi,

I'm doing a social studies course at my college and I've got a project to do about family life. I could really use your help with it! Could you tell me about your normal family routine at home, which includes meals, housework and how you spend leisure time together as a family. I just need you to explain a few things and tell me what usually happens in your house.

FAMILY

Love,
Mikael

TASK 1: Meals

TASK 2: Housework

TASK 3: Leisure time

ROUTINE	HOUSEWORK	LEISURE TIME
always, usually/normally, often, sometimes, rarely, hardly ever MEALS • (Mom) usually plates the food for everyone. • Meals are mostly home-cooked • grab a quick snack • (We) take turns making dinner. • sit around the table • Sometimes we just heat up leftovers • serve a meal around 8 pm.	• <i>do house chores</i> • lend a hand • There's a cleaning schedule we try to follow. • We all pitch in when the house needs tidying up. • Chores are split between family members. • do the washing-up • Vacuum the carpets every weekend. • dust/sweep/mop/clean • fold and put away the laundry	• chat, discuss, argue • There's always something to talk about in our house. • share the same interests/hobbies/pastimes • be interested in (something) • spend time together (doing something) • enjoy doing (something) • Leisure time is when we all wind down and enjoy each other's company. • Everyone in the family has something they enjoy doing in their free time.

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

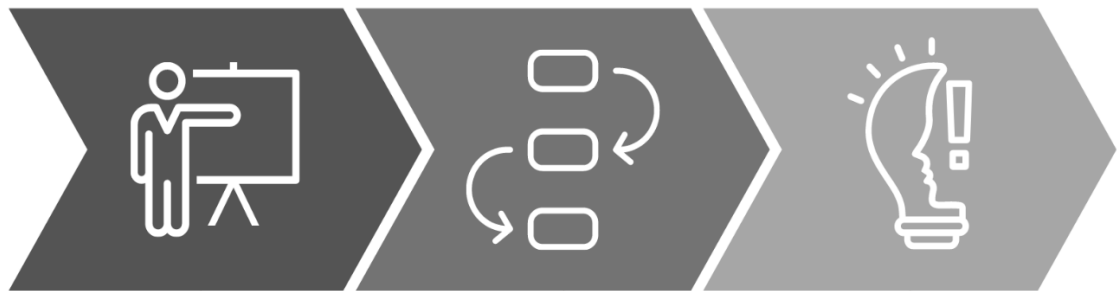
[illegible]

WRITING: PART 2 (GUIDED WRITING)

Tips for Success

- ✓ **Read the question carefully.** Identify the topic of the question and understand what is being asked.
- ✓ **Highlight the keywords** and the **3 main points** given in the prompt. Make sure you address *all* of them in your essay.
- ✓ **Decide on an appropriate style** of writing (expository / descriptive / persuasive) depending on the question.
- ✓ **Brainstorm and plan** each point. Think of relevant **ideas, explanations, examples, or personal experiences** to support your opinion.
- ✓ **Use a clear structure:**
 - **Introduction** – Introduce the topic and clearly state your opinion or position.
 - **Body Paragraphs** – Write one paragraph for each point given in the question.
 - **Conclusion** – Summarise your main ideas and restate your opinion.
- ✓ **Use linking words and cohesive devices** to make your writing smooth and easy to follow (e.g. *Firstly, In addition, As a result, However, On the other hand, In conclusion*).
- ✓ **Stay focused on the topic.** Avoid going off-topic or adding unrelated ideas.
- ✓ **Use varied sentence structures** to make your writing more interesting and show your language range.
- ✓ **Use appropriate vocabulary.** Avoid repeating the same words. Use synonyms and try to include topic-related vocabulary.
- ✓ **Avoid contractions** (e.g. *don't, can't, won't*) in formal writing. Use the full forms instead.
- ✓ **Keep your tone consistent** throughout the essay. Don't mix formal and informal styles.
- ✓ **Check your grammar, spelling, punctuation and sentence structure** after you finish writing.
- ✓ **Use the correct word count.** Stick close to the required number of words. Writing too little may lose marks; writing too much may waste time. However, it's not necessary to count the words.
- ✓ **Practise regularly.** The more you practise planning and writing essays, the more confident and faster you will become during the exam.

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.

Sample Question

In your class, you have been talking about money management and your teacher has asked you to write about it.

In your **essay**, you should:

- state one way people can manage their money wisely
- give reasons for your suggestion
- explain how financial awareness can give benefit to people

Use all the notes above and give reasons for your point of view. Write your essay in 125 – 150 words in an appropriate style.

What should you do?

In your class, you have been talking about money management and your teacher has asked you to write about it.

In your **essay**, you should:

- state one way people can manage their money wisely
- give reasons for your suggestion
- explain how financial awareness can give benefit to people

Task 2

-having savings can help during hard times
-helps reach their goals (eg: buying phone & paying for school)

Task 1 – saving money

Task 3

-feel more confident and less stressed

2. Understand the keywords.

It is very important for us to understand the meaning of the important keywords. Discuss the meaning of these words with your friends.

Example: *wise* : *bijak*

1. Manage : _____
2. Money : _____
3. Save : _____
4. Important : _____
5. Financial Awareness : _____

Once you understand these keywords, let's plan what you want to write for the 3 tasks.

3. Pre-writing: What should you write and how to organise your ideas?

Introduction: Write a general statement/idea/opinion (or more) about managing money. Write a specific statement/idea/opinion (or more) that is relevant to the task – saving money. Write the thesis statement. (A statement that shows what the whole essay is about) Include Task 1 to finish your introduction.	Sample: Managing money is an important skill that everyone should learn. There are various ways for us to manage our money well. As for me, saving money is my preferred way of managing my money.
Task 2: State reasons you choose to save money. 1. Helps prepare for emergencies 2. Makes it easier to reach financial goals Add some examples or elaborations if you can. 1. Buying a house 2. Paying for education	Sample: First of all, saving money allows you to handle unexpected situations, such as medical bills or car repairs, without worrying. Additionally, saving helps you reach big goals like buying a house or paying for education.

Task 3 Explain how financial awareness can give benefit to people 1. Reduces financial stress 2. Provides security for the future 3. Helps achieve life goals (education, home, travel, etc.)	Sample: Saving money is key to reducing financial stress. Besides that, when you have savings, you're less worried about paying bills or handling unexpected expenses. Furthermore, it also allows you to plan for the future, like retirement or buying a home. Additionally, saving money gives you control over your finances, which can improve your overall quality of life.
Conclusion: Write a simple conclusion by restating your opinion. Example: - saving money makes you stress-free. - Help to prepare for future.	Sample: In conclusion, saving money is essential for a stress-free and secure life. It helps us prepare for the future, reach our goals, and feel more confident about managing our finances.

4. How to connect the ideas and paragraphs?

Always remember to make sure your ideas and paragraphs are well connected by using appropriate cohesive devices (connectors and linkers).

01	TO SHOW SEQUENCE OF IDEAS	Firstly, secondly, finally, after that, then, subsequently
02	TO START A POINT (EXPLANATION)	One important advantage is.. One of the reasons why ... The benefit of ... is ...
03	TO ADD IDEAS	Besides, In addition, Other than that,
04	TO STATE SIMILAR IDEAS	Similarly, Likewise, in the same way,
05	TO STATE CONTRASTING IDEAS	However, On the other hand, Nevertheless, but, though, yet
06	TO GIVE EXAMPLE	For example, For instance, such as, as shown by
07	TO SHOW CAUSE AND EFFECT	As a result, Consequently, Due to this, Hence, Therefore
08	TO CONCLUDE	To conclude, In conclusion, Finally, On the whole, To sum up

Now, let's put everything together!

Suggested Answer.

Transports	
Managing money is an important skill that everyone should learn. There are various ways for us to manage our money well. As for me, saving money is my preferred way of managing my money.	Introduction
First of all , saving money allows you to handle unexpected situations, such as medical bills or car repairs, without worrying. Additionally , saving helps you reach big goals like buying a house or paying for education.	Task 1 & <i>Thesis statement</i>
Saving money is key to reducing financial stress. Besides that , when you have savings, you're less worried about paying bills or handling unexpected expenses. Furthermore , it also allows you to plan for the future, like retirement or buying a home. Additionally , saving money gives you control over your finances, which can improve your overall quality of life.	Body: Task 2
In conclusion , saving money is essential for a stress-free and secure life. It helps us prepare for the future, reach our goals, and feel more confident about managing our finances.	Task 3 <u>Conclusion:</u> Conclude by restating the importance of saving money.

5. Post-writing: What should you do before submission?



Let's start practising!

Practice 1

In your class, you have been talking about different cultural traditions and your teacher has asked you to write about it.

In your **essay**, you should:

- State a tradition or celebration that is important to you
- give reasons why it is meaningful
- explain how such traditions can bring people together and strengthen communities

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

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

Practice 2

In your class, you have been talking about new inventions and your teacher has asked you to write about it.

In your **essay**, you should:

- state a technological advancement or invention you find interesting
- give reasons for your interest
- explain how such technology changes people's lives

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

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

WRITING: PART 3 (ARTICLE)

Tips for Writing an Article

- Understand the question and the tasks required.
- Identify keywords and their meanings.
- Brainstorm related vocabulary and synonyms.
- Set the right tone (persuasive, active, engaging).

Understanding the Question and the Tasks Required

Sample Question:

Question 5

You recently saw this on the board outside the school hall.

Articles Required!

Click Wisely, Shop Safely!

Why is online shopping convenient?

How can you protect yourself when shopping online?

Suggest ways to spread awareness among teenagers about online safety.

The best article will be published in the school magazine.

Task 1

Task 2

Task 3

Write your **article**.

Extracted from MPP1 2025

Write down the tasks clearly so you understand exactly what the question is asking you to do:

Task 1: _____

Task 2: _____

Task 3: _____

Pre-Writing

Write the meaning of each word or phrase in the space provided.

No.	Word/Phrase	Meaning
1	Online shopping	
2	Convenient	
3	Protect	
4	Awareness	
5	Teenagers	
6	Spread	
7	Safety	

What are some synonyms or related words we can use for variety in writing?

No.	Word/Phrase	Synonyms / Related Vocabulary
1	Online shopping	E-commerce, digital shopping, internet purchase
2	Convenient	Hassle-free, user-friendly, time-saving, effortless
3	Protect	Safeguard, shield, secure, defend
4	Awareness	Knowledge, understanding, alertness, consciousness
5	Teenagers	Youths, adolescents, young people, teens
6	Spread	Promote, share, distribute, disseminate
7	Safety	Security, protection, well-being
8	Fraud	Scam, deceit, deception
9	Secure payment	Safe transaction, protected payment, encrypted payment method

Brainstorming Ideas for Your Article

Task 1: Why is online shopping convenient?

Match the points with their correct explanations:

Saves time and energy
Variety of products available
Easy price comparisons

Many choices are offered in one place, from different brands.
You can check multiple websites and choose the best deal easily.
You don't need to go out or wait in long lines.

Task 2: How can you protect yourself when shopping online?

Match each tip with its purpose:

Point (What to do)	Elaboration (Why/How it helps)	Example
Use strong passwords	To prevent misuse of your name, address, or bank details.	Look for "https" or verified badges
Shop from trusted websites	To make it harder for hackers to access your account.	Use a mix of numbers, letters, and symbols
Avoid sharing personal info	To ensure the site is secure and not a scam.	Don't enter bank details on suspicious sites

Task 3: How to spread awareness among teenagers?

Match the action with how it helps:

Point (What to do)	Elaboration (Why/How it helps)	Example
Organise school campaigns	To raise awareness in a fun, interactive way during assemblies or events.	Posters near computer labs
Create posters and videos	To provide expert advice and real-life examples about online threats.	Talk on spotting fake websites
Invite cybersecurity experts	To attract attention and make learning about online safety more interesting.	School-wide cyber safety week

Let's Start Writing!

A. Writing an Introduction

Technique	Example
Click-Bait (Attractive sentence to charm the readers)	• Think online shopping is always safe? Think again! • One wrong click could cost you everything! • A great deal is only great if it's real!
Background Info (Give a little bit of info about the main topic)	• Today's teenagers are more digitally connected than ever before. • Online shopping has revolutionised how people purchase goods, especially among the younger generation. • With just a few clicks, you can have anything delivered to your doorstep – from books to gadgets. • While online shopping is convenient, it also comes with hidden risks.
Rhetorical Question (It is a technique where you propose a question to readers to make a point rather than to get an answer from them)	• Would you share your bank details with a stranger on the street? • Is that discount really worth your personal data? • Who checks the seller's profile before clicking 'Buy'? • How many teenagers actually know how to detect a scam?
Personal Feeling (Instead of facts, you can give personal feelings or opinions about the topic)	As a frequent online shopper, I learned the hard way how important it is to stay alert while shopping online
Thesis Statement (compulsory) A thesis statement is a clear and concise sentence that tells the main point or argument of your essay or paper and usually appears at the end of the introduction.	This article will explore why online shopping is convenient, how to shop safely, and how to raise awareness among teenagers

Instruction: Use three or four of the techniques below to write a strong introduction. Thesis statement is compulsory.

Now write your introduction:

B. Writing Body Paragraphs

Each paragraph should answer **one task** from the question. Use the structure below to keep your writing clear, organised, and effective.

Paragraph Structure

1. **Point** – What is your main idea? (Answer the question)
2. **Elaboration** – Explain your point. (5W1H)
3. **Example** – Give a specific example or situation.
4. **Closing (optional)** – Link back or transition to the next point.

Task 1: Why is online shopping convenient?

Task 1 has been done for you

Point

To begin with, online shopping is convenient because it helps people save time and energy. This is because they don't have to travel to physical stores to buy what they need, which can often be tiring and time-consuming. With just a few clicks, they can easily place an order and have it delivered right to their doorstep. For example, teenagers can shop for books, clothes, or even school supplies from the comfort of their own homes during the school holidays. This means they don't need to spend hours walking around shopping malls. Instead, they can use that time to study, relax, or enjoy other hobbies. Online shopping also allows them to avoid crowded places and long queues, which makes the whole experience much more pleasant.

Elaboration

Example

Closing

Task 2: How can you protect yourself when shopping online?

Task 2	Point • Use strong and unique passwords. • Only shop from well-known, trusted websites. • Never share personal or financial information on suspicious websites.	<i>Useful phrases to start:</i> • To shop safely online, it is important to... • One way to protect yourself is by... • Teenagers should always remember to...
	Elaboration (5W1H – Who, what, where, when, why, how)	..... ..... .....
	Example <i>(For example, for instance, to illustrate)</i>	..... ..... .....
	Closing	..... ..... .....
<i>Rewrite your sentences to make them a paragraph.</i>		

Task 3: Suggest ways to spread awareness among teenagers about online safety.

Task 3	Point • Organise school campaigns • Create posters and videos • Invite cybersecurity experts	<i>Useful phrases to start:</i> • Teenagers can play a key role in spreading awareness by... • One effective way to educate others is to... • Schools can help by...
	Elaboration (5W1H – Who, what, where, when, why, how)	..... ..... .....
	Example <i>(For example, for instance, to illustrate)</i>	..... ..... .....
	Closing	..... ..... .....
<i>Rewrite your sentences to make them a paragraph.</i>		

C. Writing a Conclusion

Technique	Example
Idiom	• In a nutshell, staying safe online is better than regretting later
Quote	• As the saying goes, “better safe than sorry.”
Emphasize Importance	• All in all, shopping wisely and safely is essential for every teenager living in a digital world. • To sum up, learning how to shop safely online is a skill every teenager must develop. • All things considered, online awareness is no longer optional—it's necessary.
Catchy phrase	• Think before you click – your safety is just a step away! • Pause before you pay – your privacy is priceless! • Swipe smart, stay safe! • Shop smart, click with care!

Sample Conclusion:

In a nutshell, online shopping is a powerful tool—but only when used wisely. As the saying goes, “better safe than sorry.” Teenagers must learn how to protect themselves and help others stay informed in the digital world. Think before you click – because your safety is just a step away!

Now write your own conclusion:

(Use one or two of the techniques above and include a message about safety and awareness)

WRITING: PART 3 (REPORT)

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, express complaints, dissatisfactions or suggestions
- Report to the principal or a teacher on incidents or problems
- Report on surveys or studies

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**, the vocabulary needs 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 a 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

STEPS TO WRITE A REPORT

1. Understand the question

- Read the questions carefully and underline the key words and phrases.

2. Plan what you want to write

- Decide what facts and information you will need to include.
- Decide on the subject – based on the task.
- Divide your ideas up under headings.
- Organize your paragraphs according to the headings.
- Think about what your opinion is and how you will use the notes provided.
- Decide what your recommendations or suggestions are.

3. Organize your prompts

- **Write the following at the top:**

To :
From :
Subject/Title:

- **Introduction**

- State what the report is about / What you are going to write in your report.

- **Main Part (Paragraphs 2 – 4)**

- This is the main body of your report.
- Give information and use formal language to expand the points, support each point with examples.
- Make sure you use a heading for each paragraph.

- **Conclusion (Paragraph 5)**

- Give recommendations or make suggestions about what you think should be done.

4. Write your report

- Present the information in a formal way (note the use of Passive Voice for some sentences)

5. Check for errors – spelling, grammar and punctuation.

SAMPLE ON BOOK REPORT

As the head librarian, you were asked by your teacher to write a report on a book that you have read recently.

In your **report**, you should include:

- description of the character
- the problems the character faced throughout the story
- what you like about the character

To : Madam Juwita
From : Head Librarian
Title : Book Report on Harry Potter

INTRODUCTION:

This report is based on the book that I have read recently, which is the Harry Potter series written by J.K Rowling. The first Harry Potter book, Harry Potter and the Philosopher's Stone was published first in 1997 by Bloomsbury in the UK. The series continued for six more, concluding with Harry Potter and the Deathly Hallows, which was published in 2007.

DESCRIPTION OF THE CHARACTERS:

One of the main characters that, from my perspective, is worth noting is Hermione Granger, a Muggle-born witch. Despite coming from a non-magical family, she is very talented in magic and she is considered the greatest sorcerer in her time. She has brown eyes and brown bushy hair. She is known in the series to be someone who is a bookworm and carries a book all the time.

THE PROBLEMS THE CHARACTER FACED THROUGHOUT THE STORY:

In the beginning, Hermione did not have many friends due to her bossy personality, and as the story progressed, she was treated badly since she was a Muggle-born especially by Draco Malfoy, who was a pure-blood. Although she went through these problems, she never failed to emerge as a great witch and with her capabilities, she often came to the rescue whenever her friends needed one. She proved to be a remarkable witch and an extraordinary sorcerer.

WHAT I LIKE ABOUT THE CHARACTER

Hermione Granger proved to be one of the amazing characters with great character development throughout the series. In my personal opinion, Hermione is not only likeable, but she is an inspiration to many out there. She never stops learning, and she uses her knowledge to help others. She also stands up for her friends and what she believes is right. Hermione is a great example of how being smart and kind is something to be proud of.

CONCLUSION

In conclusion, Hermione Granger is a strong and inspiring character. She shows that girls can be heroes too, and that friendship, courage, and knowledge are powerful tools.

You might get confused about book review and book report, so here are some comparisons between these two.

BOOK REPORT

Explain what the book is about

Yes

Sometimes

Main Goal

Include Summary

Personal Opinion

Audience

BOOK REVIEW

Share your opinion and evaluation

Briefly

Yes, always

General Readers

SAMPLE QUESTION BASED REPORTING A SURVEY

As the Head Student, you carried out a survey on how students use the internet. Your teacher asked you to write a report for the school principal.

In your **report**, include the following:

- say how much time students spend online every day
- describe the most common things students do online
- explain how internet use affects students' daily routines

Write your **report**.



Step 1: Understand the Task

➤ **What do you need to do?**

Write a _____ for _____.

➤ **What is the topic?**

_____.

➤ **What should your report include?**

C1 - _____

C2 - _____

C3 - _____



Step 2: Plan Your Report

C1	• hours a day
C2	• use social media. (Example :.....) • (Example :)
C3	• stay up late. • •

Think of 2 - 3 ideas for each task.





Step 3: Organise Your Report

- ✓ *Use clear headings and paragraphs*

Example structure:

Report on Students' Internet Use

Introduction

This report presents the results of a recent survey on internet use among students at our school. It describes how much time students spend online, what they usually do on the internet, and how this affects their daily lives.

Time Spent Online

The survey **showed** that most students spend between three to five hours online each day. A small number of students **said** they spend less than two hours online, usually for academic purposes. However, around 30% **admitted** to spending more than six hours online, especially during weekends or school holidays.

Common Online Activities

Most students **stated** that they regularly access social media platforms such as Instagram, TikTok, and Snapchat. A significant number also **mentioned** watching videos, playing games, and chatting with friends. While some students use the internet for schoolwork or research, this is less frequent compared to entertainment and communication.

Impact on Daily Routines

Internet use has **had** both positive and negative effects on students' routines. On the positive side, students **find** it easier to do research and stay in touch with classmates. However, many **reported** that they often sleep late, feel tired during school hours, and spend less time on physical activities or family interactions.

Conclusion

In conclusion, internet use is an important part of students' lives, but too much time online can affect their health and performance. It is **recommended** that students manage their screen time more carefully to maintain both their academic performance and well-being.

Pay attention to the highlighted words. These are called **reporting verbs**. Reporting verbs tell us **what someone said, thought, or found**. They are useful in **report writing** to show **other people's ideas** or **information from sources**.



Common Reporting Verbs				
• say	• describe	• argue	• assert	• estimate
• state	• indicate	• reveal	• find	• discover
• report	• admit	• observe	• think	• conclude
• tell	• agree	• show	• complain	• suggest
• mention	• disagree	• point out	• highlight	• recommend
• explain	• believe	• express	• comment	• advise
• note	• claim	• clarify	• remark	• propose

How to Use Reporting Verbs in a Sentence:

1. [Verb] + that + sentence

- ✓ The study found that students worked better in groups.
- ✓ The article says that phones can be useful in class.

2. [Verb] + noun

- ✓ The report recommends training for all staff.
- ✓ The survey suggests a change in schedule.

 **Goal: Learn to present findings clearly using reporting verbs.**

SURVEY RESULTS	
Pocket Money Use Among 5 Alpha Students	
Spending Category	Number of Students
Snacks and drinks	12
Online games	6
Clothes or accessories	5
Saving it	4
Gifts for others	3

Describing Findings

- According to the survey, ...
- It was found that...
- Most students reported that...
- A few students mentioned that...
- Some students admitted that...
- Several students explained that...
- Only a small number of students said...
- A significant number of students stated...
- One student commented that...
- While some students ..., others ...
- Compared to ..., more students ...
- Although many students ..., a few ...
- The majority ..., whereas only a few ...

Task A:

Use the survey results to complete the sentences below by choosing an appropriate reporting verb. You may need to change the form of the verb to fit the sentence.

1. The survey _____ that 12 students spend their pocket money on snacks and drinks.
2. Students _____ that they use their pocket money for online games.
3. The data _____ that 5 students like to spend money on clothes or accessories.
4. It was _____ that 4 students save their pocket money.
5. Some students _____ they use pocket money to buy gifts for others

SAMPLE QUESTION BASED REPORTING AN EVENT

Your school organised a Clean-Up Day last weekend. You took part in the event. Now, your teacher has asked you to write a report for the school newsletter.

In your report, you must:

- describe what happened during the event
- explain what was done successfully
- suggest ways to improve future clean-up events

Task 1: Vocabulary Box

Match the words with the correct meanings.

WORD	MEANING
Participants	♦ Tools or items needed to do a job
Conducted	♦ To plan and arrange an event or activity
Volunteers	♦ People who help without being paid
Environment	♦ A person or group who joins in an activity
Equipment	♦ A company or person who gives money or help for an event
Improvement	♦ Food or drinks served at an event
Suggest	♦ The world around us (air, land, water, nature)
Sponsor	♦ A change that makes something better
Refreshments	♦ To give an idea or advice



Task 2: In pairs or small groups, discuss the following:



What happened during the event

Date / Time :

Location / Venue :

Participants :

Tasks Completed :

What worked well during Clean-Up Day?

- good teamwork
- lots of students joined
-
-

Problems occurred during the event

- poor time management
- too few bins
-
-

Suggestions to improve

-
-
-
-



Task 3 :Making suggestions

Write a short paragraph (about 3–5 sentences) that includes at least 2 suggestions or recommendations using the phrases given.

Suggestions to improve

.....

.....

.....

.....

.....

.....

To make suggestions, you can say:

- I suggest (that)...
- One way to improve future events is to...
- It would be helpful to...
- To make it better next time, we could...
- Another idea is to...
- I recommend (that)...
- We should consider...



Let's put your ideas together! Fill in the blanks with ideas in the previous tasks.

Report on the

Introduction

The purpose of this report is to It will explain

What Happened During the Event

To begin with, the event took place on Approximately students and several teachers took part. Volunteers were divided into teams to clean different areas including the and In addition to this, we also and sorted recyclables.

What Was Done Successfully

Overall, the event was well-organized. Each team clearly knew their tasks and worked efficiently. As a result,

For example, Furthermore,

Suggestions for Improvement

However, there are a few ways to improve future clean-up events. First of all, it would be helpful to Secondly, should be placed around the school to encourage better waste management. Lastly,

Conclusion

In conclusion, the Clean-Up Day was a great success. The school is now cleaner and more beautiful, and students felt proud of their contribution. With a few improvements, future events could be even better.

WRITING: PART 3 (REVIEW)

What is a review?

A short description of a film, movie, play, book, restaurant, product, shopping mall, service, hotel or any other items that can be reviewed.

How should we write a review?

It is mostly **semi-formal** in style, depending on the readers it is addressed to.

Present tenses are normally used in a review. When the writer intends to show a real example or occurrence, the past tense/ present perfect tense should be used, depending on how and what the writer aims to share or highlight.

Simply put, **a review deals with your descriptions, views, and feelings towards the subject.**

Things you need to know about reviews:

A good review in general should consist of:

Introduction	Provide all the general background information of the film, play, book, service, hotel, product (setting, type, characters, location or any general information of the item being reviewed)
Content / Main Body	Consisting of two or more paragraphs in which all the main points of what the writer likes / dislikes about the reviewed things / items / places / books / movies / etc. (MUST REFER TO THE QUESTION) The writer may also include any advantages or disadvantages of it, the descriptions of own experience, any personal view or encounter and maybe the inclusion of comments from other people as well.
Conclusion	The writer recommends or does not recommend the film, play, book, service, hotel, product, giving reason, showing preference and it can be either positive or negative remarks on that reviewed item.

Steps to write a review:



1. Analyse

- Think carefully about what you are reviewing (a book, movie, game, place, etc.).
- Ask yourself: What is it about? Who is it for? What is special or important?

2. Observe

- Look closely and take notes while reading, watching, or using the thing you are reviewing.
- Focus on the positive (advantages) /negative (disadvantages) parts.

3. Apply

- Use what you know about reviews (format, expressions, and structure).
- Use appropriate words to describe and give your opinion (e.g., *enjoyable*, *boring*, *fantastic*, *weak*).

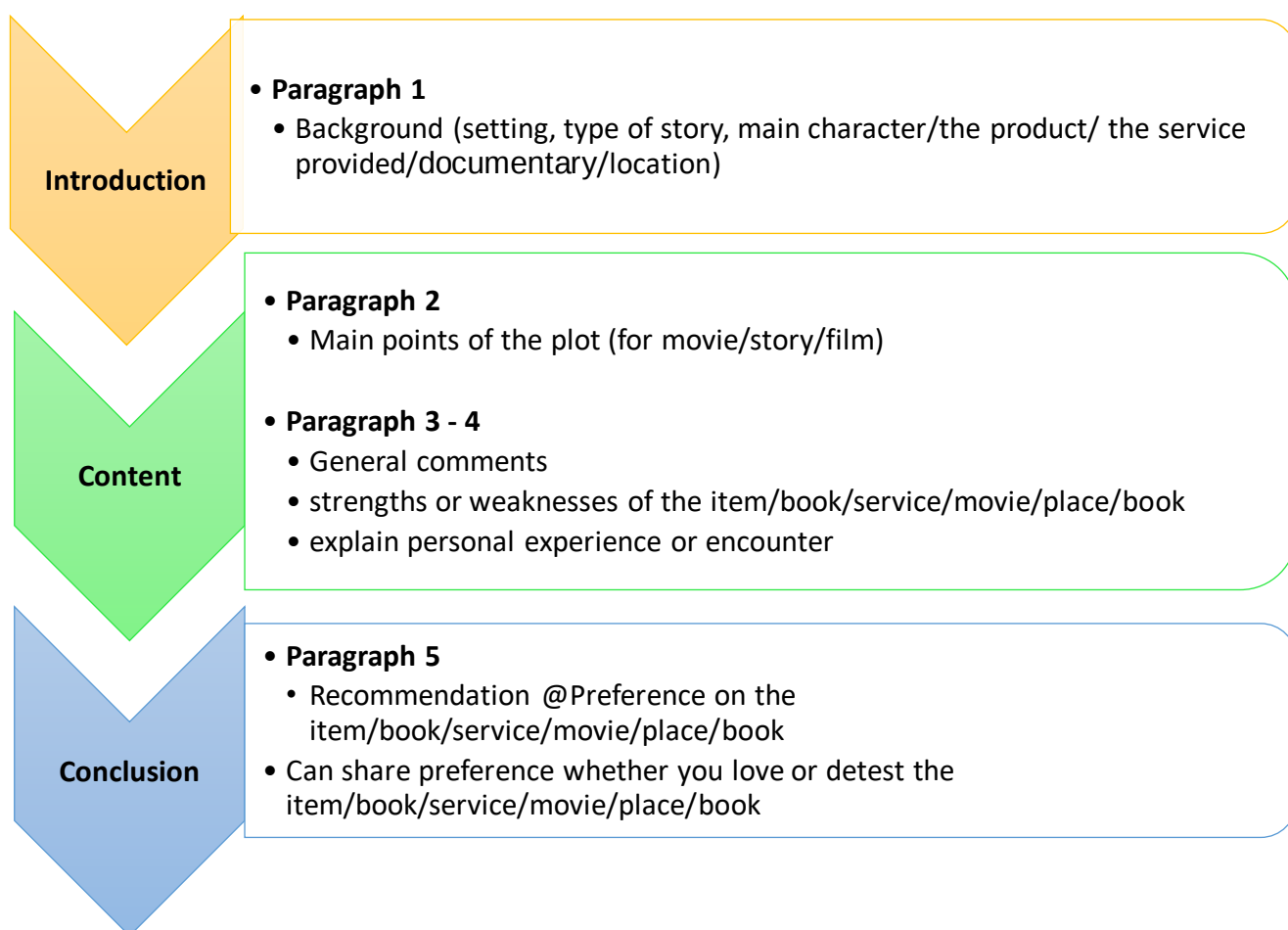
4. Create

- Organise your ideas.
- Follow a structure:
 1. Introduction
 2. Summary
 3. Opinion (good and bad points)
 4. Recommendation

5. Write

- Now write your full review using paragraphs.
- Use linking words (like *also*, *but*, *because*, *however*) to make it smooth.
- Check grammar, spelling, and punctuation before submitting.

Basic Layout of a Review:



Example of a layout of a restaurant review

Introduction: Describe the place

Name of restaurant, the type, location

Content: (MUST refer to the question)

Describe the atmosphere, decoration, the menu, price, service

- ★ Your experience at the restaurant: Was it clean? Were the staff friendly?
- ★ Describe the ambience and lighting
- ★ Food – specialty
- ★ Value – Reasonable price?
- ★ Explain what you liked/disliked – give appropriate reasons

Conclusion: Would you recommend it to others? State your feelings

Useful Language/Phrases for Review Writing

Introduction/Background

This well - written/informative, fascinating book..... ,

The film/story is set in ,

This restaurant is based at ,

This mesmerizing story ,

Content/Main Points of Plot

The plot focuses on. ,

The story begins. ,

The plot has an unexpected twist. ,

The film reaches a conflict ,

The peak of the story was.....

The place has some uniqueness.....

General Positive Comments

The (story/acting/graphics) is/are brilliant.

The best thing about it is ...

... is exciting/interesting/entertaining

I was impressed by ...

If you like ... this is suitable for you.

It caters to all ages and everyone can watch it.

I would recommend it to anyone who likes ...

Another thing that I liked was ...

The content of the book was captivating.....,

Negative Comments

The (story/acting/graphics) is/are not brilliant. The worst thing about it is ...

It is rather long/confusing/slow,

The cast is excellent/weak,

The script is dull/clever.....,

It has a tragic/surprising end....., etc.

Overall, it was average.....

... is not exciting/boring/waste of time

I was not impressed by ...

If you like ... this is not suitable for you.

It does not cater to all ages, so you have to be selective.

I would not recommend it to anyone ...

Another thing that I disliked was ...

Recommendations/ Preferences

Don't miss it, it will change the way you see.....

It is well worth seeing.....

I wouldn't recommend it because

It is not worth the money.....

An eye treat watching it.....

The story is not recommended

BEGINNER TO INTERMEDIATE

TASK 1: ANALYSE

Write your answer in 200-250 words in an appropriate style on this question paper.

You recently saw a notice on your school website.

Reviews Required!

Have you bought a gadget recently?
Could you review it? Explain why you like this gadget.
Would you recommend it to your friends? Why?

Send us your review.

The best review will be published in our school bulletin.

A. GADGET REVIEW CHECKLIST

A good film should have certain features. Tick (/) the correct statements or cross (X) the false statements below.

- | | |
|---|-----|
| 1. Write about a gadget you have personally used. | () |
| 2. Mention basic information about the gadget: name, brand, and type. | () |
| 3. Do not describe the gadget's main functions. | () |
| 4. Use vocabulary unrelated to gadgets. | () |
| 5. Discuss the strengths and weaknesses of the gadget. | () |
| 6. Mention the price and whether it offers good value. | () |
| 7. Share your opinion of the gadget. | () |
| 8. Avoid comparing the gadget to similar products. | () |
| 9. Tell readers whether the gadget is worth buying. | () |



**CAN YOU THINK OF SUITABLE WORDS YOU
CAN USE IN YOUR REVIEW?**

TASK 2: OBSERVE

These words are likely seen in a gadget review. Do you think you can use them?

Features and Functions	User-friendly
• Touchscreen • Battery life • Storage capacity • Processor speed • Camera resolution • Connectivity • Wi-fi • Bluetooth • Applications • Wireless charging • Waterproof	• Compact • Durable • Innovative • Affordable • High quality • Reliable • Stylish • Versatile • Impressive • Lightweight • Efficient

TASK 3: APPLY

Fill in the gaps with a word in the box.

applications	design	Bluetooth	camera
features	battery	processor	user-friendly

1. This smartphone is very _____, so people can use it easily, even if it's their first time.
2. One of the best _____ of the laptop is that it can charge quickly.
3. The _____ lasts a long time, so you don't have to charge it often when travelling.
4. The new phone has a high-quality _____ that takes clear and bright pictures.
5. The _____ of this smartwatch is nice and modern.
6. The phone works fast because it has a strong _____.
7. You can download many useful _____ like games and study tools.
8. These headphones use _____, so you can connect them without any wires.

TASK 4: CREATE

Let's plan your review. Fill in the blanks with appropriate words or phrases.

You may use the words in Activity B.

Introduction Begin by giving: - Brief overview of the gadget: Start by introducing the gadget. Say what it is, who makes it, and what it is used for. - Why you chose it: Explain why you chose this gadget. What caught your attention?	I recently bought the _____. It is a smartphone made by _____. This phone is good for _____, _____, _____, and _____. I chose it because the _____.
Body Key Features and Performance: - Talk about the important functions of the gadget. What can it do? - Mention what you like the most about it. (design, speed, battery life, special functions, etc.). Usability and User Experience: - Talk about how easy or difficult the gadget is to use. - Provide examples of how it has improved or benefited your daily routine or specific tasks. Value for Money: - Discuss whether the gadget is worth the price you paid. - Compare it to similar products in the market and explain if it offers better features or performance for the cost.	The phone has many good features. The screen is large and bright, which is great for _____ and _____. The battery can last for many hours, so _____. It also works fast when I open apps or switch between them. My favourite part is the camera. It _____. The video quality is also very good. The phone is easy to use. The _____ and _____ is very good. Even people who are not good with phones can use it easily. I use this phone every day to _____, _____, and _____. I also _____, _____, and _____. It helps me with school and other activities. I think this phone is a good deal. It is not very expensive, but it _____. I looked at other phones, but this one was better for the price. It may not be the best phone, but it is _____.
Conclusion	

IMPROVE YOUR REVIEW.

Sample question and answer:

Shopper Review Needed!

Have you been to the latest shopping mall lately?

Write about the highlights of this shopping mall.

Is there anything or any place that is worth going to/buying/patronising in this shopping mall?

The best reviews will be published in our newsletter.

Introduction: The shopping mall you visited – name of the place, location

Content: (**MUST** refer to the question)

- Describe the highlights/ special features of the shopping mall
- Your experience – Clean? Friendly staff?
- Good value for money? – Reasonable?
- Any famous eateries/restaurants?

Conclusion: Conclusion: feelings, hope

Mid B1 Level:

There is a new shopping mall just a short walk from my house. Last weekend, my family and I were lucky to be among the first 500 visitors. We felt very excited!

At the entrance, the mall staff greeted us warmly. The Greatest Shopping Mall is clean, comfortable, and has many useful facilities. The bright and colourful lights made the place look lively and cheerful. We looked up and saw beautiful decorations hanging from the ceiling. It was a wonderful sight.

A charity show was happening on the ground floor for the mall's grand opening. Singers like Aina Abdul performed amazing songs. The crowd clapped, cheered, and enjoyed every moment. My 14-year-old sister Amy and I watched the show while our parents shopped at the supermarket.

Everywhere we looked, people were shopping and walking around. The mall was very crowded. Amy and I took the escalator to the first floor and visited our favourite bookstores. The items in the shops were neatly arranged, easy to find, and the prices were fair.

Later, we felt hungry, so we went to the food court on the third floor. Many food stalls were offering different types of food. We ate hot snacks and ice cream. The food court is a great place to relax and enjoy a meal.

In conclusion, I enjoyed my visit to the Greatest Shopping Mall. It is a great place to shop, eat, and have fun with your family. I highly recommend everyone visit it!

High B1 Level (better sentences and coherence):

A brand-new shopping mall has just opened a short distance from my house. Last weekend, my family and I were fortunate to be among the first 500 visitors to explore it. We were all looking forward to the experience.

As we arrived, friendly staff welcomed us warmly at the entrance. The Greatest Shopping Mall is modern, spacious, and very clean. The bright, colourful lights and beautiful decorations created a festive and cheerful atmosphere. We couldn't help but admire the creative designs hanging from the ceiling. It was truly a stunning sight.

One of the best highlights was a charity show held on the ground floor to celebrate the grand opening. Famous performers, including Aina Abdul, entertained the crowd with dazzling performances. The sound of cheers, whistles, and loud applause filled the air. My 14-year-old sister, Amy, and I were thrilled by the show, while our parents took the opportunity to do some grocery shopping at the supermarket.

As we explored the mall further, we saw many shoppers moving in and out of the shops. The place was full of people from different backgrounds, enjoying their time. Amy and I took the escalator to the first floor, where we browsed through our favourite bookstores. The products were neatly arranged, clearly labelled, and reasonably priced, making the shopping experience pleasant and easy.

After some time, we started to feel hungry. We headed to the food court on the third floor, which offered a wide variety of food choices. From local dishes to international cuisine, there was something for everyone. We ordered hot snacks and ice cream, which were both delicious. The food court is a must-visit spot for all visitors.

Overall, my experience at the Greatest Shopping Mall was fantastic. It is a perfect place for shopping, dining, and entertainment. I would highly recommend it to anyone looking for a fun day out with family or friends.

Let's compare these two samples:

Feature	Mid B1	High B1
Sentence structure	Mostly short, simple sentences	Mix of simple and more complex sentences
Vocabulary	Common words (e.g., "great", "felt very excited")	More varied vocabulary (e.g., "fortunate", "dazzling performances")
Connectors/ Cohesion	Basic connectors (e.g., <i>later</i> , <i>so</i> , <i>and</i>)	Better flow with connectors (e.g., <i>as we arrived</i> , <i>after some time</i> , <i>overall</i>)
Details	Basic details about what happened	More explanation, opinions, and deeper descriptions
Tone & Style	Clear but simple	More expressive and polished

LET'S IMPROVE YOUR REVIEW JUST NOW.

Sample Mid B1 level:

I recently bought the Samsung Galaxy A14. It is a smartphone made by Samsung. This phone is good for calling, texting, taking pictures, and using the internet. I chose it because the screen is big, the camera is nice, and the price is not too high.

The phone has many good features. The screen is large and bright, which is great for watching videos and browsing online. The battery can last for many hours, so I do not have to charge it often. It also works fast when I open apps or switch between them. My favourite part is the camera. It takes clear photos, even at night. The video quality is also very good.

The phone is easy to use. The buttons and menus are simple. Even people who are not good with phones can use it easily. I use this phone every day to study, send messages, and relax. For example, I join online classes, check my email, and watch videos. It helps me with school and other activities.

I think this phone is a good deal. It is not very expensive, but it has many useful things. I looked at other phones, but this one was better for the price. It may not be the best phone, but it is good enough for daily use.

In conclusion, I like the Samsung Galaxy A14. It works well and looks nice. I would tell my friends to buy it, especially if they want a good phone at a lower price.

Areas to improve:

Use More Specific and Descriptive Vocabulary

- Instead of basic adjectives like *good*, *big*, *fast*, try:
 - *high-quality*, *vivid*, *efficient*, *user-friendly*, *affordable*, *responsive*

Improve Sentence Variety and Linking Words

- Many sentences begin with "It has" or "I use." To improve:
 - Use linking devices: *Moreover*, *In addition*, *What's more*, *As a result*

Add Supporting Details or Examples

- When saying the camera is "good" or the phone is "worth the price," explain why.

- Example:

"The phone is worth the price."

→ "The phone is worth the price because it offers long battery life, smooth performance, and a reliable camera at a lower cost than many competitors."

Enhance the Conclusion

- The conclusion is clear but could be stronger by summarizing the best features or giving a final opinion with more impact.

BASED ON THE COMMENTS, CAN YOU SPOT THE WORDS / PHRASES / SENTENCES THAT YOU CAN IMPROVE FROM THE REVIEW?

TASK 1: VOCABULARY UPGRADE

Find the underlined words in the paragraph below. Replace them with more descriptive or precise vocabulary from the box.

Sample paragraph (from the review):

This gadget comes with many useful features. For example, it has a large, bright screen that is great for watching videos or browsing the internet. The battery lasts for many hours, so you don't need to charge it often. It also has a fast processor, so apps open quickly and there is no lag when switching between tasks. One of my favourite features is the camera. It takes clear photos even in low light, and the video quality is excellent too.

Vocabulary Bank:

impressive, vibrant, responsive, long-lasting, reliable, high-quality, convenient, spacious

Use the words in the Vocabulary Bank to replace the adjectives:

1. Replace **useful** → _____
2. Replace **large** and **bright** → _____
3. Replace **many hours** → _____
4. Replace **fast** → _____
5. Replace **clear** → _____

TASK 2: CONNECT IT BETTER (COHESIVE DEVICES)

Look at these sentences. Add or improve the connectors to make the writing more fluent and connected.

1. The screen is large and bright. It's great for watching videos.

→ _____

(Try using: "Because of that," or "This makes it ideal for...")

2. The phone has a fast processor. Apps open quickly. There is no lag.

→ _____

(Try using: "As a result," or "This means that...")

3. The buttons and settings are easy to understand. People who are not good with technology can use it easily.

→ _____

(Try using: “Therefore,” or “So even...”)

4. I use it to join online classes. I also check emails and edit documents.

→ _____

(Try using: “Not only... but also...”)

5. The phone is affordable. It offers many good features for the price.

→ _____

(Try using: “Although...” or “Even though it’s affordable...”)

TASK 3: EXPAND AND IMPROVE (SUPPORTING DETAILS)

Below are short extracts from the review. Expand them by adding 1–2 sentences with more details, examples, or reasons.

Use vocabulary like: multitask, storage, user-friendly, interface, durable, affordable.

1. *“The buttons and settings are easy to understand.”*

→ _____

→ _____

2. *“It has really helped me stay organised and get things done faster.”*

→ _____

→ _____

3. *“Although it’s not a high-end gadget, it works just as well for daily use.”*

→ _____

→ _____

NOW, REWRITE THE REVIEW.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

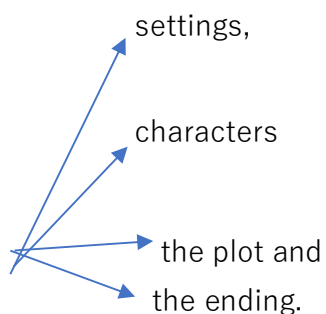
PART 3: STORY

Think of the following when writing your essay:

- Write on what you are asked for (C=Content/Task Completion)
- Make sure it is a story (CA= Communicative Achievement)
- Make sure your essay flows well (O=Organisation)
- Watch your vocabulary, sentence types and grammar (L =Language)

Writing a Story

A good story comes with



Here is a list of useful phrases to create suspense in your story.

- At that point...
- During the minutes/hours/days that followed...
- All of a sudden,...
- Out of the blue,...
- As quick as lightning,/As fast as she could,...
- He'd never been in such an extreme situation.
- Without thinking further,...
- There was no sign of...
- He thought of a plan.
- To make things worse,...
- They were just about to give up when...

A Story must have:

Exposition

Rising Action

Climax

Falling Action

Resolution

End of the story

Sample Question



Your teacher has asked you to write a story for your school magazine

Your story **must** begin with the following words:

Henry was excited when he heard, “Good afternoon passengers...”

In your story, you **must**:

- Explain why Henry’s journey was interrupted
- Describe what Henry had to do to arrive at his destination on time

Steps:

1. Understanding the question

i. Underlining the keywords in the question

Your teacher has asked you to write a story for your school magazine

Your story **must** begin with the following words:

Henry was excited when he heard, “Good afternoon passengers...”

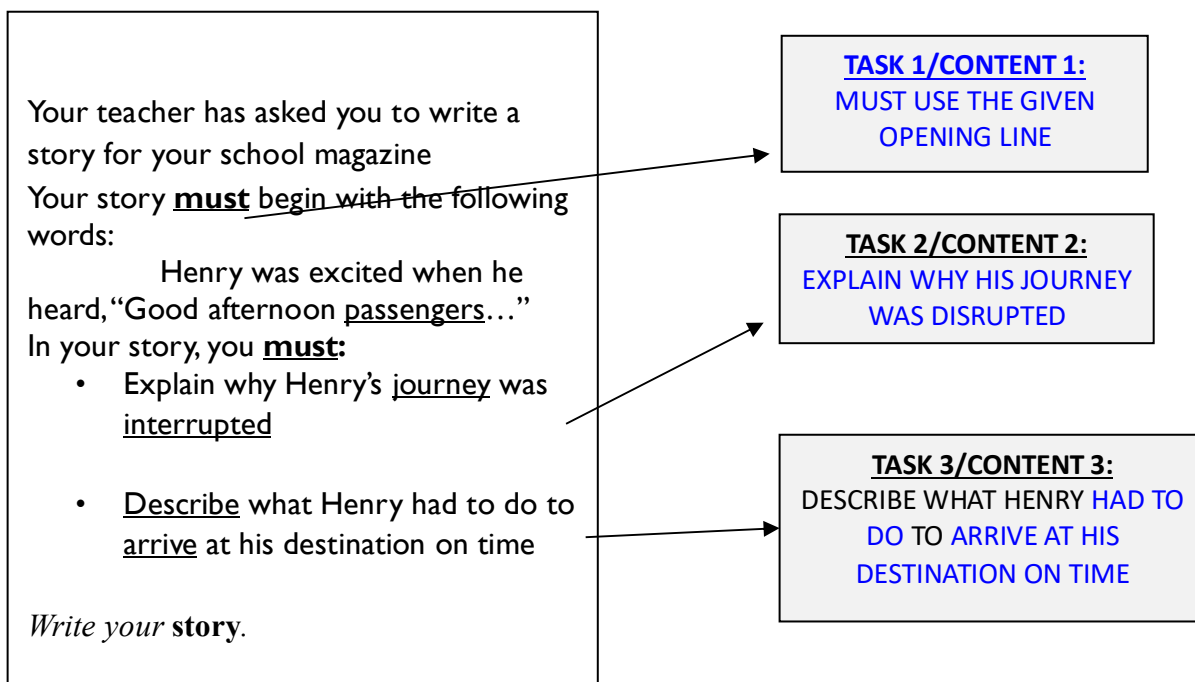
In your story, you **must**:

- Explain why Henry’s journey was interrupted
- Describe what Henry had to do to arrive at his destination on time

ii. Understanding the meanings of the difficult words

Examples : passengers, journey,
interrupted, describe, arrive

NO	DIFFICULT WORDS	MEANING/SYNONYMS
1	passengers	A traveller on a public or private transport other than the driver, pilot, or crew/ traveller/ voyager
2	journey	A trip or a set amount of traveling / adventure / expedition / trip / voyage
3	interrupted	Having been stopped or halted / called off/ Having been interfered with / disturbed / disrupted
4	describe	Recount, narrate, explain in detail
5	arrive	To reach/ to get to a certain place



iii. Identifying the tasks

2. Brainstorming and organising the ideas

- Think about what you want to write
- Select key ideas and organise them
- Use WH – Questions to help you expand ideas (who/ what/ when/ where/ which/ whom/ whose/ how)

Example:

Paragraph	Ideas brainstormed
1 (Introductory paragraph)	felt excited listening to the announcement – told/described what happened/ he had done – that would become his most traumatic/unforgettable memory
2 (rising action)	What happened after the plane took off – at first, it was quiet and peaceful – until chaos erupted. Four men suddenly stood - armed and ready, as their leader barked orders in a thick, unfamiliar accent.

3 (conflict)	Armed men took control of the plane, causing fear among passengers - Henry, a former military officer, quickly assessed the situation - realised it was a terrorist hijacking - by listening, he identified them as Russian terrorists
4 (falling action)	Henry felt helpless due to being outnumbered - noticed someone signaling him - The person and his friend were soldiers - Henry felt relief - They secretly planned to stop the terrorists - waited patiently for the right moment.
5 (resolution)	One terrorist went to check on the pilots - Henry and the soldiers seized the opportunity - tackled and disarmed the terrorists - passengers were secured - Henry and one soldier guarded the terrorists - The other soldier apprehended the last terrorist.
6 (concluding paragraph)	Terrorists were tied and secured with seatbelts - passengers cheered and celebrated - the flight remained on schedule, landing in France on time terrorists were handed over to the police - Henry and his mom enjoyed their holiday.

3. Drafting – (example - Paragraph 2)

4. Revising

- a. Making changes to improve writing. Rearranging words and sentences to clarify meaning. Be sure to add descriptive words and details.

5. Editing

- a. Proofreading and correcting mistakes
- b. Symbols for marking
 - _____ = major errors like tenses, wrong word choice, multiple word error
 - ~~~~~ = spelling error
 - ^ = omission
 - R = repetition
 - L = transpose

6. Rewriting

- a. Writing the final draft

Examples (for numbers 3, 4, 5 & 6 above):

➔ Paragraph 2 – errors are underlined and corrected

Omission of article 'a'

After a long safety announcement, the plane take off for a seven-hour flight. At first, it was quiet and peaceful as Henry shared his military stories with his excited mother. Suddenly, A loud gasp brake the calm. Four men stand up, holding big guns. Panic spread quickly. Their leader, speaking in a strong accent, ordered everyone to sit down.

took

broke

stood

➔ Paragraph 2 – with additional words / sentences (**bolded & italicised**)

After the long, boredom-inducing announcement and safety protocol from the pilot, the plane took off for its seven-hour journey. During the first few hours of the flight, it was quiet and peaceful. Henry was ***sharing his experience in the military with his enthusiastic mother***. It was then ***a loud audible gasp could be heard from the seats in front***. Suddenly, four shady men stood up from their seats, carrying heavy firearms with them. ***Just the sight of them threw the whole plane in a panic, the once peaceful and quiet atmosphere was now replaced with fear-induced chaos***. The presumed leader of the shady men shouted for the passengers to sit down in a thick unknown accent.

➔ Paragraph 2 – with more descriptive words and better sentences (**bolded & italicised**)

After the pilot's long-winded announcement and repetitive safety protocols, the plane finally ascended, ***cutting through the sky like a sleek arrow***. For the first few hours, the cabin ***remained calm, a tranquil bubble floating miles above the earth***. Then, ***like a sudden storm rupturing serenity, a sharp gasp pierced the air***. All heads ***snapped forward as four ominous figures rose from their seats, their movements deliberate, menacing***. Each carried heavy firearms, gleaming under the artificial glow of the overhead lights. In an instant, ***panic rippled through the cabin—whispers turned to cries, shuffling feet froze in terror***. The presumed leader, his presence dominating the space, barked orders in a thick, foreign accent. ***His voice was jagged, cutting through the chaos like a blade***. "Sit down. Now." The weight of his command crashed over the passengers, pressing them into their seats, trapping them in fear. ***The once-peaceful flight had transformed into a harrowing nightmare at 30,000 feet***.

The complete story

Good Sample Answer

Henry was excited when he heard, *"Good afternoon passengers, we will soon be departing for France,"* announced by the pilot. Henry had just been discharged from the military and is currently on a flight to France for a wonderful vacation with his mother. Little did he know, this flight would become his most traumatic memory for the rest of his life.

After the pilot's long-winded announcement and repetitive safety protocols, the plane finally ascended, cutting through the sky like a sleek arrow. For the first few hours, the cabin remained calm, a tranquil bubble floating miles above the earth. Then, like a sudden storm rupturing serenity, a sharp gasp pierced the air. All heads snapped forward as four ominous figures rose from their seats, their movements deliberate, menacing. Each carried heavy firearms, gleaming under the artificial glow of the overhead lights. In an instant, panic rippled through the cabin—whispers turned to cries, shuffling feet froze in terror. The presumed leader, his presence dominating the space, barked orders in a thick, foreign accent. His voice was jagged, cutting through the chaos like a blade. "Sit down. Now." The weight of his command crashed over the passengers, pressing them into their seats, trapping them in fear. The once-peaceful flight had transformed into a harrowing nightmare at 30,000 feet.

The armed men had seized control of the plane, plunging the passengers into sheer terror. Panic spread like wildfire, yet Henry, a seasoned military veteran, remained composed. He carefully observed the situation, his instincts confirming the worst—a hijacking. Straining to catch their conversation, he pieced together crucial details. The men spoke in distinct accents, their words revealing their origins. Russian terrorists. The realization sent a chill down his spine, but he knew he had to act.

Henry found himself perplexed at the situation. He was unable to act out due to their bigger number. As he scanned around the room, he found someone eyeing him. With a secret code, he informed Henry that he was a soldier along with his friend. Henry felt as if a weight had been lifted from his back knowing there were more capable people. Stealthily, he devised a plan with the other two gentlemen to overthrow the terrorist group's tyranny. They patiently waited in their seats, praying for a miraculous opportunity.

After another tense hour went by, one of the men decided to check on the pilots as he walked towards the pilot room. With this golden opportunity, then Henry and the other two soldiers jumped up from their seats. They pounced on the terrorists, wrestling them down to the floor. They quickly unarmed the men, securing the safety of the passengers. With Henry and one of the soldiers guarding the terrorists, the other went ahead to apprehend the remaining terrorists.

With the hijackers subdued and securely restrained with seatbelts, relief washed over the passengers. Cheers and applause erupted, filling the cabin with triumph. Remarkably, the flight remained on schedule, landing smoothly in France as planned. Upon arrival, the terrorists were swiftly handed over to the authorities. With danger behind them, Henry and his mother finally embraced the holiday they had been waiting for, their trip now carrying an unforgettable tale of courage and survival.

SCORES

SUB-SCALE	MARK	COMMENTARY
CONTENT	5	<i>All content is relevant to the task. The target reader is fully informed about why Henry's journey was interrupted and what Henry had to do to arrive at his destination on time. The composition also commences with the given sentence (a mandatory) and continues with right flow / correct grammar</i> Examples: - Henry was excited when he heard, "Good afternoon passengers, we will soon be departing for France," announced by the pilot. ...four ominous figures rose from their seats, their movements deliberate, menacing. Each carried heavy firearms, gleaming under the artificial glow of the overhead lights. ...he devised a plan with the other two gentlemen to overthrow the terrorist group's tyranny. - Remarkably, the flight remained on schedule, landing smoothly in France as planned.
COMMUNICATIVE ACHIEVEMENT	5	<i>Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate with ease, fulfilling all communicative purposes.</i> - In an instant, panic rippled through the cabin—whispers turned to cries, shuffling feet froze in terror. "Sit down. Now." The weight of his command crashed over the passengers, pressing them into their seats, trapping them in fear. The once-peaceful flight had transformed into a harrowing nightmare at 30,000 feet. ... his instincts confirming the worst—a hijacking. Straining to catch their conversation, he pieced together crucial details.

ORGANISATION	5	<i>Text is well-organised and coherent, using a variety of cohesive devices with generally good effect.</i> • Little did he know, this flight would become his most traumatic memory for the rest of his life. • ...the plane finally ascended, cutting through the sky like a sleek arrow. • For the first few hours, the cabin remained calm, • In an instant, panic rippled through the cabin—whispers turned to cries, shuffling feet froze in terror. • The realization sent a chill down his spine, but he knew he had to act. • After another tense hour went by, one of the men decided to check on the pilots
LANGUAGE	5	<i>Uses a range of vocabulary, including less common lexis, appropriately.</i> • the plane finally ascended, cutting through the sky like a sleek arrow. • ... like a sudden storm rupturing serenity, a sharp gasp pierced the air. • Stealthily, he devised a plan with the other two gentlemen to overthrow the terrorist group's tyranny. They patiently waited in their seats, praying for a miraculous opportunity. • The presumed leader, his presence dominating the space, barked orders in a thick, foreign accent. His voice was jagged, cutting through the chaos like a blade. <i>Uses a range of simple and complex grammatical forms with control and flexibility.</i> • The armed men had seized control of the plane, plunging the passengers into sheer terror. Panic spread like wildfire, yet Henry, a seasoned military veteran, remained composed. • With Henry and one of the soldiers guarding the terrorists, the other went ahead to apprehend the remaining terrorists. • All heads snapped forward as four ominous figures rose from their seats, their movements deliberate, menacing.

Here is a question for you to try.

Part 3 Question 3 (A Story)

Your teacher has asked you to write a story for your school story writing competition.

Your story **must** begin with the following words:

Everyone in the neighbourhood called her Aunt Liz.

In your story, you **must**:

- Explain what problem or issue happened
- Describe how the problem or issue was solved

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

SUGGESTED ANSWERS

Answers

READING: PART 3 (READING COMPREHENSION)

	Skimming		Reading Comprehension
1	C	19	D
2	A	20	B
	Scanning	21	A
1	C	22	B
2	B	23	D
3	D	24	C
4	B	25	D
5	D	26	B

READING: PART 4 (GAPPED TEXT)

NO	PRACTICE 1	PRACTICE 2	PRACTICE 3
27	F	G	C
28	A	A	G
29	D	D	E
30	E	E	D
31	C	B	A
32	H	H	F

READING: PART 5 (INFORMATION TRANSFER)

PRACTICE 2	PRACTICE 3
33. D 34. B 35. A 36. E 37. health 38. skills 39. individual 40. Abilities	33. C 34. F 35. D 36. B 37. cheap 38. pollution 39. reduce 40. eco-friendly

