

# KUASAI PBD

MODUL PENTAKSIRAN BILIK DARJAH

FORM  
KSSM 4

SPECIAL FOR  
TEACHERS

## ENGLISH



To assist  
Classroom  
Assessment (PBD)



To evaluate  
Formative and  
Summative  
Assessment



To support  
Digital-friendly  
Pembelajaran dan  
Pemudahcaraan (PdPc)



To boost  
students'  
Performance Level



### FREE PACKAGE FOR TEACHERS

#### TEACHER'S EDITION

PRINTED VERSION

- » Notes
- » PBD Practices
- » DSKP-based Practices
- » SPM-based Practices
- » Final Year Test
- » Answers
- » Digital Materials

#### TEACHER'S DIGITAL RESOURCES

**ePelangi+**

Varieties of digital contents are specifically prepared to support PdPc for teachers on ePelangi+



**EXTRA!**  
**PdPc**  
SUPPORTING MATERIALS



Teacher's Edition



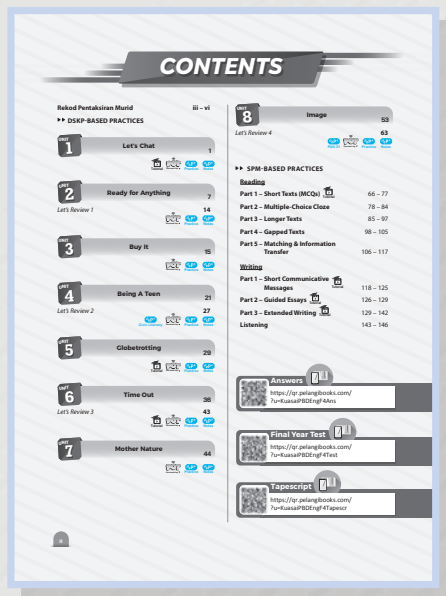
Student's Edition

# TEACHER'S EDITION (Printed Version)

## A

### Contents

Contents include cross references of digital resources in the book.



## B

### Rekod Pentaksiran Murid

Table to record students' achievement based on the Performance Level obtained.

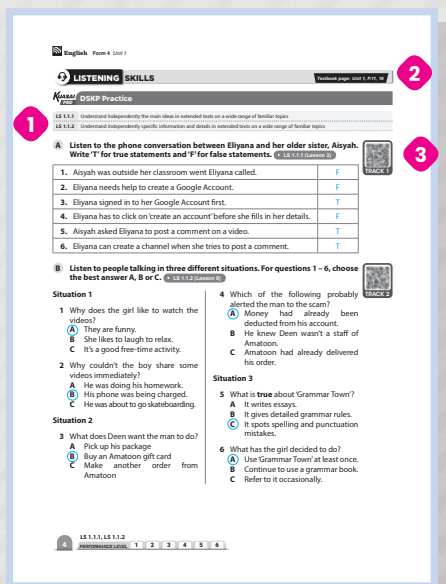
**Rekod Pentaksiran Murid** English Form 4

Name: \_\_\_\_\_ Page: \_\_\_\_\_

UNIT 1: LET'S CHAT		Theme: Science & Technology				
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics	1.1.1.1, 1.1.2	2				
1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics	1.1.2.1, 1.2	2-3				
2.1.1 Explain simple content on familiar topics from what they read and hear	2.1.1.1, 2.1.2	4				
2.1.2 Explain advantages and disadvantages of plans and activities	2.1.2.1, 2.1.3	5				
Writing Skills (2.1)	2.1.3	6				

UNIT 2: READY FOR ANYTHING		Theme: People & Culture				
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics	1.1.1.1, 1.1.2	7-8				
1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics	1.1.2.1, 1.2	9				
2.1.1 Explain simple content on familiar topics from what they read and hear	2.1.1.1, 2.1.2	10				
2.1.2 Explain advantages and disadvantages of plans and activities	2.1.2.1, 2.1.3	11				
Writing Skills (2.1)	2.1.3	12-13				



## C

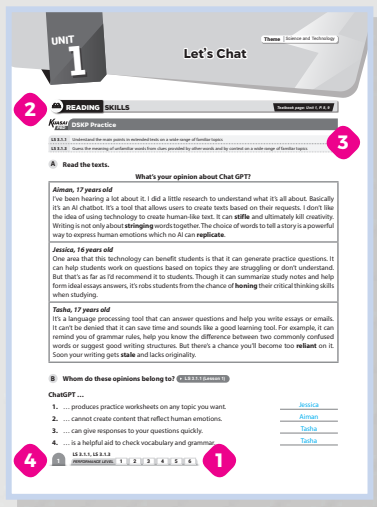
### DSKP-based Practices

- 1 Based on Learning Standard (LS) and Textbook.
- 2 Textbook page references are provided for easy cross-reference.
- 3 Digital Resources like Audio, Video & Info are provided in QR codes.





## Skilled-based Practices » Continuous Assessment



- 1 Questions are classified into 6 Performance Levels (PL). Higher Order Thinking Skills (HOTS) questions are incorporated.
- 2 Questions are set based on 4 basic skills i.e Listening, Speaking, Reading and Writing with Grammar and Language Arts.
- 3 Questions are created based on the DSKP to assist teachers to carry out PBD.
- 4 Space to record students' Performance Level at the end of each page.



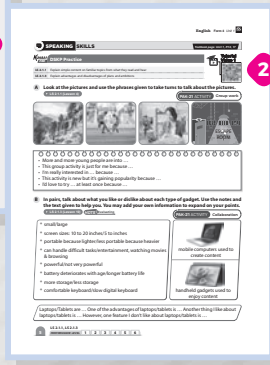
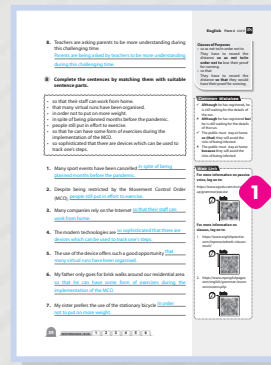
## Extra Materials on QR code



- 1 **WebLink** - Provides additional insights on certain topics

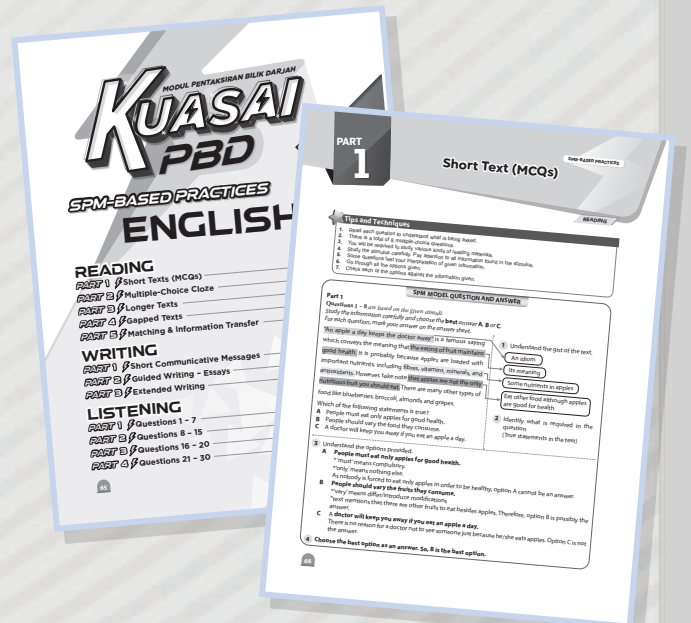


- 2 **Tutorial Video** - Deliver concise lessons on certain topics



## SPM-based Practices

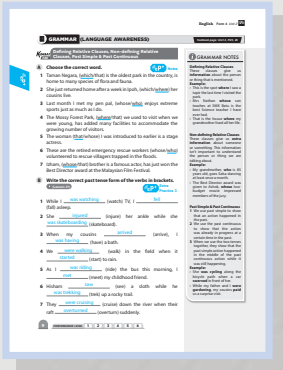
SPM-based Practices based on each part of the assessment are provided to familiarise students with real SPM format.





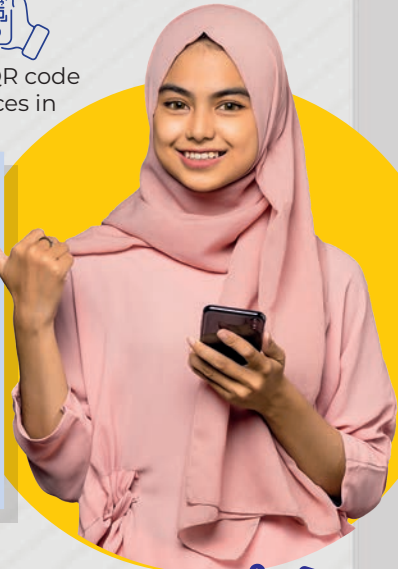
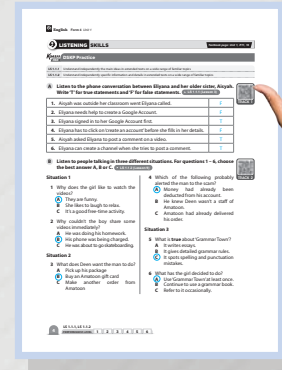
# G Grammar Notes

Provide supplementary grammar materials to facilitate students' comprehension of particular grammatical concepts.



# H Audio Tracks (Listening)

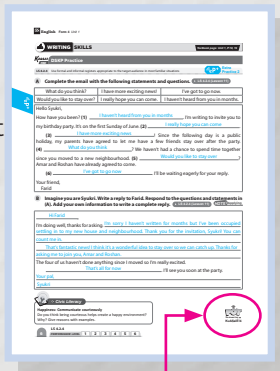
Tracks are provided in QR code for Listening skill practices in each Unit.



# I POT

## POT (Pelangi Online Test)

Online grammar and vocabulary practices are provided in the form of objective questions. POT icon is available on the last page of each unit, along with the Enrolment Key.



## HOW TO ACCESS

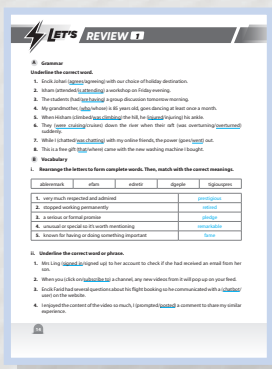
(Objective Questions Portal)

- 1 Scan the QR code or visit the link on book cover to create new account.
- 2 Check your email to activate the account.
- 3 Log into your account.
- 4 Insert the Enrolment Key.
- 5 Start your Test!



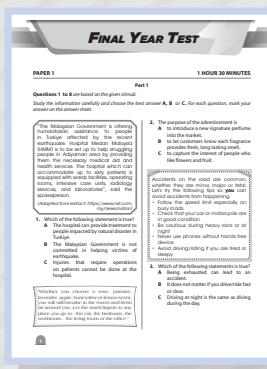
# J Let's Review

Revision practices after every 2 Units



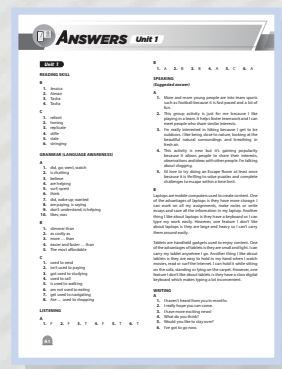
# K Final Year Test

Final Year Test (in QR code) is included on Contents page.




# L ANSWERS

Complete answers (in QR code) is included on Contents page.





# TEACHER'S DIGITAL RESOURCES

On the  platform, teachers who adopted the Kuasai PBD KSSM series are given one year exclusive access to TE-i and Extra PdPc Teaching Aid:

## 1 What is ?

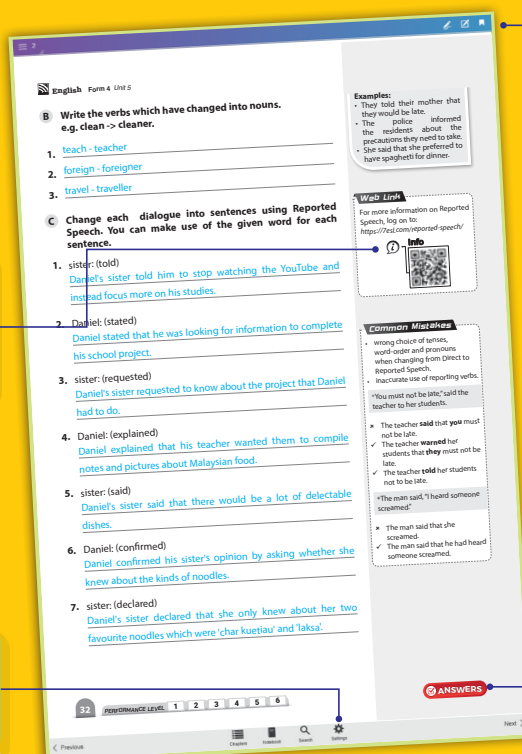
TE-i is the digital version and online interactive KUASAI PBD Teacher's Edition. This version will optimise technology use in teaching, maximise PdPc benefits and encourage a fun and enjoyable atmosphere in the classroom.









## Sample Pages


Click QR code to access the materials such as Video, Tutorial Videos and UPSA.

Choose page display (single/double page) through **Setting**.



### Support Tools provided:

-  Pen
-  Sticky Note
-  Unit Converter
-  Ruler
-  Calculator
-  Bookmark

Click  button to show or hide answers during PdPc.

## 2 EXTRA PdPc SUPPORTING MATERIALS!

The following teaching and Learning materials can be downloaded on **ePelangi+** platform.

### Teaching Materials

- e-RPH (Microsoft Word)
- Teacher's Edition pdf
- Interactive PowerPoint
- PAK-21
- Civic Literacy

### Learning Materials

- Extra Practices
- Question Bank
- Grammar Notes

Can be downloaded



Extra PdPc supporting materials are tagged on pages in Teacher's Edition with the **eP+** icon.

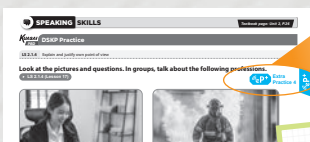
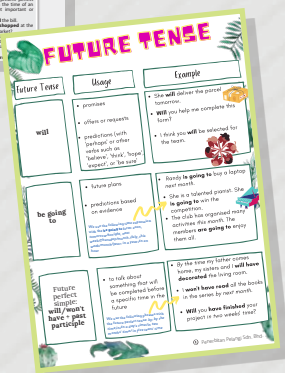
## EXAMPLES OF PAGES IN TEACHER'S EDITION WITH BONUS PdPc MATERIALS



**eP+** Notes

### Notes

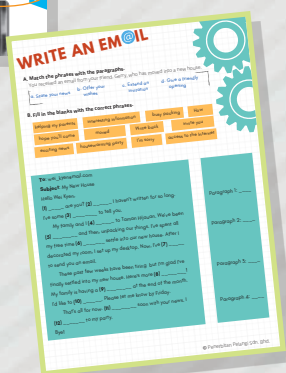
Concise grammar and extra notes presented in colourful graphics



**eP+** Extra Practices

### Extra Practices

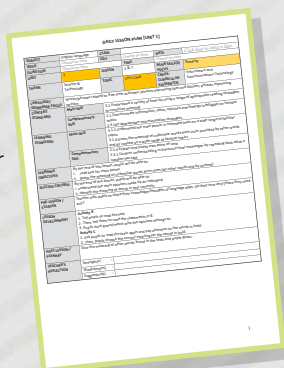
Reinforcement exercise based on units

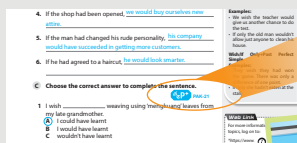


### eRPH

(downloadable & editable)

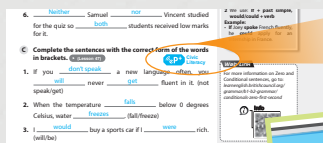
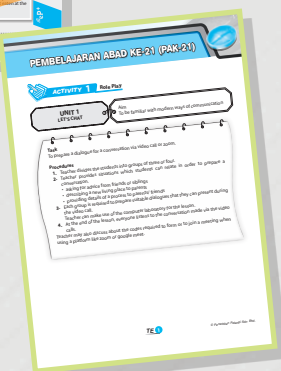
Suggested activities for teachers to plan daily PdPc sessions in line with the PBD Module activities of this book





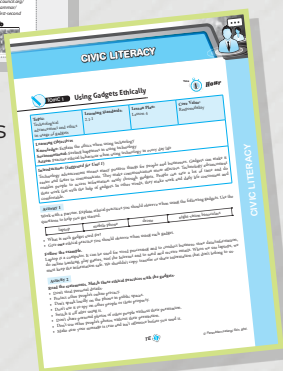
## PAK-21 Activities

Various types of activities and project-based learning in imparting good values to students



## Civic Literacy

Learning activities that develop creativity, critical thinking, team work and communication skills



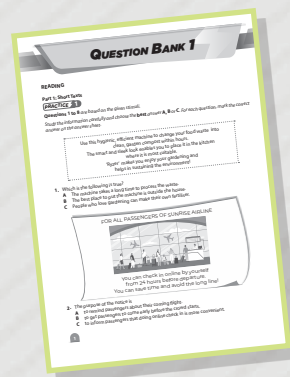
## Interactive PowerPoint

PPT slides are available to complement and reinforce related topics



## Question Bank

Extra SPM -based practices



How do I access ePelangi+ materials?

## STEP 1

### REGISTER ACCOUNT

For new ePelangi+ users, scan the QR code below or visit [plus.pelangibooks.com](http://plus.pelangibooks.com) to create a new account.

Check the registered email and click the link given to activate your account.

## STEP 2

### ENROLMENT

Log in to the ePelangi+ account. Search for book titles at Primary SK [Full Access].

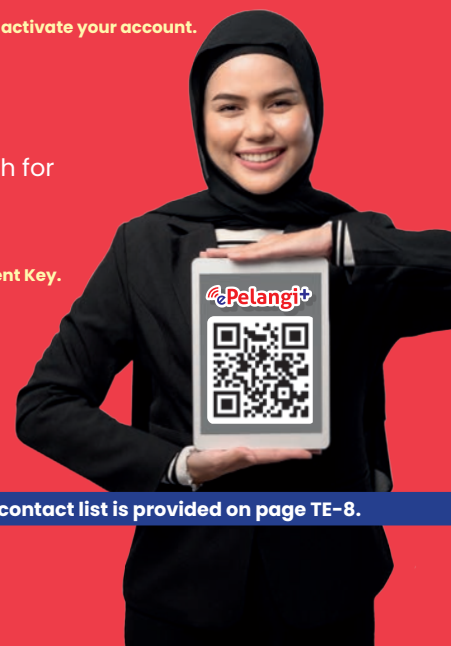
Enter Enrolment Key to enrol.

Please contact Pelangi Representative to get Enrolment Key.

## STEP 3

### ACCESS DIGITAL RESOURCE

Click the material to download or play.



\* Pelangi representative contact list is provided on page TE-8.



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# PELANGI!

Books Gallery

## GALERI PAMERAN ONSITE & ONLINE

### Bangi

Wisma Pelangi, Lot 8, Jalan P10/10,  
Kawasan Perusahaan Bangi,  
Bandar Baru Bangi, 43650 Bangi, Selangor.

### Johor Bahru

66, Jalan Pingai, Taman Pelangi,  
80400 Johor Bahru, Johor.

## E-MEL KHIDMAT PELANGGAN PELANGI

[service1@pelangibooks.com](mailto:service1@pelangibooks.com)



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### Answers



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?u=KuasaiPBDEngF4Ans](https://qr.pelangibooks.com/?u=KuasaiPBDEngF4Ans)

### Final Year Test



[https://qr.pelangibooks.com/  
?u=KuasaiPBDEngF4Test](https://qr.pelangibooks.com/?u=KuasaiPBDEngF4Test)

### Tapescript



[https://qr.pelangibooks.com/  
?u=KuasaiPBDEngF4Tapescr](https://qr.pelangibooks.com/?u=KuasaiPBDEngF4Tapescr)

# Rekod Pentaksiran Murid

## English

Form 4

Name: \_\_\_\_\_

Form: \_\_\_\_\_

UNIT 1: LET'S CHAT					Theme: Science & Technology		
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<b>1.1.1</b> Understand independently the main ideas in extended texts on a wide range of familiar topics <b>1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics <b>2.1.1</b> Explain simple content on familiar topics from what they read and hear <b>2.1.3</b> Explain advantages and disadvantages of plans and ambitions							
<b>Reading Skills (3.1)</b>	3.1.1, 3.1.3	1					
<b>Grammar (LA)</b>	Present Simple & Present Continuous, Past Simple, Stative Verbs	2 – 3					
<b>Listening Skills (1.1)</b>	1.1.1, 1.1.2	4					
<b>Speaking Skills (2.1)</b>	2.1.1, 2.1.3	5					
<b>Writing Skills (4.2)</b>	4.2.4	6					

UNIT 2: READY FOR ANYTHING					Theme: People & Culture		
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<b>1.1.1</b> Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics <b>2.1.4</b> Explain and justify own point of view							
<b>Reading Skills (2.1, 3.1)</b>	2.1.4, 3.1.1	7 – 8					
<b>Grammar (LA)</b>	Defining Relative Clauses, Non-defining Relative Clauses, Past Simple & Past Continuous	9					
<b>Listening Skills (1.1)</b>	1.1.1	10					
<b>Speaking Skills (2.1)</b>	2.1.4	11					
<b>Writing Skills (4.2)</b>	4.2.3	12 – 13					



UNIT 3: BUY IT!				Theme: Consumerism & Financial Awareness			
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<b>1.1.1</b> Understand independently the main ideas in extended texts on a wide range of familiar topics <b>1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics <b>2.1.3</b> Explain advantages and disadvantages of plans and ambitions <b>2.1.4</b> Explain and justify own point of view <b>3.1.1</b> Understand the main points in extended texts on a wide range of familiar topics and some familiar some unfamiliar topics							<b>3.1.2</b> Understand specific details and information in extended texts on a wide range of familiar topics <b>4.2.2</b> Spell written work on a range of text types with reasonable accuracy <b>4.2.3</b> Produce an extended plan or draft and modify this appropriately in response to feedback or independently <b>4.2.4</b> Use formal and informal registers appropriate to the target audience in most familiar situations
<b>Reading Skills (3.1)</b>	3.1.2	<b>15</b>					
<b>Grammar (LA)</b>	Present Perfect & Past Simple, Present Perfect Continuous	<b>16</b>					
<b>Listening Skills (1.1)</b>	1.1.1, 1.1.2	<b>17</b>					
<b>Speaking Skills (2.1)</b>	2.1.3, 2.1.4	<b>18 – 19</b>					
<b>Writing Skills (4.2)</b>	4.2.2, 4.2.3, 4.2.4	<b>19 – 20</b>					

UNIT 4: BEING A TEEN				Theme: People & Culture			
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<b>1.1.3</b> Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics <b>1.1.5</b> Understand independently more complex questions on a wide range of familiar topics <b>2.3.1</b> Confirm understanding in discourse-level exchanges by repeating back what a speaker has said							<b>3.1.2</b> Understand specific details and information in extended texts on a wide range of familiar topics <b>4.1.5</b> Organise, sequence and develop ideas within a text of several paragraphs on familiar topics
<b>Reading Skills (3.1)</b>	3.1.2	<b>21</b>					
<b>Grammar (LA)</b>	All, Both, Neither, None, Either	<b>22 – 23</b>					
<b>Listening Skills (1.1)</b>	1.1.3, 1.1.5	<b>24</b>					
<b>Speaking Skills (2.3)</b>	2.3.1	<b>25</b>					
<b>Writing Skills (4.1)</b>	4.1.5	<b>25 – 26</b>					

UNIT 5: GLOBETROTTING				Theme: People & Culture			
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<b>1.1.1</b> Understand independently the main ideas in extended texts on a wide range of familiar topics and some unfamiliar topics <b>1.1.2</b> Understand independently specific information and details in extended texts on a wide range of familiar topics							<b>2.1.1</b> Explain information on familiar topics from diagrams, charts, tables, graphs or other visuals <b>2.1.4</b> Explain and justify own point of view <b>2.1.5</b> Express and respond to feelings such as amusement, anger and regret



<b>1.2.1</b> Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics <b>2.1.1</b> Explain simple content on familiar topics from what they read and hear <b>2.1.2</b> Ask about and explain advantages and disadvantages of ideas, plans, arrangements <b>2.1.3</b> Explain and justify plans and ambitions <b>2.1.4</b> Explain and justify own point of view <b>2.3.1</b> Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately			<b>3.1.1</b> Understand the main points in extended texts on a wide range of familiar topics				
			<b>3.1.2</b> Understand specific information details in extended texts on a wide range of familiar topics				
			<b>4.1.2</b> Explain causes and consequences of (i) actions (ii) events) or (iii) simple processes				
			<b>4.1.4</b> Express and respond to real or imagined opinions and feelings				
			<b>4.1.5</b> Organise, sequence and develop ideas within a text of several paragraphs on familiar topics and some unfamiliar topics				
<b>Reading Skills (2.1, 3.1)</b>	1.1.2, 2.1.1, 3.1.1, 3.1.2	<b>44 – 46</b>					
<b>Grammar (LA)</b>	Infinitive To, Infinitive without to, Gerund, Exclamatory Sentences, Modal Verbs	<b>46 – 48</b>					
<b>Listening Skills (1.1, 1.2)</b>	1.1.6, 1.2.1, 2.1.1	<b>48 – 50</b>					
<b>Speaking Skills (2.1)</b>	2.1.1, 2.1.2, 2.1.3	<b>50 – 51</b>					
<b>Writing Skills (4.1, 4.2, 2.1)</b>	2.1.1, 3.1.2, 4.1.2, 4.1.4 4.1.5	<b>52</b>					

UNIT 8: IMAGE				Theme: People & Culture			
Content Standards	Learning Standards	Pages	SoW	Week	Date	PL	Teacher's Signature & Date
<b>1.1.6</b> Understand independently longer simple narratives on a wide range of familiar topics <b>1.2.1</b> Guess the meaning of unfamiliar words from clues provided by other words and by contexts on a wide range of familiar topics <b>1.3.1</b> Recognise with little or no support typical features at word, sentence and text levels of a range of spoken genres <b>2.1.1</b> Explain simple content on familiar topics from what they read and hear <b>2.1.2</b> Ask about and explain causes and consequences of actions, events, simple processes			<b>2.1.4</b> Explain and justify own point of view				
			<b>2.3.1</b> Confirm understanding in discourse-level exchanges by repeating back what a speaker has said.				
			<b>3.1.1</b> Understand the main points in extended texts on a wide range of familiar topics and some unfamiliar topics				
			<b>3.1.2</b> Understand specific details and information in extended texts on a wide range of familiar topics				
			<b>4.1.1</b> Explain and evaluate visual, read, heard information				
			<b>4.1.2</b> Explain causes and consequences of i)actions ii) events or iii)simple processes				
			<b>4.1.4</b> Express and respond to opinions and common feelings such as amusement, anger and regret				
<b>Reading Skills (3.1, 2.1)</b>	3.1.1, 3.1.2, 2.1.1	<b>53 – 54</b>					
<b>Grammar (LA)</b>	Causative Form	<b>55 – 57</b>					
<b>Listening Skills (1.1, 1.2)</b>	1.1.6, 1.3.1, 1.2.1	<b>58 – 59</b>					
<b>Speaking Skills (2.1, 3.1)</b>	2.1.1, 2.1.2, 2.1.4, 2.3.1	<b>59 – 60</b>					
<b>Writing Skills (4.1)</b>	4.1.1, 4.1.2, 4.1.4	<b>61 – 62</b>					



## Let's Chat



### READING SKILLS

Textbook page: Unit 1, P. 8, 9



### DSKP Practice

LS 3.1.1 Understand the main points in extended texts on a wide range of familiar topics

LS 3.1.3 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics

#### A Read the texts.



#### What's your opinion about Chat GPT?

##### Aiman, 17 years old

I've been hearing a lot about it. I did a little research to understand what it's all about. Basically it's an AI chatbot. It's a tool that allows users to create texts based on their requests. I don't like the idea of using technology to create human-like text. It can **stifle** and ultimately kill creativity. Writing is not only about **stringing** words together. The choice of words to tell a story is a powerful way to express human emotions which no AI can **replicate**.

##### Jessica, 16 years old

One area that this technology can benefit students is that it can generate practice questions. It can help students work on questions based on topics they are struggling or don't understand. But that's as far as I'd recommend it to students. Though it can summarise study notes and help form ideal essays answers, it robs students from the chance of **honing** their critical thinking skills when studying.

##### Tasha, 17 years old

It's a language processing tool that can answer questions and help you write essays or emails. It can't be denied that it can save time and sounds like a good learning tool. For example, it can remind you of grammar rules, help you know the difference between two commonly confused words or suggest good writing structures. But there's a chance you'll become too **reliant** on it. Soon your writing gets **stale** and lacks originality.

#### B Whom do these opinions belong to? ▶ LS 3.1.1 (Lesson 1)

##### ChatGPT ...

1. ... produces practice worksheets on any topic you want.
2. ... cannot create content that reflect human emotions.
3. ... can give responses to your questions quickly.
4. ... is a helpful aid to check vocabulary and grammar.

Jessica

Aiman

Tasha

Tasha

**C Match the meanings with the words in bold.** ▶ LS 3.1.3 (Lesson 7)

1. to depend on something	reliant
2. making something perfect	honing
3. copy or repeat something	replicate
4. hold back	stifle
5. no longer new, interesting or exciting	stale
6. sequencing	stringing



**GRAMMAR (LANGUAGE AWARENESS)**

Textbook page: Unit 1, P.9, 11, 15



**Present Simple, Present Continuous, Stative Verbs & Past Simple**



**A Write the correct form of the verbs in brackets.** ▶ (Lesson 2)

- Where did (do) you go (go) last Saturday evening?  
I went (go) shopping. I usually watch (watch) TV at home.
- Farid is chatting (chat) with his pen pal at the moment.
- I believe (believe) ChatGPT may provide inaccurate information.
- Tomorrow, Alice and her sisters are helping (help) their grandparents at home.
- I usually surf (surf) the Internet for 30 minutes.  
Yesterday, I spent (spend) over 60 minutes on my computer.
- I think (think) social media has the ability to connect like-minded people from all around the world.
- Why did (do) the campers wake up (wake up) so early today?  
They wanted (want) to watch the sunrise on the hill top.



**GRAMMAR NOTES**

**Present Simple vs Present Continuous**

- Simple present tense is used to talk about things that we do all the time.
- Present continuous tense is used to talk about things that are happening at the moment of speaking.

**Example:**

- We **are spending** the day at the beach tomorrow. We usually **visit** our grandparents.

**Stative Verbs**

- Stative verbs are related to:
  - opinions and thoughts (guess, mean, believe, agree, know)
  - senses and perceptions (feel, hear, look, see, smell, taste)
  - feelings and emotions (dislike, like, love, hate, prefer, want, wish)
- These verbs **are not** used in the continuous tense form.

**Example:**

- Isham doesn't **know** the answer.
- The food **smells** delicious.

**Comparisons**

We use **...er than**, **the most ...**, **as ... as** or **more ... than** to make comparisons.



8. The pupils are paying (pay) close attention to what their teacher is saying (say).
9. We don't understand (not understand) this problem.  
Kevin is helping (help) us solve it now.
10. Sam likes (like) watching YouTube videos. He was (be) on his laptop moments ago.

**B Use the correct form of the adjectives in brackets to make comparisons.** ▶ (Lesson 2)

1. TV screens in the market now are slimmer than (slim) the ones sold 10 years ago.
2. Mobiles phone can be as costly as (costly) laptop computers.
3. YouTube has more (many) active monthly users than TikTok.
4. TikTok videos are easier (easy) and faster (fast) to create than YouTube videos.
5. The most affordable (affordable) computer for writers cost about RM1200.

**C Use the phrases 'used to', 'be used to' or 'get used to' and the words in brackets to complete the sentences.**

▶ (Lesson 8)

1. Rishan used to send (send) emails to his friends.
2. My father isn't used to paying (not pay) bills online.
3. My sister got used to studying (study) in a boarding school quickly.
4. We used to call (call) each other every other day.
5. Kiran is used to walking (walk) to school on his own.
6. I am not used to eating (not eat) instant noodles every day.
7. This payment app is user-friendly. You will get used to navigating (navigate) it soon.
8. Are you used to shopping (shop) online?

**Example:**

- Physics is **the most interesting** subject.
- Talking on the phone is **as convenient as** communicating by email.

**Past Simple Tense**

Past simple tense is used to talk about events that have already happened.

**Example:**

- An AI research company **named** Open Ai **created** ChatGPT. It **was** a nonprofit company in 2015 but **became** a for-profit company 4 years later.

**used to**

'used to' + infinitive' talks about a past situation that is no longer true.

**Example:**

- When it first began, TikTok videos **used to** last 15 seconds.
- Samad **used to** live just 5 minutes from school.

**be/get used to**

1 'be used to + -ing' means accustomed to or familiar with.

**Example:**

- Hisham **is used to travelling** in crowded public buses.
- She **is used to watching** movies on her laptop.

2 'get used to + -ing' talks about the process of becoming familiar with something.

**Example:**

- It took my mother a few weeks to **get used to paying** bills using an app on her phone.
- She **got used to living** in a bustling city in just a few months.



## LISTENING SKILLS

Textbook page: Unit 1, P.11, 16



### DSKP Practice

LS 1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics

LS 1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics

- A Listen to the phone conversation between Eliyana and her older sister, Aisyah. Write 'T' for true statements and 'F' for false statements.** ▶ LS 1.1.1 (Lesson 3)



TRACK 1

1. Aisyah was outside her classroom when Eliyana called.	F
2. Eliyana needs help to create a Google Account.	F
3. Eliyana signed in to her Google Account first.	T
4. Eliyana has to click on 'create an account' before she fills in her details.	F
5. Aisyah asked Eliyana to post a comment on a video.	T
6. Eliyana can create a channel when she tries to post a comment.	T

- B Listen to people talking in three different situations. For questions 1 – 6, choose the best answer A, B or C.** ▶ LS 1.1.2 (Lesson 9)



TRACK 2

#### Situation 1

- Why does the girl like to watch the videos?
  - A** They are funny.
  - B** She likes to laugh to relax.
  - C** It's a good free-time activity.
- Why couldn't the boy share some videos immediately?
  - A** He was doing his homework.
  - B** His phone was being charged.
  - C** He was about to go skateboarding.

#### Situation 2

- What does Deen want the man to do?
  - A** Pick up his package
  - B** Buy an Amatoon gift card
  - C** Make another order from Amatoon

- Which of the following probably alerted the man to the scam?
  - A** Money had already been deducted from his account.
  - B** He knew Deen wasn't a staff of Amatoon.
  - C** Amatoon had already delivered his order.

#### Situation 3

- What is **true** about 'Grammar Town'?
  - A** It writes essays.
  - B** It gives detailed grammar rules.
  - C** It spots spelling and punctuation mistakes.
- What has the girl decided to do?
  - A** Use 'Grammar Town' at least once.
  - B** Continue to use a grammar book.
  - C** Refer to it occasionally.



## SPEAKING SKILLS

Textbook page: Unit 1, P.12, 17



## DSKP Practice



## Tutorial Video 1



LS 2.1.1 Explain simple content on familiar topics from what they read and hear

LS 2.1.3 Explain advantages and disadvantages of plans and ambitions

## A Look at the pictures and use the phrases given to take turns to talk about the pictures.

▶ LS 2.1.1 (Lesson 4)

PAK-21 ACTIVITY Group work



- More and more young people are into ...
- This group activity is just for me because ...
- I'm really interested in ... because ...
- This activity is new but it's gaining popularity because ...
- I'd love to try ... at least once because ...

## B In pairs, talk about what you like or dislike about each type of gadget. Use the notes and the text given to help you. You may add your own information to expand on your points.

▶ LS 2.1.3 (Lesson 10) **HOTS** Evaluating

PAK-21 ACTIVITY Collaboration

- \* small/large
- \* screen sizes: 10 to 20 inches/5 to inches
- \* portable because lighter/less portable because heavier
- \* can handle difficult tasks/entertainment, watching movies & browsing
- \* powerful/not very powerful
- \* battery deteriorates with age/longer battery life
- \* more storage/less storage
- \* comfortable keyboard/slow digital keyboard



mobile computers used to create content



handheld gadgets used to enjoy content

Laptops/Tablets are ... One of the advantages of laptops/tablets is ... Another thing I like about laptops/tablets is ... However, one feature I don't like about laptops/tablets is ...

LS 2.1.1, LS 2.1.3

5

PERFORMANCE LEVEL

1

2

3

4

5

6





## WRITING SKILLS

Textbook page: Unit 1, P.18, 19



### DSKP Practice



Extra Practice 2

LS 4.2.4 Use formal and informal registers appropriate to the target audience in most familiar situations

#### A Complete the email with the following statements and questions. ▶ LS 4.2.4 (Lesson 11)

What do you think?	I have more exciting news!	I've got to go now.
Would you like to stay over?	I really hope you can come.	I haven't heard from you in months.

Hello Syukri,

How have you been? (1) I haven't heard from you in months. I'm writing to invite you to my birthday party. It's on the first Sunday of June. (2) I really hope you can come.

(3) I have more exciting news! Since the following day is a public holiday, my parents have agreed to let me have a few friends stay over after the party.

(4) What do you think? We haven't had a chance to spend time together since you moved to a new neighbourhood. (5) Would you like to stay over? Amar and Roshan have already agreed to come.

(6) I've got to go now. I'll be waiting eagerly for your reply.

Your friend,  
Farid

#### B Imagine you are Syukri. Write a reply to Farid. Respond to the questions and statements in (A). Add your own information to write a complete reply. ▶ LS 4.2.4 (Lesson 11) **HOTS** Applying

Hi Farid,

I'm doing well, thanks for asking. I'm sorry I haven't written for months but I've been occupied settling in to my new house and neighbourhood. Thank you for the invitation, Syukri! You can count me in.

That's fantastic news! I think it's a wonderful idea to stay over so we can catch up. Thanks for asking me to join you, Amar and Roshan.

The four of us haven't done anything since I moved so I'm really excited.

That's all for now. I'll see you soon at the party.

Your pal,  
Syukri



#### >>> Civic Literacy

##### Happiness: Communicate courteously

Do you think being courteous helps create a happy environment? Why? Give reasons with examples.



LS 4.2.4

6

PERFORMANCE LEVEL

1

2

3

4

5

6

**A Grammar****Underline the correct word.**

1. Encik Johari (agrees/agreeing) with our choice of holiday destination.
2. Isham (attended/is attending) a workshop on Friday evening.
3. The students (had/are having) a group discussion tomorrow morning.
4. My grandmother, (who/whose) is 85 years old, goes dancing at least once a month.
5. When Hisham (climbed/was climbing) the hill, he (injured/injuring) his ankle.
6. They (were cruising/cruises) down the river when their raft (was overturning/overturned) suddenly.
7. While I (chatted/was chatting) with my online friends, the power (goes/went) out.
8. This is a free gift (that/where) came with the new washing machine I bought.

**B Vocabulary****i. Rearrange the letters to form complete words. Then, match with the correct meanings.**

ableremark	efam	edretir	dgeple	tigiouspres
------------	------	---------	--------	-------------

1. very much respected and admired	prestigious
2. stopped working permanently	retired
3. a serious or formal promise	pledge
4. unusual or special so it's worth mentioning	remarkable
5. known for having or doing something important	fame

**ii. Underline the correct word or phrase.**

1. Mrs Ling (signed in/signed up) to her account to check if she had received an email from her son.
2. When you (click on/subscribe to) a channel, any new videos from it will pop up on your feed.
3. Encik Farid had several questions about his flight booking so he communicated with a (chatbot/user) on the website.
4. I enjoyed the content of the video so much, I (prompted/posted) a comment to share my similar experience.

## Image



### READING SKILLS

Textbook Page: Unit 8, P.112-113, 118-119, 124-125



### DSKP Practice

**LS 2.1.1** Explain simple content on familiar topics from what they read or hear.

**LS 3.1.1** Understand the main points in extended texts on a wide range of familiar topics from what they read and hear

**LS 3.1.2** Understand specific details and information in extended texts on a wide range of familiar topics



Notes



**Read the text and answer the questions that follow.**

### IMAGE AND PERSONALITY

Our image can be defined as the way how you are being thought of by other people based on your behaviour. In other words, it is an impression made by others or a picture of yourself that you have created in the society. That image of you may be true or false.

On the other hand, a personality is the way that you present yourselves outwardly. It is a person's true character based on their different traits, attributes and qualities which can include thoughts, feelings and behaviours. It is believed that these characteristics make a person unique.

An individual's personality can be the result of both nature and nurture. One of the factors that influences a personality is genetics. You may inherit your physical and mental capabilities and other hereditary traits such as the colour of your skin, your height or your talent. Yet, the genes that are being passed down differ from one sibling to another. For example, Mozart was a child prodigy in music but his sister although skilful in music, was not so astounding at the same age.

Other factors that strongly affect a personality are environment and experiences. The way children are being raised by their parents most probably plays a big role in developing a person's personality. The environment can be the one that the child shares with his siblings and his parents or another place where he is on his own. What he encounters in both places can be considered as his experiences. Therefore, being at home and going to school offer different experiences which influence the child's personality as he grows up.

Wish to have a new personal image? Here are a few suggestions:

\*Join competitions such as singing contests and debates. This can improve your interpersonal skills.

\*Meet a counsellor who can help you to identify your strong and weak points so you can make use of your potentials.

\*See an image consultant for a make-over of your appearance to boost your self-confidence.

Having a positive personality is important so we can present our good self-image. It is not easy to create a personal image that people expect to see in us. However, despite being difficult, a person can achieve it. It requires great effort, but with focus and practice, we can find great potentials into reaching our goals.



**Vocabulary**

- **hereditary:** passing of genes by parents to children
- **prodigy:** genius/highly talented
- **potentials:** unrealised abilities

Ref: Thegreatcoursesdaily.com/the-role-of-the-environment-in-shaping-personality

**A Locate the relevant information and write the answers.**

A definition of how an individual perceives another person.	1. <b>image</b>
This word described that all individuals have their own character traits which are not similar to another even among siblings.	2. <b>unique</b>
A fixed and established factor that influence the personality of a person.	3. <b>genetics</b>
He was renowned in classical music.	4. <b>Mozart</b>
The two major aspects that can determine a personality.	5. <b>environment/ nature</b> 6. <b>experiences/ nurture</b>
Doing this change for your physical outlook helps you to achieve this trait.	7. <b>self-confidence</b>
What do you need during the process of changing to a new personal image?	8. <b>great effort</b>

**B Choose the best answer.**

- An image of a person that the public can see is
  - always right.
  - what he/she wants.
  - not always correct.**
  - similar to his/her personality
- Having this character trait can affect the image as well as the personality of a person.
  - Loyalty
  - Generosity
  - Grateful
  - Arrogant**
- Which one of the following is not genetically influenced?
  - Ability to sing and act.
  - Fair skin colour.
  - Good in sports
  - Being helpful**

4. Annie and Angie are twin sisters. Annie is quiet while Angie is talkative. What can be the reason?
- A Annie and Angie have inherited different genes from their parents.
  - B** Annie and Angie have been brought up separately.
  - C When she was a baby, Annie had been very sick.
  - D Their parents do not take care of them well.
5. How does participating in contests improve social skills?
- A** Participants need to meet and mix with other contestants.
  - B Participants must perform on stage on their own.
  - C Participants often contact their families and friends.
  - D Participants may have to face their audience.
6. In achieving our goals for a better self-image, we need to
- A be strong and healthy.
  - B** concentrate and keep on training ourselves.
  - C plan and carry it out.
  - D get help from friends

**GRAMMAR (LANGUAGE AWARENESS)**

Textbook Page: Unit 8, P.113,115, 119

**Wish/If Only+Would+Infinitive****A Rewrite the given sentences using causative form.**

1. Her personal assistant has arranged everything for the image make-over of the rich lady.

The rich lady has had her personal assistant arranged everything for her image make-over.

2. Her image consultant has chosen the clothes she wears.

She wears clothes chosen by her image consultant.

3. The lady needs a new wardrobe. The consultant asked a famous designer to create the clothes.

The consultant had a famous designer created clothes for the lady's new wardrobe.

4. The lady cut her hair to shorter length. She has asked a stylist to do it.

The lady had her long hair cut to a shorter length by a stylist.

**GRAMMAR NOTES****Causative Form**

**A causative verb** is used when we want to talk about something that someone else did for us or for another person.

**Examples:**

- My mother often has the laundry done by the maid.
- Did he get the workers moved the boxes that were blocking the entrance?
- Mary isn't having his son driven to school as she has the time to do it herself.
- We shall have all the food catered for the birthday party.

**Conditional Type 3**

When we use third conditional, we refer to a situation in which the condition is impossible to fulfil because it refers to the past. In other words the result of a certain situation did not happen.

**Examples:**

- If I had known there was a long queue, I would have come on another day.
- If the branch hadn't been brittle, the boy would not have fallen from the tree.



5. She has learned how to apply cosmetics effectively. She invited a make-up artist.

She had a make-up artist taught her how to apply cosmetics effectively.

6. A dietician prepares for her daily food intake.

She has a dietician prepares her daily food intake.

7. A personal trainer plans her exercise schedules which she follows every day.

Every day, she follows her exercise schedules planned by a personal trainer.

8. Finally, the lady wanted her new image to be photographed. She has asked for a photographer.

Finally, the lady asked a photographer took pictures of her new image.

## B Match the sentence parts.

- his company would have succeeded in getting more customers
- If the students had listened to their counsellor teacher
- he would look smarter
- we would buy ourselves new attire.
- If they had left the house earlier,
- If he had joined his friends who smoke

1. If they had left the house earlier,  
they would arrive in time to register for the course on building personality.
2. If he had joined his friends who smoke,  
they could influence him to start smoking, too.

## Wish/If Only+Past Simple

### Examples:

- I wish I took care of my bicycle well.
- If only his sister did not forget to buy the extra cakes.

## Relative Pronouns

A relative pronoun is a word used to refer to nouns to describe more about people, places, things, animals, or ideas. It can also be used to join two sentences.

The words "who", "which", "that", "whose", "whom", "whomever", and "whoever" are commonly used.

### Points to remember:

- We use "who", "whose" and "whom" for people.
- "Whose" is meant to show belonging.

### Examples:

- The man who talked to me just now was my uncle.
- The girl whose books were stolen is my classmate.
- I want to introduce you to the boy whom may have the same interest as you.
- The food bank is set up for whoever needs help in their daily expenses.
- You can select whomever you think you can work together with.
- We use "which" and "that" for things, animals and ideas.

### Examples:

- The little child was saved from the house which suddenly caught fire.
- It was the barking of the dog that alerted the firemen about the trapped victim.
- Sometimes, the words "what", "when", and "where" can be used as relative pronouns.

### Examples:

- The teacher told us what kind of essay she wanted us to write.
- Winter is the only time when there will be snow all around here.
- We went to the beach where we had an enjoyable picnic.

## Wish/If Only+Could +Infinitive

### Examples:

- If only we could not want to win the match.



3. If the students had listened to their counsellor teacher \_\_\_\_\_, they would not have to take the test a second time.
4. If the shop had been opened, we would buy ourselves new attire.
5. If the man had changed his rude personality, his company would have succeeded in getting more customers.
6. If he had agreed to a haircut, he would look smarter.

**C Choose the correct answer to complete the sentence.**



- 1 I wish \_\_\_\_\_ weaving using 'mengkuang' leaves from my late grandmother.  
☒ A I could have learnt  
☐ B I would have learnt  
☐ C wouldn't have learnt
2. If only \_\_\_\_\_ more interest in learning traditional arts and crafts.  
☒ A the girls showed  
☐ B the girls would have shown  
☐ C would show
3. He wishes \_\_\_\_\_ traditional dances to his children.  
☐ A he taught  
☐ B he could have taught  
☒ C he could teach
4. If only \_\_\_\_\_ more allocation for the students to learn pottery.  
☐ A we gave  
☒ B we were given  
☐ C we would be given
5. They wish \_\_\_\_\_ with their preparation for the exhibition of the traditional handicrafts.  
☐ A they would interfere  
☐ B she had interfered  
☒ C she did not interfere
6. If only \_\_\_\_\_ the opportunity to visit the new art gallery.  
☐ A they has got  
☒ B they got  
☐ C they would got

- He wished his mother could see how successful he is now.

**Wish/If Only+Would+Infinitive Examples:**

- We wish the teacher would give us another chance to do the test.
- If only the old man wouldn't allow just anyone to clean his house.

**Wish/If Only+Past Perfect Simple Examples:**

- They wish they had won the game. There was only a difference of one point.
- If only she hadn't eaten at the stall.

**Web Link**

For more information on grammar topics, log on to:

\*<https://www.eslbase.com/grammar/causative>



**Info**



\*<https://english4today.com/grammar>



**Info**



**Common Mistakes**

- ✓ She had the clutter thrown away.
- ✗ She had the clutter thrownd away.
- ✓ If it hadn't rained, I would have finished fixing the roof.
- ✗ If it doesn't rain, I would have finished fixing the roof.
- ✓ If only I hadn't overslept.
- ✗ If only I hadn't oversleep.



## LISTENING SKILLS

Textbook Page: Unit 8, P.115, 120, 121



### DSKP Practice

- LS 1.1.6** Understand independently longer simple narratives on a wide range of familiar topics
- LS 1.2.1** Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics
- LS 1.3.1** Recognise with support typical features at word, sentence and text levels of a range of spoken genres

#### A Listen to the different texts, identify the genre and write the relevant answers to each. ▶ LS 1.1.6, 1.3.1



TRACK 11

Genre 1: Talk/Speech	Genre 2: Conversation/Dialogue
Topic: <u>Fashion</u>	Topic: <u>Being fashionable/Good image</u>
Speaker/Participants <u>1. Sara Bennet</u>	Speaker/Participants <u>1. Linda</u>
What can you learn? <u>- Be prepared for anything</u>	What can you learn? <u>- Be friendly/Have reliable friends</u>
<u>- Self-confidence is important</u>	<u>- Good appearance is important</u>
<u>- Save money</u>	<u>- Equip yourself with knowledge</u>

#### B Listen to the narrator and choose the correct answer for each of the text.

- What is the meaning of the phrase 'a diversified range' as mentioned in the text?
  - consisting a large variety
  - objects produced by various artists
  - showing a different kind of work
  - using specific types
- Which of the following may not be considered under visual art?
  - Pottery
  - Cake decoration
  - Ipoh railway station
  - Novels and poetries
- The phrase 'slowly wrapping up' can **best** be replaced by
  - gradually closing
  - gently concluding
  - little by little settling
  - leisurely completing



TRACK 12

4. Circle out the craft not mentioned in the text.

A



C



B



D



## SPEAKING SKILLS

Textbook Page: Unit 8 P.116,120



## DSKP Practice

- |          |  |
|----------|--|
| LS 2.1.1 | Explain simple content on familiar topics from what they read and hear                       |
| LS 2.1.2 | Ask about and explain caused and consequences of actions, events, simple processes           |
| LS 2.1.4 | Explain and justify point of view  |
| LS 2.3.1 | Confirm understanding in discourse-level exchanges by repeating back what a speaker has said |

**A** Teacher provides students with some articles on various traditional clothes of the different ethnic in Malaysia. Then, discuss about the traditional clothing as daily attire and how clothes can help in boosting the personal image of a person.



- vibrant
- intricate
- glory
- exclusive
- shimmering
- flora and fauna
- motifs
- patterns



## >>> Civic Literacy

### MUTUAL RESPECT:

- Organising a small exhibition on traditional arts and crafts
- Collect things for exhibition by asking students to bring them
- Classify the items accordingly-brassware/ woven cloths/pottery/ batik/etc.

## B Role Play

Understand the given situation and talk with your selected partner. You can switch the role afterwards and substitute the 'Nyonya kebaya' to other traditional attire that you prefer.



### **Situation**

You need to attend a formal function where the dress code is traditional attire. Explain that you have chosen to wear the 'Nyonya kebaya' for the day. Ask your partner's opinion about your choice or if he/she thinks that other traditional attire will be more suitable for the formal occasion.

You can make use of the words/phrases provided.

WORDS	PHRASES
style	• It's certainly .....
elegant	• I think it would be ...
semi-transparent	• You may consider.....
embroidery	• As for me, I shall.....
brooches	• Thanks. You've been great/ helpful.



### >>> Civic Literacy

#### **Responsibility: Working hard in one's profession**

Discuss why working hard is just as important as working smart. How does hard work benefit you and your chosen profession?





# WRITING SKILLS

Textbook Page: Unit 8, P.117,122-123



## DSKP Practice

LS 4.1.1 Explain information from (i) diagrams, (ii) charts (iii) tables (iv) graphs or other visual

LS 4.1.2 Explain causes and consequences of (i) actions (ii) events or (iii) simple processes

LS 4.1.4 Express and respond to opinions and common feelings such as amusement, anger and regret



Extra  
Practice 14

**A Study the information about the kinds of arts that students in your class have decided to learn during extra co-curriculum activities, organised by the Arts Club. As the class monitor, write a report to the teacher advisor of the club.** ▶ LS 2.1.3, 4.1.1



In the report, write about:

- the chosen arts-photography, drawing and theatre.
- the reasons for their choices
- requirements to join the class
- expectations to achieve goals

Date : 3<sup>rd</sup> Feb 2024

To : Encik Kamarul Azim bin Abdul Aziz

From : Syamsul Razmi bin Razali

Subject : Choice of Arts made by Class Form 4 Bakti

This report is to inform you that all the students in my class have voted for three out of the five choices given to us. We have agreed to select photography, drawing and theatre. The choice for photography is obvious because we would like to learn the techniques in photography by using the cameras on our phones. At the moment, most of us simply click the button just for the sake of taking photographs. Many of us are interested in taking up drawing because we cannot draw well. If we can learn basic drawings, at least we can use the skill in making notes or in class such as during Biology lessons. We chose theatre because we can learn to express ourselves, build self-confidence and there are a few who are interested in script-writing.

As you probably know, most of us do not have much knowledge in the selected area. As there is no specific requirement needed, everyone is looking forward to the extra activities. We hope that by the end of the courses, we would at least gain some knowledge that we can apply in everyday life.

Lastly, on behalf of the students in my class, I would like to thank you for the opportunity given to us to venture into this new field.

Prepared by,

Syamsul

(Class Monitor 4 Bakti)

LS 4.1.1, LS 4.1.2, LS 4.1.4

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PERFORMANCE LEVEL

1

2

3

4

5

6

**B A girl wrote the letter below.**

**Imagine you are the editor of an advice column of a magazine. Write a reply to advise Annika on the appropriate clothing for her to wear to the occasion.** ▶ LS 3.1.5, 4.1.2, 4.1.4

Dear Libra,

I've just moved to this country with my family. My father works at one of the foreign embassies. I'm attending an International School where most students are also from other countries. My problem is that I don't have much knowledge of the local culture concerning dressing or attire, especially for teenagers like me. My mother insists that I should wear dresses all the time but I'm wondering whether I could put on jeans and T-shirts to attend occasions like birthday parties or small gatherings. For your information, my family has been invited to 'Hari Raya' open house at the end of the month. I'm afraid that I'll offend the host if I turn up in an unsuitable attire. So, could you give me some guidelines on what to wear for the gathering. I'd appreciate your advice very much.

Thank you.

Yours sincerely,

*Annika*

Dear Annika,

I hope it's not too late to welcome you to our beautiful country. As you probably know it is a multi-racial country with Malays, Chinese, Indians and many indigenous people. As such, we have a few traditional clothing of the different races. As a teenager you must have loved your jeans and T-shirts which I think you know are casual wear. So, they are safe to wear if you go out with friends for outings or shopping. You may team up your jeans with blouses or long-sleeved shirts for parties and small gatherings among friends. If there are elderly people, it will be adequate if you replace the jeans with a skirt or a pair of trousers. Anyway, you specifically ask my advice on what to wear for the open house. "Hari Raya" is a Muslim festival. The open house is not always formal but guests usually turn up in traditional clothes.

Wearing a dress is also appropriate but it is not advisable to wear casual clothes to such occasions. My advice is for you to buy baju kurung which is versatile and can be worn to any formal or informal function. Just shop around and you may get a good bargain because the celebration would be around the corner.

Good luck!

*Libra*

**A Circle the correct answer.**

1. We have to \_\_\_\_\_ how to solve this problem as soon as possible.  
☒ A figure out  
B keep off  
C break into  
D put up
2. As siblings, we argue and fight with each other but we always \_\_\_\_\_ at the end of the day.  
A keep on  
☒ B make up  
C look out  
D hold onto
3. The skate-boarders often try to \_\_\_\_\_ their new skills to friends who do not join the sport.  
A run off  
☒ B show off  
C get off  
D take off
4. It is not easy to \_\_\_\_\_ a sickness unless one goes for a treatment and takes a good rest.  
A back up  
B run out  
☒ C get over  
D keep from
5. My sister tried to \_\_\_\_\_ but she still could not find a place to stay during the internship.  
☒ A ask around  
B walk around  
C see around  
D stand around
6. We were delayed because the car we were travelling in \_\_\_\_\_.  
A fell apart  
B came off  
C let down  
☒ D broke down

**B Complete the following sentences with one correct statement.**

- |  |   |
|--|---|
| A Everyone was exhausted!                      | E My feet hurt.                           |
| B Many wish to participate in future ventures. | F However, it was closed that day.        |
| C It was easy to follow the track.             | G It looks so magnificent!                |
| D It is not beautiful at all.                  | H Most of us were not experienced hikers! |

1. The restored castle is on the hill. \_\_\_\_\_ **G** \_\_\_\_\_.
2. We wish we could see the interior parts. \_\_\_\_\_ **F** \_\_\_\_\_.
3. The journey up was quite a challenge. \_\_\_\_\_ **H** \_\_\_\_\_.
4. \_\_\_\_\_ **E** \_\_\_\_\_. If only I had not worn my new shoes for the hiking trip.
5. It took us almost an hour for the trip down the hill. \_\_\_\_\_ **A** \_\_\_\_\_.
6. The trip was also a learning experience. \_\_\_\_\_ **B** \_\_\_\_\_.

**C Rewrite the given sentences.**

1. I could not swim with my friends.  
If only I could swim with my friends.
2. I could not help. The matters turned out to be all wrong.  
If only I could have helped out in putting the matters right.
3. He would not listen to what I'd told him.  
If only he would listen to what I'd told him.
4. My car is so small.  
I wish I have a bigger car.
5. I didn't get good results. I didn't study hard at school.  
I wish I had studied harder at school and got good results,
6. I want to travel abroad. I don't have enough money.  
I wish I have enough money to travel abroad.

**D Match the sentence parts to form correct sentences.**

1. The manager decided not	a. wait for almost an hour.
2. The man wanted	b. pupils read the large prints on the board.
3. They must get someone	c. to repair the leaking roofs of their house.
4. The singer made the audience	d. to sponsor the prizes for the spelling contest.
5. We had better stay	e. at home for our own safety.
6. The teacher helped her	f. to argue with the angry customer.

# KUASAI

MODUL PENTAKSIRAN BILIK DARJAH

## PBD

FORM  
**4**  
KSSM

**SPM-BASED PRACTICES**

# ENGLISH

## READING

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# Short Text (MCQs)

READING



## Tips and Techniques

1. Read each question to understand what is being asked.
2. There is a total of 8 multiple-choice questions.
3. You will be required to study various kinds of reading materials.
4. Study the stimulus carefully. Pay attention to all information found in the stimulus.
5. Some questions test your interpretation of given information.
6. Go through all the options given.
7. Check each of the options against the information given.

## SPM MODEL QUESTION AND ANSWER

### Part 1

Questions 1 – 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 on the answer sheet.

"An apple a day keeps the doctor away" is a famous saying which conveys the meaning that the eating of fruit maintains good health. It is probably because apples are loaded with important nutrients, including fibres, vitamins, minerals, and antioxidants. However, take note that apples are not the only nutritious fruit you should eat. There are many other types of food like blueberries, broccoli, almonds and grapes.

Which of the following statements is true?

- A** People must eat only apples for good health.
- B** People should vary the food they consume.
- C** A doctor will keep you away if you eat an apple a day.

**1** Understand the gist of the text.

An idiom

Its meaning

Some nutrients in apples

Eat other food although apples are good for health

**2** Identify what is required in the question  
(True statements in the text)

**3** Understand the options provided.

**A People must eat only apples for good health.**

\* 'must' means compulsory.

\* 'only' means nothing else.

As nobody is forced to eat only apples in order to be healthy, option A cannot be an answer.

**B People should vary the fruits they consume.**

\* 'vary' means differ/introduce modifications

\* text mentions that there are other fruits to eat besides apples. Therefore, option B is possibly the answer.

**C A doctor will keep you away if you eat an apple a day.**

There is no reason for a doctor not to see someone just because he/she eats apples. Option C is not the answer.

**4 Choose the best option as an answer. So, B is the best option.**

**PRACTICE 1**

**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 on the answer sheet.

Looking for the best scones in Cameron Highlands? Come visit us at The Daily Joy Cafe. Our scones are fresh, made perfect for everyone. The moist scones with great taste, nice texture, and lovely aroma are served with clotted cream and strawberry jam. There are also other numerous desserts that include dainty sandwiches, fluffy carrot cupcakes and crispy pies. Experience a great afternoon tea in a delightful ambience with a cup of hot tea looking at the astonishing view of lush vegetation surrounding the café.

1. Which statement is true about the cafe?
- A** It is a café that promote only scones and tea for its visitors.
  - B** Local food and sweet desserts are available there.
  - C** The café offers some great scones in a pleasant atmosphere.

**Weekly Meal Plan**

*Need an inspiration of what you want to cook daily?*

*Looking for ideas for your weekly or even monthly meal plan?*

*If you are, you have found the right place!*

*I will share simple recipes for you to make and guide you on how to prepare for the meals planned without spending so much time in the kitchen! You and your family can now enjoy healthy and delicious home-cooked food every day.*

*Each new meal plan comes on Thursday, so be on the lookout!*

2. Which of the following is true?
- A** Having a weekly meal plan can hinder people from cooking at home.
  - B** Preparing for home-cooked dishes means labouring a lot of time in the kitchen.
  - C** The weekly meal plan assists in providing recipes and tips to make cooking easier.

Georgetown - Penang residents and tourists can enjoy the new shuttle ferry service that will be operating between the island and the mainland beginning 7<sup>th</sup> August. Transport Minister Anthony Loke said Penang Port will provide a one-month free shuttle ferry service as a trial period to carry out various exercises. The ferry service operating from 6am to 8.30pm will take about 10 minutes for a one-way trip, compared to the 20 minutes taken by the old ferry. During peak hours, the frequency of the ferry will be increased to every 30 minutes.

However, the new ferries can accommodate up to 250 passengers and 50 two-wheelers but not able to carry cars and other four-wheel vehicles.

(Adapted from <https://www.nst.com.my/news/nation>)

## PART 1: Short Communicative Messages



### Tips and Techniques

1. You can use the following phrases for the **beginning of your email/message**:

Greeting	Friendly opening (You may use one of the following.)
<ul style="list-style-type: none"> <li>• Hi</li> <li>• Hello</li> <li>• Dear ...</li> </ul>	<ul style="list-style-type: none"> <li>• Ask after the sender (How are you?)</li> <li>• Say how you are feeling (I miss you./ Sorry I didn't reply sooner.)</li> <li>• Say why you are writing (I'm writing to tell you about ...)</li> <li>• Thank the sender (Thank you for your email.)</li> <li>• Respond to the sender's news (I'm really happy to hear .../ Congratulations!)</li> <li>• Write a piece of news of your own (Guess what! I'm ...)</li> </ul>

2. In the **middle of the email/message**, you have to answer/respond to the sender's question/s. Use the following phrases for different purposes:

If you say 'no' to the sender's suggestion, give another <b>suggestion</b> in your reply:	<ul style="list-style-type: none"> <li>• Do you want ...</li> <li>• How about ...</li> <li>• Have you tried ...</li> <li>• Shall we ...</li> <li>• Let's ... instead.</li> </ul>
If you need to <b>decline an invitation</b> or <b>cancel plans</b> :	<ul style="list-style-type: none"> <li>• I'm sorry, I can't ...</li> <li>• I don't think I will make it ... (date)</li> <li>• I don't think I can make to ... (the activity)</li> </ul>
If you are <b>making a recommendation</b> :	<ul style="list-style-type: none"> <li>• You can ...</li> <li>• I'd recommend ...</li> <li>• ... is worth trying/doing/visiting/seeing/going to.</li> <li>• You should ...</li> <li>• I wouldn't recommend ...</li> </ul>
If the sender wants <b>your opinion</b> :	<ul style="list-style-type: none"> <li>• I think ...</li> <li>• I don't think you should ...</li> <li>• I'm afraid ... isn't a good idea.</li> <li>• I believe ... is the best idea.</li> <li>• If you ask me, I'd ...</li> </ul>
If the sender <b>asks for your advice</b> :	<ul style="list-style-type: none"> <li>• If I were you, I'd ...</li> <li>• Perhaps you should ...</li> <li>• To be honest, ...</li> <li>• The best thing to do is ...</li> </ul>

3. For the **conclusion of the email/message**, you can use the following phrases for different purposes:

Friendly ending (You may use one of the following.)	Closing
<ul style="list-style-type: none"> <li>• Talk/mention about the future (I can't wait to hear from you./ Let me know what you decide.)</li> <li>• Give some assurance (I'm sure everything will work out./ I'm certain you'll make the right decision.)</li> <li>• Offer your wishes (All the best!/ I hope my suggestions are helpful./Good luck!)</li> </ul>	<ul style="list-style-type: none"> <li>• Goodbye/Bye for now!</li> <li>• Keep in touch!</li> <li>• Write soon!/Do reply as soon as possible.</li> <li>• That's all for now!</li> <li>• I'll see you soon!</li> </ul>

## SPM MODEL QUESTION AND ANSWER

You received an email from your cousin, Darren, who has registered to a social networking site, is asking you to join one.

Hi,

I've just <sup>1</sup>signed-up for a social networking site and I enjoy spending my free time chatting with my online friends. I've <sup>2</sup>connected with many of my former classmates as well as love playing online games. <sup>3</sup>Why don't you sign-up too?

I hope to add you as a friend soon!

Bye!

1. The beginning of the email/message gives general information from the sender.
2. This information includes news from the sender and it can be used/referred to later when you give your reply.
3. The email/message in the **Part 1 of the SPM writing paper** may:
  - ask for suggestions, advice or tips from the receiver
  - ask for ideas to make plans with the receiver
  - extend an invitation to the receiver

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



**Tutorial  
Video 5**



## Model Answer

To:	darren@mail.com	Write an email address
Subject:	Registering for a social networking site	Give a short phrase that clearly states the main topic of the email/message
Hi Darren,		Give a greeting
<sup>1</sup> It's nice to hear from you! I'm <sup>2</sup> happy to hear that you're enjoying your time on your chosen social networking site. <sup>3</sup> To be honest, I'm not interested in signing-up for any site at the moment. I think I'll end up spending too much time on it. Besides, I'm afraid there are people who will leave unkind comments on my page. Moreover, I much prefer to have face-to-face chats with my friends. On that note, are you free to meet on Saturday evening?		<ol style="list-style-type: none"> <li>1. Start with a friendly opening.</li> <li>2. Give a response to state how you feel or think about the sender's news.</li> <li>3. Give your opinion (or thoughts/suggestions/advice/tips) to the question asked by the sender.</li> </ol>
<sup>5</sup> Bye for now!		<ol style="list-style-type: none"> <li>4. Give reasons or explain your point of view.</li> <li>5. End with a friendly ending.</li> </ol>
Your cousin, Benny		Write a closing and sign off with your name.

**PRACTICE 1**

Read the email your cousin, Vicky. She is going to spend a few days with you during the school holidays.

To:

Subject:

Dear Arun,

I'm looking forward to my trip next month. I thought we'd do something challenging when I'm there. Are there any outdoor or extreme activity for us to do? Do you have a suggestion? What shall I pack?

Please write and let me know.

Bye for now!

Vicky

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

To:

Subject:

Dear Vicky,

I think it's a great idea to try something challenging. How about white-water rafting? There's a company that takes visitors on rides. Their rates are affordable and there are instructors to guide us through the rapids. My friends have done it before and they say it's an unforgettable experience. Pack a swimming costume or wet suit and an old pair of sneakers. You don't want your new sneakers to get soaked. What do you think?

Your cousin,

Arun

## Listening

## PART 1



## Questions 1 to 7

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

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

1. The report cited that the most likely reason of the train crash was due to  
**A** faulty engine.  
**B** miscommunication.  
**C** damaged tracks.



TRACK 13

2. When do you think the cake and pizza will be served?  
**A** At breakfast  
**B** At dinner  
**C** At tea



TRACK 14

3. The girl has won a dance competition  
**A** in the traditional category.  
**B** at the national level.  
**C** for being a great choreographer.



TRACK 15

4. How would you describe the mother's personality?  
**A** Loving but strict  
**B** Caring and responsible  
**C** Helpful and selfless



TRACK 16

5. Which of these traits will not help you in choosing a suitable occupation?  
**A** Values and personality  
**B** Interest and skills  
**C** Health and lifestyle



TRACK 17

6. Why does the boy want to go scuba diving?  
**A** To try the breathing apparatus  
**B** To encounter fascinating marine life  
**C** To look for fun and excitement



TRACK 18

7. Reading "7 Habits of Highly Effective Teens" by Sean Covey can  
**A** help a teenager to lead a meaningful life.  
**B** influence a teenager to read more books.  
**C** guide a teenager to do unusual things.



TRACK 19



**PART 2****Questions 8 to 15**

You will hear Jessica talking about her visit to Malaysia. For questions **8 to 15**, choose the **correct** answer (**A**, **B** or **C**).

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



8. Jessica's father's first visit to Malaysia was  
☐ **A** work-related.  
☐ **B** for a vacation.  
☐ **C** to venture for food.
9. The hotel was  
☐ **A** luxurious.  
☐ **B** isolated.  
☒ **C** noteworthy.
10. Why do you think none of them likes durian? It was because of  
☐ **A** the expensive price.  
☐ **B** the thorny skin.  
☒ **C** its strong smell.
11. The family did not mention eating any  
☐ **A** chapati and dhal.  
☐ **B** dumplings.  
☒ **C** burgers.
12. How did the family travel to Ipoh?  
☒ **A** The family boarded a train.  
☐ **B** Jessica's father drove a rented car.  
☐ **C** They flew to the city.
13. What caught their attention in Ipoh?  
☐ **A** The enchanting sceneries.  
☒ **B** The impressive buildings.  
☐ **C** The delicious food.
14. How long did the family stay in Malaysia?  
☐ **A** A day  
☒ **B** A week  
☐ **C** A fortnight
15. Jessica and her family  
☒ **A** enjoyed their holiday in KL and Ipoh.  
☐ **B** wished they had never come to Malaysia.  
☐ **C** wasted a lot of time in the country.