PEMBELAJARAN ABAD KE-21 (PAK-21)



ACTIVITY 1

THINK PAIR SHARE

UNIT 1 IT'S PERSONAL

Topic
Personal Information and Interests

- 1. Students work in pairs.
- **2.** Students are assigned with following the means of communication:
 - letter
 - telephone
 - email
 - social media/networking such as Facebook, Twitter, Instagram
- 3. Students talk to their pairs about themselves, family and personal interests.
- **4.** Students prepare to write paragraphs about themselves, family and personal interests through the means of communication given.
- **5.** Teacher selects a few pairs to present their work to the class.



UNIT 2 LIFE'S GREAT MYSTERIES

Topic Who Am I

- **1.** Teacher divides the students into two groups and prepares a chair in the middle of the class.
- 2. A representative from one group sits on the chair while the teacher stands behind him/her and shows a card with one of the following roles to the group members.
 - Vampire
 - Chinese *jiang-shi*
 - Pontianak
 - Alien
 - Zombie
- **4.** The group members act out the role while the representative tries to guess who it is.
- **5.** The first hot-seat student to say the word wins a point for their team.
- **6.** Then, change the students over, with a new member of each team taking their place in their team's hot seat.



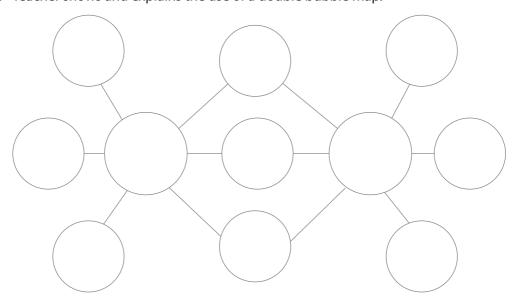
ACTIVITY 3 DOUBLE BUBBLE MAP AND GALLERY MAP

UNIT 3 THE WORLD OF SPORT

Topic

Compare and Contrast Indoor and Outdoor Sports

- 1. Teacher shows pictures of indoor and outdoor sports.
- **2.** Get students to compare and contrast between the two.
- **3.** Teacher shows and explains the use of a double bubble map.



- 4. Students put their ideas on the similarities and differences between indoor and outdoor sports in the double bubble map.
- **5.** They paste their maps around the corners of the classroom and do gallery walk.





UNIT 4 SHOPPING THERAPY

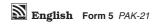
Topic Creating a Shopping List

- 1. Teacher divides the students into small groups and tells them each group will be given RM20. This money is to buy necessary things for a poor student in the school.
- **2.** Students discuss in groups how to use the money and the reasons for buying the things.
- **3.** They create a list of things to buy.
- **4.** They wrote the list on a mahjong paper/ mini whiteboard.
- **5.** Teacher asks each group to select a group member to stay in the group to present their list to other visitors.
- **6.** The three people from each group will visit other groups according to the time assigned by the teacher.
- **7.** At the end of their last visit, the three people return to their group and report their findings to the person who stays in their group.

UNIT 5 THE ENVIRONMENT

Topic
Maintaining Good Environment

- **1.** Teacher divides the students into groups.
- **2.** Each group is given a topic and a piece of paper.
- **3.** Teacher provides a specific time for each member to write about the topic, all on the same piece of paper which will go around the group when the teacher gives the signal.
- **4.** When brainstorming is over, each group goes through the notes they have and rearranges the contents accordingly.
- **5.** Students write an essay based on the notes/contents.
- **6.** For example: Pollution
 - There are many types of pollutions
 - Air, water, sound, land pollutions
 - · Air pollution comes from factories, open burning
 - It causes haze and smog
 - The polluted air is unhealthy for children and the elderly
 - Ways to curb air pollution; impose strict penalties on offenders.
- **7.** Teacher can use other topics in the textbook such as "How to be environmentally friendly", "Recycling, Plants and Animals", etc.





UNIT 6 CRIME

Topic Capital Punishment

1. Teacher divides the students into two teams: the government and opponent teams for a debate. The topic of debate:

"Capital punishment should be abolished."

- **2.** Each team selects three students to be the first, second and third speakers for the debate.
- 3. All team members prepare the points for the debate.
- **4.** The speakers practice with the points given.
- **5.** The debate takes place after a week while all the students are given an evaluation form to assess the teams and the speakers.
- **6.** The students give the points on the evaluation form and decide the winning team and the best speaker.

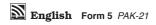


UNIT 7 THE MEDIA

Topic The Media

- 1. Teacher divides the students into groups and gives a scenario: The number of members in your school's English Language Society is declining, what and how will you do to attract more members?
- **2.** Teacher assigns one of the following media to each group:
 - · Social media
 - Infographic
 - · Short film
 - Radio broadcast
 - TV advertisement
- **3.** The groups discuss and design the activities for the media to attract more members.
- **4.** They present or perform their way to attract more members to the society.
- **5.** At the end of the activity, each group decides which media is the best.







UNIT 8 HARD DAY'S WORK

Topic My Job

- **1.** Teacher divides the students into groups and assigns each group one of the following jobs:
 - Teacher
 - Journalist
 - Engineer
 - Judge
 - Detective
 - · Film star
- 2. Students discuss their roles for the job given and prepare the dialogues.
- **3.** They practice and rehearse their role-play.
- **4.** Each group performs their role-play in front of the class.