

TARGET

PBD

MODUL PENTAKSIRAN BILIK DARJAH

TEACHER'S
EDITION

FORM 4
KSSM

ENGLISH



To assist
Classroom
Assessment (PBD)



To evaluate
Formative and
Summative
Assessment



To support
Digital-friendly
Pembelajaran dan
Pemudahcaraan
(PdPc)



To boost student's
Performance
Level



TEACHER'S EDITION

VERSI CETAK

PBD & SPM ENHANCEMENT

- ⚡ Notes
- ⚡ PBD Module
- ⚡ DSKP-based Practices
- ⚡ SPM-based Module
- ⚡ SPM Model Test
- ⚡ Answers
- ⚡ Digital Material

TEACHER'S DIGITAL RESOURCES



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



EXTRA!
PdPc
SUPPORTING
MATERIALS



TEACHER'S EDITION (Printed Version)

A Contents

Contents

Contents include cross references of digital resources in the book.

CONTENTS	
Rekod Pencapaian Pentaksiran Murid III – vi	
PBD MODULE	
UNIT 1 Let's Chat	1
UNIT 2 Ready for Anything	7
UNIT 3 Buy It	15
UNIT 4 Being A Teen	21
UNIT 5 Globetrotting	29
UNIT 6 Time Out	36
UNIT 7 Mother Nature	44
UNIT 8 Image	53
PBD SPM-BASED MODULE	
Readings	
Part 1 – Short Texts (MCQs)	66 – 77
Part 2 – Multiple-Choice Cloze	78 – 84
Part 3 – Longer Texts	85 – 97
Part 4 – Gapped Text	98 – 105
Part 5 – Matching & Information Transfer	106 – 117
Writing	
Part 1 – Short Communicative Message	118 – 125
Part 2 – Guided Essay	126 – 129
Part 3 – Extended Writing	129 – 142
Listening	143 – 146
D-D-D ANSWERS	
D-D-D FINAL YEAR TEST	
D-D-D TAPESCRIPT	

B

Rekod Pentaksiran Murid

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

REKOD PENTAKSIRAN MURID									
ENGLISH Form 4									
Name: _____		Form: _____							
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	3.1.3				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			
1.1.2	Understand independently specific information and details in extended texts on a wide range of familiar topics	4.2.2				4.2.2 Organise, sequence and develop ideas within a text of several paragraphs on familiar ideas			
1.1.5	Understand independently more complex questions on a wide range of familiar topics	4.2.3				4.2.3 Spell written work on a range of text types with reasonable accuracy			
2.1.1	Explain simple content on familiar topics from what they read and hear	4.2.4				4.2.4 Produce an extended plan or draft and modify this appropriately in response to feedback or independently			
2.1.3	Explain advantages and disadvantages of plans and ambitions	4.2.4				4.2.4 Use formal and informal registers appropriate to the target audience in most familiar situations			
2.3.1	Confirm understanding in discourse-level exchanges by responding back what a speaker has said								
Reading Skills		1.1.3		1-2					
Grammar (LA)		Present Simple, Present Continuous, Simple Verbs, Comparisons, Past Simple, Used to & 'beget used to'	2-3						
Listening Skills		1.1.1, 1.1.2, 1.1.3		4					
Speaking Skills		2.1.1, 2.1.3, 2.3.1		5					
Writing Skills		4.2.2, 4.2.3, 4.2.4		6					
Performance Level Unit 1: PL1 <input type="checkbox"/> PL2 <input type="checkbox"/> PL3 <input type="checkbox"/> PL4 <input type="checkbox"/> PL5 <input type="checkbox"/> PL6 <input type="checkbox"/>									
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	3.1.2				3.1.2 Understand specific details and information in extended texts on a wide range of familiar topics			
2.1.4	Explain and justify own point of view	4.2.3				4.2.3 Produce an extended plan or draft and modify this appropriately in response to feedback or independently			
2.4.1	Summarise the main points of a story, text or plot								
Reading Skills		1.1.2 & (2.4.1)	7-8						
Grammar (LA)		Defining Relative Clauses, Non-defining Relative Clauses, Past Simple & Past Continuous	9						
Listening Skills		1.1.1	10						
Speaking Skills		2.1.4	11						
Writing Skills		4.2.3	12-13						
Performance Level Unit 2: PL1 <input type="checkbox"/> PL2 <input type="checkbox"/> PL3 <input type="checkbox"/> PL4 <input type="checkbox"/> PL5 <input type="checkbox"/> PL6 <input type="checkbox"/>									

C

PBD Module

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

English Form 4 Unit 2

LISTENING SKILL Textbook page Unit 1, p. 10-11

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

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

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

A Listen to the phone conversation between Harini and her older sister, Kamini. Take turns to ask and answer the questions. (1.1.1) (1.1.2) (1.1.5) (Lesson 3)

PAIR-ACTIVITY PAIR DISCUSSION TRACK 2

- What did Harini need help with?
She needed help with creating a YouTube channel.
- What did Harini have to do before her sister could give her instructions?
She had to be in front of her laptop.
- Why did Kamini give Harini another option?
Because Harini wasn't able to create a channel using the first method.
- How many methods did Kamini offer her sister?
Kamini gave Harini two methods to create a YouTube channel.

B Listen to the radio programme about body language. Then, complete the sentences below. (1.1.2) (Lesson 3)

- People communicate through body language.
- Body movement, posture, facial expressions, space or distance, touch, voice, gestures and eye contact are the seven main elements of body language.
- When we pay attention to someone's body language, we can understand their emotions and moods.
- Body language is a powerful mode of communication because it attributes to 55% of how we convey messages.
- Someone who blinks quickly while speaking is showing distress.
- If someone is worried or stressed, they may express it by biting their lips.
- People stand with their hands on their hips to show others they are in control.
- Apart from a sign of anger, standing with your hands clasped behind your back can also be seen as a casual pose.

© Penerbit Pelangi Sdn. Bhd.





Skilled-based Practices » Continuous Assessment

WRITING SKILL

Use the notes and conjunctions to write long sentences. Then, write the sentences in the correct categories.

Use the notes and conjunctions to write long sentences. Then, write the sentences in the correct categories.

free time – friends – computer
 – play futsal – sometimes – film cinema
 – now – coding languages – important skills
 – spend time – weekends – different schools

Matt's webpage

My friends and I
 I've got several close friends whom I've known since primary school. We spend time at weekends because we study at different schools. We usually play futsal but sometimes we watch a film at the cinema. We love playing computer games together.

My dreams
 I want to develop mobile applications. During my free time, I'm either hanging out with my friends or on my computer. For now, I'm learning coding languages because they're the most important skills for a developer to know. I dream of creating useful mobile apps in the future.

Your friend Raveen sent you an invite. Read and respond to his questions and statements. Write your reply below.

Paragraph 1
 1 How have you been?
 2 I haven't heard from you in a while.

Paragraph 2
 3 I really hope you can come to my birthday party on Sunday, 6 April.
 4 Would you like to come earlier on Saturday?
 5 What do you think of my idea?

Paragraph 3
 6 See you soon.

Hi Raveen,
 I'm good, thanks for asking. I'm sorry I haven't written in a while because I've been busy moving to my new house.
 Thank you for the invitation, I'd love to come. I'm sorry but I can't come on Saturday. It's a great idea but I've a chess competition on Saturday.
 I'll see you soon at the party. Bye!

Your friend,
 Hovivi

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

SPEAKING SKILL

Look at the pictures and use the questions and phrases to talk about the pictures. Work in groups.

Questions

- Which activities are suitable for individuals and groups?
- What makes these activities exciting to teenagers?

Phrases

- Activities such as ... are suitable for ...
- I really like ... because ...
- I think ... is/are thrilling/challenging because ...

Match the beginning and endings.

you will forget how to speak it	you could be in the school chess team	if I were rich
I feel refreshed the next day	we could form our own football team	water freezes

1. I would buy a penthouse in the city if I were rich
 2. If I sleep early, I feel refreshed the next day
 3. If we had more people, we could form our own football team
 4. If you don't speak a new language often, you will forget how to speak it
 5. When the temperature falls below 0 degrees Celsius, water freezes
 6. If you do well in the inter-school chess competition, you could be in the school chess team



Extra Materials on QR code

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



1 WebLink – Provides additional insights on certain topics



2 Video – Presents supplementary information in video format



3 Tutorial Video – Deliver concise lessons on certain topics.



SPM-based Module » Summative Practice

- SPM-based Practices** – based on each part of the assessment are provided to familiarise students with real SPM format
- Final Year Test** – (in QR code) is included on Contents page

SPM-BASED MODULE

PART	DETAILS	PAGE
READING		
PART 1	Short Texts (MCQs)	66
PART 2	Multiple Choice Cloze	78
PART 3	Longer Texts	85
PART 4	Support Texts	90
PART 5	Matching & Information Transfer	100
WRITING		
PART 1	Short Communication Message	118
PART 2	Guided Writing	126
PART 3	Extended Writing	129
LISTENING		
PART 1	Questions 1–7	143
PART 2	Questions 8–11	149
PART 3	Questions 16–20	161
PART 4	Questions 21–30	162

Check out Peking Online Test (POT) for introductory

Check out the programme and activities on the website

PART 1

Short Texts (MCQs)

TIPS AND TECHNIQUES

- Read each question to understand what is being asked.
- There is a table of multiple-choice questions.
- You will be required to tick various boxes of reading materials.
- Study the information carefully. The answer is all information found in the stimulus.
- Some questions test your interpretation of given information.
- Be thorough with the options given.
- Check each of the options against the information given.

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.

Stimulus 1
 Dear Sirs,
 Malaysia generally takes the issue of health and identity for granted. The increase in the price of sugar should be a wake-up call for people to reduce their sugar intake. Consuming food and drinks with a lot of sugar tend to contribute to the rise in getting diabetes. Some people are misled with work and do not have the time to do physical activities to keep fit. Hence, there are cases of young people who did not do their health checks in a great advantage if people can be responsible for their own health.

Question 1
 1. Consumed Citrus has written the letter to provide a solution for raising sugar-related food give his opinion about food with too much sugar encourage Malaysia to lead a healthy lifestyle.

Comments and Answer
 Option A might be chosen because the writer advised people to reduce sugar intake. Option B is unlikely to be chosen as the first health check is for young people to reduce their sugar intake. Between option A and option C, option C could be a better choice for the answer because the writer said "I would be a great advantage, which can mean to encourage people to be healthy."

FINAL YEAR TEST

PAPER 1
 1 HOUR 30 MINUTES

Score
 /100

PART 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.

1. "In Frank Cove, we want our customers to enjoy the natural flowers and scents of our produce. Therefore, when the delivery is made, please ensure you give up for our membership programme since till 14 September will receive a \$200 shopping voucher" said CEO.

The main reason for the announcement is
 A to inform the public about a new product
 B to encourage the sale period for new members
 C to urge people to join a membership programme

The Love Life Society
 "Apprenticeship Programme" Competition
 Showcase your talents and skills
 only for 15 to 17 years old
 Register now!

Each school can send maximum 10 participants.
 Registration fee: RM100 and entry fee: RM200 open from 1st to 15th September at (Wisma Shuhaimi) National Palace, BITEC and entry fee: RM200 open from 1st to 15th September.

Which statement is true about the competition?
 A Contestants must present a 30-second-long speech or drama for the competition.
 B Students taking part in the competition must learn Shakespeare in school.
 C Each school can send a team of three contestants to the competition.



G Grammar Notes

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

English Form 4 Unit 2

LANGUAGE AWARENESS (GRAMMAR)

A Fill in the blanks correctly.

1. I might not join them at 1 p.m. I have to do some errands for my grandparents in the morning.

2. You can't go shopping this month. You have already bust your budget.

3. Sandy has stuck to a strict budget for several months. She must have saved a lot of money.

4. Alice needs to ask Jenny about our project. Mom: Why don't you call her? She could still be available.

5. You had better not spend your money on comic books. You ought to borrow some from your friends.

6. I would rather not go to the mall at weekends.

7. You should make a list before you go shopping to avoid overspending.

8. He ought not to shop on unsecured online stores.

B Write the past simple or present perfect simple form of the verbs in brackets.

1. I have applied for five full-time positions so far. (apply)

2. They bought sleeping bags and hiking boots on Saturday. (buy)

3. The bakery has been selling mini cinnamon doughnuts for years. (sell)

English Form 4 Unit 2

GRAMMAR NOTES

Present Perfect Simple vs Past Simple

1. We use the present perfect to talk about an action that has taken place in the past and is still important or significant.

2. We use the past simple when we talk about an action that has taken place in the past and is not important or significant.

Present Perfect Simple

1. We use the present perfect to talk about an action that has taken place in the past and is still important or significant.

2. We use the past simple when we talk about an action that has taken place in the past and is not important or significant.

Present Perfect Continuous

1. We use this tense to talk about a past action that has taken place in the past and is still important or significant.

2. We use the past simple when we talk about an action that has taken place in the past and is not important or significant.

H Audio Tracks (Listening)

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

English Form 4 Unit 2

LISTENING SKILL

A Look at the pictures. Then, listen to the text and tick (✓) what evidence was used to convict the robber?

1. Gloves in a bag

2. Handwritten note

3. Fingerprint

4. DNA testing

B Listen to the text again. Write (T) for true statements and (F) for false statements.

1. The police found a pair of tennis shoes, gloves and a PPE mask in the bag. (T)

2. Mr Lemnox's DNA was in the FBI DNA indexing system. (T)

3. The second robbery was at The United Bank. (F)

4. The robber used a weapon when robbing Swansoo Bank. (F)

5. The robber left behind a note in the third robbery. (F)

6. A blue truck was the getaway vehicle in all the robberies. (F)

C Underline the correct answer.

1. The police send the bag thrown by the suspect to a crime laboratory to test for genetic material to check if there were fingerprints.

2. The second robbery happened sixteen days/twenty-six days after the robbery.

3. The man in the second robbery threatened the teller with a weapon/hurt the teller.

4. Mr Lemnox was found guilty for the first and second robberies/second and third robberies.

I Let's Review

Provides variety of questions for practices so as to improve student's skills in answering questions.

LET'S REVIEW 1

A Choose the most suitable word to rewrite each Direct Speech into Reported Speech.

1. "You must not cheat in your examination!" Rose told her friend.
Rose urged her friend not to cheat in her examination.

2. "Could you please help me find the best tour package to visit Europe?" Mr Lim asked Mei.
Mei requested that Lim help in finding the best tour package to visit Europe.

3. "Can't you behave nicely when you are at the dining table?" Aunt Shandi told the children.
Aunt Shandi demanded the children to behave themselves when they were at the dining table.

4. Karim said, "Syafaq, you need not ask for my permission if you wish to borrow my car".
Karim informed Syafaq that he could still change his mind if he wanted to continue playing football.

B Choose the most suitable phrase to complete each of the following sentences.

1. The players moved into the court to take up their position before the game started.
A warm up B turn up C take up D cheer up

2. Many outlets decided to provide free plastic bags for their customers and encourage them to bring their own.
A pick out B clear out C leave out D cut out

3. The lawyer had to bring in a new consultant to help him with the case.
A hand in B bring in C back in D take in

4. The weather was so hot that she thought she was going to pass out.
A stand out B check out C get out D pass out

C Choose the most suitable phrase to complete each of the following sentences.

1. She arrived late because she missed the train.
A so B then C and D but

2. Instead of driving during heavy rain, I managed to arrive home at the usual time.
A Instead B Even C Despite D So

3. We should pack some food for our journey. Although we do not have to stop if there are long queues at the R and R.
A although B despite C in order not D so that

J Answers

Complete answers in QR code is included on Contents page.



K POT (Pelangi Online Test)

Online grammar and vocabulary practices are provided in the form of objective questions. POT icon is available on the SPM-based Module divider page, along with Enrolment Key.

ANSWERS UNIT 1

Reading Skill

1. go to
2. meet big thing
3. identify
4. short hand
5. height

B Accept any suitable answers

Grammar 1 Language Awareness

1. shouting
2. ignoring up
3. empty
4. don't need
5. phony
6. she opening
7. believe

8. less than
9. the best
10. more expensive than
11. as popular as

12. useful
13. would claim buy
14. get up/attended; saw
15. instead

16. used to shopping
17. used to use
18. used to call
19. used to cycling
20. got used to playing
21. got used to studying
22. not used to writing

Listening Skill

1. She should help with creating a YouTube channel.
2. She had to be in front of her laptop.

3. Because Harini wasn't able to create a channel using the free method.
4. Karim gave Harini two methods to create a YouTube channel.

5. communication
6. emotions
7. 10%
8. shaka
9. instead
10. handle
11. casual pose

Speaking Skill

A

Activities such as building and camping are suitable for groups. Activities such as painting and climbing rope exercises are suitable for individuals.

I really like painting because I get to express myself creatively. I really like building with my friends because we always have a lot of fun.

I think rope exercises are thrilling and challenging because I get to replicate difficult walking paths built high up in the ground. I like camping because it is fun because I get to be outdoors among nature's beauty.

I know it's time to do a rope course because it looks exciting and challenging. I know it's time to try painting because it looks like a relaxing activity.

B

Laptops are mobile computers used to create content. They have several advantages. First, they have more storage. I can work on all my assignments and save all the information in my laptop. Second, they have a keyboard. This makes typing easy. However, laptops are not without drawbacks. To begin, they are large and heavy. Therefore, it is difficult to take them everywhere.

Tablets are handheld gadgets used to enjoy content. They have several advantages. First, they are small and light. I can carry my tablet anywhere. Second, I can hold my tablet with my hand when I watch movies or surf the Internet. However, tablets are not without drawbacks. To begin, they have a small digital keyboard. This makes typing inconvenient.

SPM-BASED MODULE

PART	DETAILS	PAGE
READING		
PART 1	Short Tests (MCQ)	66
PART 2	Multiple-Choice Cloze	78
PART 3	Longer Tests	85
PART 4	Gapped Texts	98
PART 5	Matching & Information Transfer	106
WRITING		
PART 1	Short Communicative Message	118
PART 2	Guided Writing	126
PART 3	Extended Writing	129
LISTENING		
PART 1	Questions 1 – 7	143
PART 2	Questions 8 – 15	160
PART 3	Questions 16 – 20	161
PART 4	Questions 21 – 30	162

Check out Pelangi Online Test (POT) for extra practice!
<http://www.potonline.com>
 Enrolment key: Fm10M551

Check out Pelangi Online Test (POT) for extra practice!
<http://www.potonline.com>
 Enrolment key: Fm10M551

TEACHER'S DIGITAL RESOURCES



On the **ePelangi+** 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 ?

TE-i is the digital version and online interactive TARGET 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.



USER GUIDE

Sample Page TE-i

English Form 4 Unit 6

TEXTBOOK page: 516 & p. 55-57

LISTENING SKILL

LS 1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics
 LS 1.1.5 Understand independently more complex questions on a wide range of familiar topics

A You will hear a text about people involved in different kinds of sports and games. Write the name of the person and his/her choice of game.

Sports/ Games	Person
1. Football	Christiano Ronaldo
2. Football	Lionel Messi
3. Football	David Beckham
4. Golf	Tiger Woods
5. Tennis	Serena Williams
6. Tennis	Roger Federer
7. Badminton	Lee Chong Wei
8. Badminton	Misbun Sidek

B Listen to the text again. Circle the answer for the following questions.

- Besides practising hard, most world champions are...
 A good
 B demanding
 C talented
- Despite considered as a game for the wealthy people, _____ is also a competitive game.
 A badminton
 B golf
 C football
- Nicol David has an outstanding world record in which she _____ is ranked as the world number one squash player for 108 months.
 A has won 15 world squash tournaments.
 B excels in squash in the country only.
 C
- What is the most important factor for an athlete to have?
 A Physical strength
 B Talent
 C Powerful mindset
- Why does positive attitude can affect the performance of an athlete?
 A It will boost the athlete's confidence.
 B It can make the athlete do a lot of things.
 C It should make the athlete happy.

© Penerbitan Pelangi Sdn. Bhd.

Supported tools provided:

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

Click QR code to access the materials such as Video, Tutorial Videos, Audio Tracks, Listening and SPM Model Test

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

Click **ANSWERS** button to show or hide answers during PdPc.



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
- Listening

Can be downloaded

PANDUAN PENGGUNAAN



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

EXAMPLE OF PAGES IN TEACHER'S EDITION WITH BONUS PdPc MATERIALS

Notes

Concise grammar and extra notes presented in colourful graphics

Extra Practices

Reinforcement exercise based on units

Extra Practices

Can be downloaded

Notes

Notes

Extra Practices

Extra Practices

Extra Practices

5. If the man had changed his male personality, **his company would have succeeded in getting more customers.**

6. If he had agreed to a haircut, **he would look smarter.**

7. Choose the correct answer to complete the sentence.

1. I wish _____ meaning using 'transpiring' leaves from the grandmother.

A would have been
B would have been
C would have been

eP+ PAK-21

PEMBELAJARAN ABAD KE-21 (PAK-21)

ACTIVITY 1

1. **Task**

2. **Procedure**

3. **Assessment**

4. **Reflection**

5. **Transfer**

C Match the beginning and endings.

you will forget how to speak if I were rich

I had reflected that we could form our own football team water freezes

1. I would buy a penthouse in the city. **I were rich**

eP+ Civic Literacy

CIVIC LITERACY

Using designs ethically

1. **Task**

2. **Procedure**

3. **Assessment**

4. **Reflection**

5. **Transfer**

➤ **PAK-21 Activities** activities and project based learning in imparting good values to students

➤ **Civic Literacy** that develop creativity, critical thinking, team work and communication skills

UNIT 8

Causative Form, Conditional Sentences Type 3, & Wish/If only

Causative Form

The causative form is used when a person or is subject causes another person or another thing to do something or change the state of a situation or event.

Causatives mean that subjects do not do the action on their own, but they somehow are involved in the cause of the event.

➤ **Interactive PowerPoint** PPT slides are available to complement and reinforce related topics

➤ **Question Bank** Extra SPM-based practices

QUESTION BANK 1

READING

PART 1 - Short Pass

PRACTICE

1. Read the text carefully and answer the questions below.

2. Write a short paragraph about the main idea of the text.

USER GUIDE

ePelangi+

How do I access ePelangi+ materials?

STEP 1

ACCOUNT REGISTRATION

For new ePelangi+ users, scan the QR code below or visit 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

CONTACT PELANGI REPRESENTATIVE

SERVICES & SUPPORT

AREA	CONTACT NUMBER
Northern Region	012-4983343
Perlis / Kedah	012-4853343
Penang	012-4923343
Perak	012-5230133 / 019-6543257
Central Region	012-3293433
	012-7800533
	012-7072733
	012-3297633
	019-3482987
Southern Region & East Coast	012-7998933
Negeri Sembilan / Melaka	010-2432623
Johor	012-7028933
Pahang / Terengganu	012-9853933
Kelantan	012-9863933
East Malaysia	012-8889433
Kuching / Sarikei	012-8839633
Sibu / Bintulu / Miri	012-8052733
Sabah	012-8886133



PELANGI!

Books Gallery

ONLINE & ONSITE EXHIBITION GALLERY

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.

EMAIL PELANGI CUSTOMER SERVICE

service1@pelangibooks.com



LATEST PELANGI PRODUCTS, SERVICE
PROMOTIONS & PROGRAMS



PelangiPublishing



PelangiBooks



PelangiBooks

CONTENTS

Rekod Pencapaian Pentaksiran Murid iii – vi

▶▶▶ PBD MODULE

UNIT 1 Let's Chat **1**



UNIT 2 Ready for Anything **7**

Let's Review 1 14



UNIT 3 Buy It **15**



UNIT 4 Being A Teen **21**

Let's Review 2 27



UNIT 5 Globetrotting **29**



UNIT 6 Time Out **36**

Let's Review 3 43



UNIT 7 Mother Nature **44**




UNIT 8 Image **53**

Let's Review 4 63






▶▶▶ SPM-BASED MODULE

Reading

- ▶ Part 1 – Short Texts (MCQs)  66 – 77
- ▶ Part 2 – Multiple-Choice Cloze 78 – 84
- ▶ Part 3 – Longer Texts 85 – 97
- ▶ Part 4 – Gapped Texts 98 – 105
- ▶ Part 5 – Matching & Information Transfer 106 – 117

Writing

- ▶ Part 1 – Short Communicative Messages  118 – 125
- ▶ Part 2 – Guided Essays  126 – 129
- ▶ Part 3 – Extended Writing  129 – 142

Listening

- Part 1 – Part 4 143 – 146

▶▶▶ ANSWERS

<https://qr.pelangibooks.com/?u=TargetPBDEngF4Ans>



▶▶▶ FINAL YEAR TEST

<https://qr.pelangibooks.com/?u=TargetPBDEngF4Test>



▶▶▶ TAPESCRIPT

<https://qr.pelangibooks.com/?u=TargetPBDEngF4Tapescript>



REKOD PENTAKSIRAN MURID

ENGLISH Form 4

Name: _____

Form: _____

UNIT 1: LET'S CHAT				Theme: Science & Technology		
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
<p>1.1.1 Understand independently the main ideas in extended texts on a wide range of familiar topics</p> <p>1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics</p> <p>1.1.5 Understand independently more complex questions on a wide range of familiar topics</p> <p>2.1.1 Explain simple content on familiar topics from what they read and hear</p> <p>2.1.3 Explain advantages and disadvantages of plans and ambitions</p> <p>2.3.1 Confirm understanding in discourse-level exchanges by repeating back what a speaker has said</p>		<p>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</p> <p>4.1.5 Organise, sequence and develop ideas within a text of several paragraphs on familiar ideas</p> <p>4.2.2 Spell written work on a range of text types with reasonable accuracy</p> <p>4.2.3 Produce an extended plan or draft and modify this appropriately in response to feedback or independently</p> <p>4.2.4 Use formal and informal registers appropriate to the target audience in most familiar situations</p>				
Reading Skills	3.1.3	1 – 2				
Grammar (LA)	Present Simple, Present Continuous, Stative Verbs, Comparisons, Past Simple, 'used to' & 'be/get used to'	2 – 3				
Listening Skills	1.1.1, 1.1.2, 1.1.5	4				
Speaking Skills	2.1.1, 2.1.3, 2.3.1	5				
Writing Skills	4.2.2, 4.2.3, 4.2.4	6				
Performance Level Unit 1 PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/>						

UNIT 2: READY FOR ANYTHING				Theme: People & Culture		
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
<p>1.1.1 Understand independently the main ideas in extended texts a wide range of familiar topics</p> <p>2.1.4 Explain and justify own point of view</p> <p>2.4.1 Summarise the main points of a story, text or plot</p>		<p>3.1.2 Understand specific details and information in extended texts on a wide range of familiar topic</p> <p>4.2.3 Produce an extended plan or draft and modify this appropriately in response to feedback or independently</p>				
Reading Skills	3.1.2 & (2.4.1)	7 – 8				
Grammar (LA)	Defining Relative Clauses, Non-defining Relative Clauses, Past Simple & Past Continuous	9				
Listening Skills	1.1.1	10				
Speaking Skills	2.1.4	11				
Writing Skills	4.2.3	12 – 13				
Performance Level Unit 2 PL 1 <input type="checkbox"/> PL 2 <input type="checkbox"/> PL 3 <input type="checkbox"/> PL 4 <input type="checkbox"/> PL 5 <input type="checkbox"/> PL 6 <input type="checkbox"/>						

UNIT 3: BUY IT!				Theme: Consumerism & Financial Awareness		
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
1.1.2 Understand independently specific information and details in extended texts on a wide range of familiar topics		3.1.6	3.1.6			
2.1.3 Explain advantages and disadvantages of plans and ambitions			4.2.3			
2.1.4 Explain and justify own point of view			4.2.4			
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						
Reading Skills	3.1.3, 3.1.6	15				
Grammar (LA)	Present Perfect Simple, Past Simple & Present Perfect Continuous	16 – 17				
Listening Skills	1.1.2 & (2.1.4)	17				
Speaking Skills	2.1.3, 2.1.4	18 – 19				
Writing Skills	4.2.3, 4.2.4	19 – 20				
Performance Level Unit 3						
	PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

UNIT 4: BEING A TEEN				Theme: People & Culture		
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
1.1.3 Recognise independently attitudes or opinions in extended texts on a wide range of familiar topics			2.3.1			
2.1.1 Explain simple content on familiar topics from what they read and hear			3.1.2			
2.1.2 Ask about and explain causes and consequences of actions, events, simple processes			4.1.5			
2.1.4 Explain and justify own point of view						
Reading Skills	3.1.2 & (2.1.1)	21 – 22				
Grammar (LA)	'all', 'both', 'neither', 'none' & 'either'	22 – 23				
Listening Skills	1.1.3 & (2.1.4)	24				
Speaking Skills	2.3.1, 2.1.2	25				
Writing Skills	4.1.5	26				
Performance Level Unit 4						
	PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

UNIT 5: GLOBETROTTING				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			1.1.2			
			2.1.5			

3.1.1	Understand the main points in extended texts on a wide range of familiar topics	4.1.4	Express and respond to opinions and common feelings such as amusement, anger and regret		
3.1.2	Understand specific details and information in extended texts on a wide range of familiar topics			4.2.3	Produce an extended plan or draft and modify this appropriately in response to feedback or independently
3.2.1	Read a variety of suitable print and digital texts to investigate and analyse national issues				
Reading Skills (3.1)	3.1.1, 3.1.2, 3.2.1	29 – 31			
Grammar (LA)	Idioms, Reported Speech	31 – 33			
Listening Skills (1.1)	1.1.1, 1.1.2	33			
Speaking Skills (2.1)	2.1.1, 2.1.4	34			
Writing Skills (4.1, 4.2, 3.1)	4.1.4, 4.2.3, 3.1.1	35			
Performance Level Unit 5					
	PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>		
		PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>		
			PL 6 <input type="checkbox"/>		

UNIT 6: TIME OUT		Theme: Science & Technology					
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date	
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	3.1.1	Understand the main points in extended texts on a wide range of familiar topics				
1.3.1	Recognise with little or no support typical features at word, sentence and text levels of a range of spoken genres			3.1.2	Understand specific information details and information in extended texts on a wide range of familiar topics		
2.1.1	Explain simple contents on familiar topics from what they read and hear					3.2.1	Read a variety of suitable print and digital texts to investigate and analyse national issues
2.1.2	Ask about and explain causes and consequences of actions, events, simple processes			4.1.3	Explain the main points of an idea or an argument		
2.1.4	Explain and justify own point of view						
2.2.1	Use formal and informal registers appropriately in most familiar contexts			4.2.4	Use formal and informal registers appropriate to the target audience in most familiar situations		
Reading Skills (2.1, 3.1)	2.1.1, 3.1.1, 3.1.2						
Grammar (LA)	Passive Voice I,II, Clauses of Results & Concession	38 – 39					
Listening Skills (1.2, 1.3)	1.2.1, 1.3.1	40					
Speaking Skills (2.1, 2.2, 3.2)	2.1.4, 2.2.1, 3.2.1	41					
Writing Skills (4.1, 4.2)	4.1.3, 4.1.5, 4.2.4	42					
Performance Level Unit 6							
	PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>				
		PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>				
			PL 6 <input type="checkbox"/>				

UNIT 7: MOTHER NATURE		Theme: Health & Environment				
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
1.1.2	Understand independently specific information and details in extended texts on a wide range of familiar topics	1.1.6	Understand independently longer simple narratives on a wide range of familiar topics			

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	3.1.1	Understand the main points in extended texts on a wide range of familiar topics
2.1.1	Explain simple content on familiar topics from what they read and hear	3.1.2	Understand specific information details in extended texts on a wide range of familiar topics
2.1.2	Ask about and explain causes and consequences of actions, events, simple processes	4.1.2	Explain causes and consequences of (i) actions (ii) events or (iii) simple processes
2.1.3	Explain and justify plans and ambitions	4.1.4	Express and respond to opinions and, feelings such as amusement, anger and regret
2.1.4	Explain and justify own point of view	4.1.5	Organise, sequence and develop ideas within a text of several paragraphs on familiar topics
2.3.1	Keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately		
Reading Skills (2.1, 3.1)	1.1.2, 2.1.1, 3.1.1, 3.1.2	44 – 46	
Grammar (LA)	Infinitive To, Infinitive without to, Gerund, Exclamatory Sentences, Modal Verbs	46 – 48	
Listening Skills (1.1, 1.2)	1.1.6, 1.2.1, 2.1.1	48 – 50	
Speaking Skills (2.1)	2.1.1, 2.1.2, 2.1.3	50 – 51	
Writing Skills (4.1, 4.2, 2.1)	2.1.1, 3.1.2, 4.1.2, 4.1.4, 4.1.5	52	
Performance Level Unit 7			
	PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>
		PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>
			PL 6 <input type="checkbox"/>

UNIT 8: IMAGE				Theme: People & Culture		
Content Standards	Learning Standards	Pages	SoW	Week	Date	Teacher's Signature & Date
1.1.6	Understand independently longer simple narratives on a wide range of familiar topics	2.1.4	Explain and justify own point of view			
1.2.1	Guess the meaning of unfamiliar words from clues provided by other words and by contexts on a wide range of familiar topics	2.3.1	Confirm understanding in discourse-level exchanges by repeating back what a speaker has said.			
1.3.1	Recognise with little or no support typical features at word, sentence and text levels of a range of spoken genres	3.1.1	Understand the main points in extended texts on a wide range of familiar topics			
2.1.1	Explain simple content on familiar topics from what they read and hear	3.1.2	Understand specific details and information in extended texts on a wide range of familiar topics			
2.1.2	Ask about and explain causes and consequences of actions, events, simple processes	4.1.1	Explain information from (i) diagrams. (ii) charts (iii) tables (iv) graphs or other visuals			
		4.1.2	Explain causes and consequences of i)actions ii) events or iii)simple processes			
		4.1.4	Express and respond to opinions and common feelings such as amusement, anger and regret			
Reading Skills (3.1, 2.1)	3.1.1, 3.1.2, 2.1.1	53 – 54				
Grammar (LA)	Causative Form	55 – 57				
Listening Skills (1.1, 1.2)	1.1.6, 1.3.1, 1.2.1	58 – 59				
Speaking Skills (2.1, 3.1)	2.1.1, 2.1.2, 2.1.4, 2.3.1	59 – 60				
Writing Skills (4.1)	4.1.1, 4.1.2, 4.1.4	61 – 62				
Performance Level Unit 8						
	PL 1 <input type="checkbox"/>	PL 2 <input type="checkbox"/>	PL 3 <input type="checkbox"/>	PL 4 <input type="checkbox"/>	PL 5 <input type="checkbox"/>	PL 6 <input type="checkbox"/>

Let's Chat



READING SKILL

Textbook page: Unit 1, p. 14, 15

LS 3.1.1 Guess the meaning of unfamiliar words from clues provided by other words and by context on a wide range of familiar topics

LS 2.1.3 Confirm understanding in discourse-level exchanges by repeating back what a speaker has said

A Read the text. Then, match the words/phrases in bold with the meanings given below.

LS 3.1.3 (Lesson 7)

PL

The growth of the Internet in the 80s and 90s meant people could communicate **digitally** through email, bulletin board messaging and real-time online chatting.

The earliest version of social media networks appeared in 1997 with the creation of the **short-lived** *Six Degrees*; a profile uploading service. In 1999, we were introduced to blogs through *Live Journal*. Then, in 2001, *Friendster* was launched. It allowed users to create and register an email address and perform basic online networking. The following year, *LinkedIn* – a networking site for working professionals – was founded. It has steadily grown and currently has one billion active users and remains the **go-to** site for job seekers and human resource managers.

MySpace, a site which allowed users to share new music directly on their profile pages, was launched in 2003. In the following three years, it was the most visited site in the world. At the **height** of its popularity, in 2007, it had over 300 million active users and the company was valued at \$12 million. The next year, Facebook – which was launched in 2004 – overtook *MySpace*. Facebook helps people connect with other users and allows them to share pictures, music, videos, articles or their own thoughts on their profiles. Currently, it has over 3 billion monthly active users.

By 2020, the social media **landscape** offered many networks. Besides the world's most popular and widely-used site, *Facebook*, there is also *Instagram*. This is a free photo and video sharing network that has over 1.4 billion active users. Another example is *YouTube*. It's the second most popular network with over 2 million active users.

Without a doubt, more social media networks will be launched in the years ahead. All we can do is wait for the **next big thing**.

1. a place for a particular purpose or need
2. a future trend/likely to be popular
3. by using technology
4. features of a situation
5. lasting for not very long
6. a period when something was at its best

go-to

next big thing

digitally

landscape

short-lived

height

B In groups, discuss the questions below. Use the ideas below to help you. You may add your own ideas. Tell the class about your ideas. **LS** 2.3.1 (Lesson 7)



PAK-21 ACTIVITY

▶ Group work

HOTS

Evaluate & Create

message individuals or the public

more privacy and security

create a network of friends, family and people with similar interests

reliable/primary news source

share content

AI technology for faster/more precise feedback

1. Which social media network feature do you like the most? Why? **HOTS**
Analysing
2. What features would you like in future social media networks?



LANGUAGE AWARENESS (GRAMMAR)

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

AP+ EXTRA PRACTICE

A Write the correct form of the verbs in brackets. (Lesson 7)

1. Shahid is chatting (chat) online with his cousin at the moment.
2. He is signing up (sign up) for a free online profile now.
3. Rishi enjoys (enjoy) uploading photos on his YouTube channel.
4. You don't need (not need) multiple profiles in a social media network.
5. Vanessa is always playing (play) computer games.
6. Tomorrow, Dinesh and his sisters are spending (spend) the day at the Science Museum.
7. I believe (believe) social media has the ability to connect like-minded people from all around the world.



GRAMMAR NOTES

Present Simple vs Present Continuous

1 Simple present tense is used to talk about things that we do all the time.

- We usually **visit** our grandparents on weekends.

2 Present continuous tense is used to talk about things that are happening at the moment of speaking.

Example:

- Currently, we **are enjoying** a picnic at the beach.

Stative Verbs

1 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)

2 These verbs **are not** used in the continuous tense form.

Example:

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

Ready for Anything



READING SKILL

Textbook page: Unit 2, p. 28, 29

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

A Read the text and answer the questions that follow. LS 3.1.2 (Lesson 20)

PL

The Adventure of Wisteria Lodge By Sir Arthur Conan Doyle

"Come, come, sir," said Holmes, laughing. "You are like my friend Dr. Watson who has a ^{A1} bad habit of telling his stories wrong end foremost. Please arrange your thoughts and let me know, in their due sequence, exactly what those events are which ^{A2} have sent you out **unbrushed and unkempt**, with dress boots and waistcoat buttoned awry, in search of advice and assistance."

Our client looked down **with a rueful face** at his own unconventional appearance. "I'm sure it must look very bad, Mr. Holmes, and I am not aware that in my whole life such a thing has ever happened before. But I will tell you the whole **queer** business, and when I have done so you will admit, I am sure, that there has been enough to excuse me."

But his narrative was **nipped in the bud**. ^{A3} There was a bustle outside and Mrs. Hudson opened the door to **usher** in two robust and official-looking individuals, one of whom was well known to us as Inspector Gregson of Scotland Yard, an energetic, gallant, and, with his limitations, a capable officer. He shook hands with Holmes and introduced his comrade as Inspector Baynes, of the Surrey Constabulary.

"We are hunting together, Mr. Holmes, and our trail lay in this direction." He turned his bulldog eyes upon our visitor. "Are you Mr. John Scott Eccles, of Popham House, Lee?"

"I am."

"We have been following you about all the morning."

^{A4} "You traced him through the telegram, no doubt," said Holmes.

"Exactly, Mr. Holmes. We **picked up the scent** at Charing Cross Post-Office and came on here."

"But why do you follow me? What do you want?"

^{A5} "We wish a statement, Mr. Scott Eccles, as to the events which led up to the death last night of Mr. Aloysius Garcia, of Wisteria Lodge, near Esher."

Our client had sat up with staring eyes and **every tinge of colour struck from his astonished face**.

"Dead? Did you say he was dead?"

"Yes, sir, he is dead."

"But how? An accident?"

"Murder, if ever there was on upon earth."

"Good God! This is awful! You don't mean – you don't mean that I am suspected?"

Word Power

queer – strange/awkward

usher – to show where someone should go

robust – strong and healthy

gallant – brave

1. What habit did the client and Dr Watson have in common?
 - A Both were doctors
 - B Both had many bad habits
 - C Both didn't tell events in sequence**
2. From the client's appearance, we can say that he
 - A rushed over to see Mr Holmes**
 - B left his house without changing his clothes
 - C was being chased by two inspectors
3. Why did the client stop talking suddenly?
 - A He was interrupted by Mr Holmes.
 - B There was a commotion at the front door.**
 - C Inspector Gregson and his colleague walked into the room.
4. How were the inspectors able to track Mr. John Scott Eccles to Mr Holmes' house?
 - A From a telegram**
 - B Mr Holmes had called them.
 - C They spotted him at the Charing Cross Post-Office and followed him.
5. The inspectors came to Mr Holmes' house because they
 - A were looking for Mr. John Scott Eccles**
 - B wanted to get a statement from him
 - C followed a hunting trail

B Match the meanings with the phrases in the text. LS 3.1.2

1. to stop immediately	nipped in the bud
2. uncombed hair and untidy looking	unbrushed and unkempt
3. his face turned pale	every tinge of colour struck from his astonished face
4. have a clue about something	picked up the scent
5. a regretful look	with a rueful face

C Sequence the main points of the text in the correct order. Say aloud. LS 2.4.1

• They had been following Mr. Scott Eccles.	4
• Inspector Gregson wanted to question Mr. Scott Eccles regarding the death of Mr. Aloysius Garcia.	5
• Mr. John Scott Eccles sent a telegram to Mr. Holmes.	1
• As he was about to explain the reason for his visit, Inspector Gregson and Inspector Baynes arrived.	3
• Mr. Scott Eccles was shocked to hear about the man's death.	6
• Then, he visited Mr. Holmes to seek his advice.	2

Buy It!



READING SKILL

Textbook page: Unit 2, p. 44, 49

LS 3.1.6 Recognise with support typical features at word, sentence and text levels of an increased range of genres

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 text first. Then, read the sentences given below. **LS** 3.1.6 (Lesson 33) **HOTS** Applying **PL**

No one wants to fall for a bad deal but many retailers use marketing tricks to get customers to spend more. Here are some methods designed to increase spending.

One common trick is setting ^{A1}prices that end in 99 sen or 95 sen. **(1) E** Consumers will buy an item which they think is “only RM1.99” **without thinking twice**.

(2) B Retailers use sale signs such as “Until stocks last!”, “For a limited time only!” or “Offer ends today!”. A deal that is for a short period causes customers to worry that it is too good to ignore and they should ^{A2}**act quickly**.

Retailers also pay attention to ^{A3}where they place their products. Popular items or high-profit items are placed at eye level, near the cashier, at the end of aisles or **high-traffic areas**.

(3) C In other words, product placements are all about encouraging spending.

Sensory marketing is another trick. **(4) A** Retailers use bright colours and creative packaging design to ^{A4}get customers’ attention. They also want customers to have an emotional connection with products. When this happens, customers will be swayed by how items look, feel in their hands or even smell.

(5) D ^{A5}Deals such as “Buy 3, Get 1 free!” or “Spend RM100, Save RM15!” especially during holiday and festive periods can bring in ^{A6}big sales. The reason is because customers are always attracted to the promise of saving money or getting more for their money.

- A** The purpose is to make their items stand out on the shelves.
- B** Another tactic is creating a sense of urgency among customers.
- C** Customers are more likely to notice and buy items placed here.
- D** Finally, the power of sales and bundling increases sales.
- E** This creates an illusion of a lower price than RM10.

B Match the meanings with the highlighted phrases in the text. **LS** 3.1.3 (Lesson 33)

1. to do something fast – <u>act quickly</u>	3. persuade someone to do something – <u>swayed by</u>
2. where a lot of people pass through – <u>high-traffic areas</u>	4. to do something immediately without thinking if it is a good idea – <u>without thinking twice</u>

LANGUAGE AWARENESS (GRAMMAR)

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

P+ NOTES

A Fill in the blanks correctly. (Lesson 28)

can't need to must have to

might not could ought not should

ought to would rather had better

- I might not join them at 1 p.m. I have to do some errands for my grandparents in the morning.
- You can't go shopping this month. You have already burst your budget.
- Sandy has stuck to a strict budget for several months. She must have saved a lot of money.
- Alice: I need to ask Jenny about our project.
Mom: Why don't you call her? She could still be awake.
- You had better not spend all your money on comic books. You ought to borrow some from your friends.
- I would rather not go to the mall at weekends.
- You should make a list before you go shopping to avoid overspending.
- He ought not shop on unsecured online stores.

P+ EXTRA PRACTICE

B Write the past simple or present perfect simple form of the verbs in brackets.

- I have applied for five full-time positions so far. (apply)
- They bought sleeping bags and hiking boots on Saturday. (buy)
- The bakery has been selling mini cinnamon doughnuts for years. (sell)

i GRAMMAR NOTES

Present Perfect Simple vs Past Simple

- We use the present perfect simple when the time of an action is not important or specified.
 - I **have paid** the bill.
 - He **has shopped** at the new flea market?
- We use the past simple when details about the time and place an action occurred are given.
 - My parcel **arrived** last week.
 - The sales assistant **stocked** the shelves yesterday.

Present Perfect Simple

- It is used for something that happened in the past and continues in the present.
 - She **has lived** in a small town for nearly 20 years.
- It is also used to talk about your experience up to the present.
 - I **have lost** my wallet.
 - He **has played** basketball since he was a teenager.
- This is how we use present perfect simple:
 - Affirmative:** subject + **have/has** + past participle of a verb
 - Negative:** subject + **haven't/hasn't** + past participle of a verb
 - Question:** **Have/Has** + subject + past participle of a verb

Present Perfect Continuous

- We use this tense to talk about a past action that has recently stopped or past action that is still continuing.
- We often use **for** and **since** in this tense.
 - She **has been working** in the bakery for two years.
 - I **have been preparing** for the interview since yesterday.
 - Karim **has been packing** since noon.

4. The store _____ **has given** _____ over 20 lucky draw prizes since the beginning of the month. (give)
5. The shop assistant _____ **has been restocking** _____ the shelves all morning. (restock)

**LISTENING SKILL**

Textbook page: Unit 3, p. 46

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

LS 2.1.4 Explain and justify own point of view

A In pairs, discuss the following questions. LS 2.1.4 (Lesson 35)**HOTS**
Evaluating**PL**

1. What do you think is a visual merchandiser? Give a reason for your answer.
2. Where do you think this person works?

B Listen to the interview and answer the questions. LS 1.1.2 (Lesson 35)**TRACK 4****Part 1**

1. Which of the following is NOT a responsibility of a visual merchandiser?
 - A Producing a window display
 - B Designing signs for a store
 - C** Planning a sales promotion
2. Most visual merchandisers began their careers as
 - A** a retail assistant
 - B a design assistant
 - C a style assistant

Part 2

3. Which of the following does a visual merchandiser have to do every day?
 - A** Make sure there are enough products on the shelves
 - B Rearrange the products on the displays
 - C Write a report when stocks are low
4. How does a visual merchandiser attract more customers into a store?
 - A Display the products clearly
 - B** Create an interesting display
 - C Put clear and colourful signs outside the store

Part 3

5. Why are displays important to a store? They determine ...
 - A** how much the store earns.
 - B how long customers spend shopping.
 - C how many people enter the store in a day.
6. If a store wants people to buy more products, they should ...
 - A put their displays near the entrance
 - B sell as many types of products as possible
 - C** arrange their products at eye level

Mother Nature



READING SKILL

Textbook page: Unit 7, p. 98-99, 104-105

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

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

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

A Read and understand the text. **LS** 3.1.1 **LS** 3.1.2 **LS** 2.1.1

PL

Volcanoes

A volcano is an opening in the surface of the Earth through which lava, volcanic ash, and gases escape. ^{A1}When a volcano erupts, it can spew hot, dangerous gases, ash, lava and rock that can cause widespread devastation due to the loss of life and damage to properties. The **eruption** of a volcano is one of the natural disasters on Earth that attracts attention of people around the world depending on the level of destruction it has caused.

Volcanoes are found scattered all around the world. Most can be located around the Pacific Ocean said to be the "Ring of Fire". ^{A2}These volcanoes can be underwater and also above water. The United States of America, Indonesia, Japan and New Zealand are countries with either dormant or active volcanoes. Among the well-known volcanoes are Mount Vesuvius in Italy, Mount Fuji in Japan, Krakatau in Indonesia and Pinatubo in the Philippines.

Volcanoes do offer some benefits. Volcanic areas become popular when tourism trend changes towards nature-based tourism such as ecotourism, geotourism and adventure travel. It brings some profits to the economy of a country where people can visit those scenic landscapes for various reasons. Some tourists are just curious people and some others want to experience being present in a **hazardous** place. They can view volcanoes, climb and explore them, set up camp or simply take photographs and enjoy the scenery. ^{A3}Furthermore, people visit hot springs recommended for those who want to improve their health.

^{A4}A lot of people take risks most of the time in their lives. Some just want to have fun and adventures. However, a great number of people live facing risks every day; living in volcanic areas where there are active volcanoes that may erupt without showing any signs. Why do they choose to live in danger? The volcanic ash has made the land surrounding volcanoes to become fertile soil and rich in nutrients. Farmers are attracted to grow crops which are certain to provide great harvests.

In addition, there are also valuable mineral deposits like gold, aluminium and nickel which can also provide jobs for the community. ^{A5}The tourism industry also helps people living in volcanic areas



Word Power

eruption – an occasion when a volcano explodes

hazardous – dangerous

to earn money. Volcanoes provide popular tourist destinations which means there are plenty of jobs in nearby hotels, restaurants and tourist facilities.

Despite being beneficial, volcanoes can still erupt from time to time. High amount of heat and poisonous gases being emitted can affect humans and animals as well as the environment. Therefore, people who stay near volcanic areas must always be alert to the danger and be prepared to evacuate the area when necessary.

(Adapted from: <https://apnews.com/article/indonesia-anak-krakatau-volcano-eruption>)

B Write True (T) or False (F) for each statement.

STATEMENTS	TRUE or FALSE
1. The eruptions of a volcano can cause great disaster.	T
2. Volcanoes can only be found under water.	F
3. Hot springs can be found at volcanic areas.	T
4. Some people are willing to take great risks.	T
5. Tourism industry is unable to help the economy of a country.	F
6. Volcanoes also spew gases that can be hazardous to human beings.	T

C Fill in the blank using a word from the text.

A volcano may show signals before it (1) erupts. Small earthquakes and smoke billowing out of a volcano can be a warning for people staying around the place to think about their safety. A powerful explosion can cause a volcano to (2) spew lava and ash in very large amount. Nowadays, there are centres where scientists are able to monitor the development of a volcano. For example, it was reported recently that Anak Krakatau Volcano (3) located in Sunda Strait, Indonesia had erupted at least seven times. Officials from the Volcanology and Geological Hazard Mitigation Centre said that the eruption was the longest since the tsunami incident in 2018. (4) Lava spurting into the air and the volcano continuously erupting could be seen from the closed-circuit camera at the centre. The authorities gave orders to residents and (5) tourists to stop trekking to the top of the area to (6) view the scenery created by nature.



Image



READING SKILL

Textbook page: Unit 8, p. 112-113, 118-119, 124-125

- 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

A Discuss whether you are happy with the way you look.

PL

B Read the following text and answer the following questions.



THE MIRROR IMAGE

If you can recall the fairy tale 'Cinderella', the magic mirror in the story has provided a completely different image of the person in front of it. In reality, is it possible? Looking at the mirror, you will usually see a reflection of yourself. However, you may think that the image you see in the mirror is a perfect representation of yourself. No, it is not. What you see is only a two-dimensional image of yourself instead of the reflection of a three-dimensional object which humans actually are. ^{A1} Factors such as lighting in the room, the angle of the mirror or the quality of the mirror can influence the images of people's appearances in a mirror. For example, a brightly lit room will show a different reflection if compared to one in a poorly lit room.

In mirrors, we notice an illusion of symmetry and balance which can be completely different in real life. The reality is that in three-dimensional form of a human being, we see ourselves with all the **imperfections**. It is not exactly similar to what we see when looking in the mirror. Our skin tone, hair colour and overall appearance can change depending on the lighting; whether it is natural, too bright or too dim. It is also difficult to determine whether mirrors provide accurate images because the answer can be very complicated. Our physical features may be reflected perfectly by mirrors but sometimes, our images can also be distorted indistinctly.

Ever look at the image of yourself reflected in calm water such as at lakes and ponds? ^{A2} Flat and smooth or shiny surfaces like glass windows and polished metals reflect light which also allow reflections of objects. Those images certainly look different. Although they may have some resemblance to you, they create unique and interesting images that some people capture in paintings and photography.

In addition, mirrors and the images may also represent certain symbols and meaning in both arts and literature. ^{A3} Some authors use mirrors as a symbol when writing for books and films.

A mirror can be an influential mechanism in communicating with others just by developing a character. Audience can perceive about one's self-discovery, the struggles with their identity, and their growth in which they represent the physical and spiritual self.

However, what we should do is to notice about ^{A4} one most important point. It is the way you feel about yourself and not about how you look, in a mirror or without one. People may be judgmental about beauty. It is a subjective issue which can be based on a variety of factors. The perception of beauty can be different from one person to another. You should feel happy with yourself and feel confident in what you do which can lead you to have a more polished and natural image. We will always use mirrors to check our appearance although some may use these mirrors to reflect on our inner selves. Nevertheless, mirrors will continue to be a crucial part in our lives in order for us to represent our good and smart image.

(Adapted from: <https://www.inyouths.com/blogs/in-youths-blogs/are-mirrors-accurate-in-reflecting-on-how-you-look>)

Word Power

imperfections – the state of being incomplete
resemblance – being alike

- Which of the following will not influence your mirror image?
 - bright lighting
 - physical look
 - quality of mirror
 - angle of mirror
- What kind of images do smooth, flat and shiny surfaces produce?
 - symmetrical
 - dark
 - perfect
 - misshapen
- How do authors use mirrors in their work?
 - Authors use mirrors to represent all kinds of symbols for their books.
 - Mirrors can be used as a way for authors to communicate with people.
 - Mirrors have no special meaning or influential mechanisms for authors.
 - Authors convey meanings through the evolvement of their characters.
- What is the most important issue to take note?
 - Listen to what other people tell you.
 - Make changes based on what people say.
 - Be happy with how you look.
 - Aim to look beautiful to others.
- Why do we usually need mirrors?
 - To check our daily appearance
 - To see how good we are
 - To watch our reflections
 - To identify our bad image

SPM - BASED MODULE

PART

DETAILS

PAGE

READING

PART 1	Short Texts (MCQs)	66
PART 2	Multiple-Choice Cloze	78
PART 3	Longer Texts	85
PART 4	Gapped Texts	98
PART 5	Matching & Information Transfer	106

WRITING

PART 1	Short Communicative Message	118
PART 2	Guided Writing	126
PART 3	Extended Writing	129

LISTENING

PART 1	Questions 1 – 7	143
PART 2	Questions 8 – 15	160
PART 3	Questions 16 – 20	161
PART 4	Questions 21 – 30	162

Check out Pelangi Online Test (POT)
for extra practices!



<https://qr.pelangibooks.com/?u=POTBI4>

Enrolment key: Fwm%M\$5f



Short Texts (MCQs)

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.

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.

Dear Editor,

Malaysians generally take the issue of health and obesity for granted. The increase in the price of sugar should be a wake-up call for people to reduce their sugar intake. Consuming food and drinks with a lot of sugar may contribute to the risks of getting chronic diseases. Most people are stressed with work and do not have the time to do physical exercises to keep fit. Hence, there are cases of young people who died due to heart attacks. It is a great advantage if people can be responsible for their own health.

Concerned Citizen

The letter mentions

- ❖ *attitude of Malaysians*
- ❖ *sugar and its facts*
- ❖ *reasons and results of poor health*

1. Concerned Citizen has written the letter to
 - A provide a solution for eating sugar-related food.
 - B give his opinion about food with too much sugar.
 - C encourage Malaysians to lead a healthy lifestyle.

Comments and Answer

- Option A might be the answer because the writer called for people to reduce sugar intake.
- Option B is definitely not the answer as the fact about health risks if consuming food with a lot of sugar is not the writer's opinion.
- Between option A and option C, option C would be a better choice for the answer because the writer said "It would be a great advantage..." which can mean to encourage people to live healthily.

Matching and Information Transfer

TIPS AND TECHNIQUES

1. Read and understand the information provided for each person.
2. Students should be equipped with a wide vocabulary.
3. Questions can be inexplicit (vague/unclear), implicit or implied.
4. Find out relevant information which can constitute as suitable answers.

MODEL QUESTION AND ANSWER

Part 5

Questions 33 to 36 are based on the following texts.

Read the texts carefully and answer the questions that follow.

What People Think About Time Management

A – Elena , College Student

Time management is important in order for me to succeed as a student. Efficient time management means I can control all my activities without worrying that I miss a class or forget to hand in my assignment on time. It helps to improve the quality of my work when I do not rush in completing the task.

B – Mr. Koh, Businessman

In my kind of job, time management does not really work. I often have to cancel things that I have scheduled into my timetable due to another task that suddenly has to be given immediate attention. It is also quite difficult to allocate the specific hours of travelling because I do spend a lot of time going from one place to another.

C – Rahul, Clerk

When I manage time well, I feel less stressful . As I stick to my timetable, I learn to be more disciplined and organised. It allows me to squeeze in more personal time for recreational activities. As a result, I become more productive.

D – Syed, Cook

Time management helps me in organising all my tasks. I'll give priority to tasks that are important for me to complete and ensure that time allocated to each task is sufficient.

E – Shanti, Form 5 Student

Time is gold. It is irreplaceable and so I valued every second of my time. I manage my time well in order to reduce stress. I am able to concentrate on what I am doing in order to complete tasks within the time frame being set. I can also keep track of what and when I want to carry out an activity by looking at the planned timetable.

F – Natasha, Actress

It is the reason that I have a personal manager. She'll schedule all my daily, weekly and monthly appointments and inform me about them a day ahead. Efficient time management is compulsory for me as such that I can do my job well.

Questions 33 to 36

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

	Paragraph	Explanation
1 Time management allows me to achieve great accomplishments.	A	The keyword is 'accomplishments' which can have similar meaning with the word 'succeed', found in A.
2 Now, I have the time to enjoy trekking and camping.	C	Trekking and camping are recreational activities. The person who spends his personal time for the activities is stated in C.
3 I don't really follow my timetable because I may have to spend time doing another task.	B	The statement means that the person does not really stick to his time management. The only person who gives the statement is the businessman, thus B is the answer.
4 I'll be at a loss without anyone to manage my time.	F	The keywords to this statement are 'without anyone to manage'. They refer to someone doing the job for the person. Therefore, the answer is in F, the person who has a personal manager.

Questions 37 – 38

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

Good Time Management

People should have a good time management which definitely benefits them in organising their daily tasks. Having every activity planned ensures them to become more (5) **disciplined** people. They can complete their work in time because they can concentrate more on their (6) **tasks**. They can refer to their timetable to check on things they should do that day or they can enjoy recreational activities which can also help to reduce stress. In scheduling (7) **appointments** and activities, they must give ample time to complete each of the tasks. Indeed, time is (8) **irreplaceable** that they must not let it go to waste.

No. 5

By referring to the word 'people', the most suitable word is to describe a character. The person who describe his character is in C. The best word will be 'disciplined' if compared to 'organised'.

No. 6

What do you concentrate on? We focus and concentrate on what we are doing which usually refers to work, tasks or activities. The best choice will be tasks but the other two are acceptable.

No. 7

Although tasks can be acceptable but it is often that people schedule 'appointments'

No. 8

Time is gold, valued and we should not waste time. The best choice will be 'irreplaceable'.

PRACTICE 1 HEBAT: KWR
(CAR/KWLH)

Questions 1 to 8 are based on the following texts.
Read the texts carefully and answer the questions that follow.

What Students Think About Their Favourite Sports**A – NATASHA, 17 years old**

I may not become a world champion like Datuk Nichol David, the legend player in squash but I shall try to do my best. I spent most of my time practising hard that I have been rewarded in winning at district and state levels competitions. Currently, I am putting a hold in joining championships to focus on my SPM. However, I still go for a daily practice to maintain strength and consistency. After my examination, I intend to be fully involved in the sports.

B – RAJAN, 16 years old

I was six years old when I used to accompany my father to the nearby restaurant to watch the football games on TV. When I attended Year 1, I often watched the practice sessions of the school football team. The teacher in charge of the football team noticed my interest and got me to join the team during one of the practices. It turned out that I did show some talents in football and since then, I have been playing football throughout my primary school, until now.

C – BEN, 16 years old

The Sidek brothers have always been an inspiration in doing things. Taking up badminton is a way to keep fit as well as to get acquainted with new people. Another benefit is that I learn to be more disciplined when I need to follow certain procedures or schedules during a match. I would not dream of becoming a professional player or being active in the sports but playing the game has also helped me to relax and enjoy myself.

D – LIM SWEE SENG, 16 years old

I think I play table tennis as a way to pass my time while waiting for the school bus. There are always tables and friends readily available to play the game both at school and the apartment where I live. The ball is light and small whereas the bat is just the size of a book, I have no problem in having both in my school bag. My friends and I always enjoy our short games. We never count points but focus on being able to hit the ball and return it across the net. As such, we can simply leave without much hassle when the school bus arrives.

E – ROSE, 17 years old

My family and I often go for bowling for our family time. It has become one of my favourite things to do that I visit the bowling gallery on my own almost every Sunday. The place is not far from my house and it gives me something to do to avoid being bored at home. Now, I have been playing consistently that I am quite good at it. Although I do not often get a strike, I try to improve my bowling skills and get a better score.

F – ADLEEN, 17 years old

I have always enjoyed playing tennis. I started to play the game when my family and I moved into our new house where swimming pools and tennis courts have been provided at the recreational area for the residents to spend their time. The pools have always been crowded so I opt for tennis. I am not that good at the game to take part in competitions but it is a form of exercise to burn the extra calories. My younger brother is my usual partner during the weekends but sometimes we enjoy the double games with my father and elder sister when she takes a break from her studies at the university.

Questions 1 to 4

Using the information given, which text (A - F) describes how each student spends their time playing their favourite sports? For each question, mark your answer **on the answer sheet**.

Statement	Paragraph
1. It is an activity for me as not to waste my precious time.	D _____
2. I usually play the game with family members.	F _____
3. I have some achievements and hope to become a professional player.	A _____
4. I have been introduced to the sports at a young age.	B _____

Questions 5 to 8

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

Write your answer on the answer sheet.

Sports and Games

Being involved in sports requires people to learn certain (5) skills in order for them to engage in the selected games whether for fun or competitions. Football or soccer is known as the more popular sports in the world. However, many other people also enjoy badminton, crickets, and even bowling which is thought more as a (6) recreational activity rather than a sport due to the less physical movements like running in fields or courts.

There are competitions and tournaments for various sports and games but for a player to win a (7) world championship is not an easy feat. All professional players have to go through many different levels and need to be really good at their games. They must have great stamina to last a match that may take hours so they can eliminate their rivals. In addition, (8) talents can be an advantage but plenty of money and luck are also important factors to determine the success of a player.

PART 1

WRITING

Short Communicative Message

TIPS AND TECHNIQUES



1. Useful phrases as the introductory for the **beginning of the email/message**.

	Example
Friendly greeting	• Hi • Hello • Dear

	Purpose	Example
Friendly opening	To ask after the sender	How are you?
	To say how you're feeling	I miss you. / Sorry I didn't reply sooner.
	To say why you're writing	I'm writing to tell you about ...
	To thank the sender	Thank you for your email.
	To respond to the sender's news	I'm really happy to hear .../ Congratulations!
	To write your own piece of news	Guess what! I'm ...

2. Useful phrases for the **middle of the email/message**:

	Example	
If you disagree with the sender's suggestion, give another suggestion :	<ul style="list-style-type: none"> • Do you want ... • Shall we ... • How about ... 	<ul style="list-style-type: none"> • Let's ... instead. • Have you tried ...
If you need to decline an invitation or cancel plans :	<ul style="list-style-type: none"> • I'm sorry, I can't ... • I don't think I make it ... (date) 	<ul style="list-style-type: none"> • I don't think I can make to ... (the activity)
If you're making a recommendation :	<ul style="list-style-type: none"> • You can ... • You should ... • I'd recommend ... 	<ul style="list-style-type: none"> • I wouldn't recommend ... • ... is worth trying/doing/visiting/seeing ...
If the sender wants your opinion :	<ul style="list-style-type: none"> • I think ... • If you ask me, I'd ... • I don't think you should ... 	<ul style="list-style-type: none"> • I'm afraid ... isn't a good idea. • I believe ... is the best idea.

3. Useful phrases for the **conclusion of the email/message**:

	Purpose	Example
Friendly ending	To talk about the future	<ul style="list-style-type: none"> • I can't wait to hear from you. • Let me know what you decide.
	To give some assurance	<ul style="list-style-type: none"> • I'm sure everything will work out. • I'm certain you'll make the right decision.
	To offer your wishes	<ul style="list-style-type: none"> • All the best! • I hope my suggestions are helpful. • Good luck!

	Example	
Closing	<ul style="list-style-type: none"> • Bye/Bye for now! • Keep in touch! • Write/write soon! 	<ul style="list-style-type: none"> • That's all for now! • I'll see you soon!

MODEL QUESTION AND ANSWER

You received an email from your best friend, Kannan, who has invited you to go on a fishing trip.

Hi,

¹Thank you for inviting me to go fishing with you and your cousins. It sounds interesting but I don't know anything about fishing. ²What if I hold everyone back? I'm still thinking about it. ³Where should I meet you and ³how long is the ³trip? ⁴What should I bring for the trip?

Looking forward to your reply.

Kannan

- The beginning of the email/message **(1)** gives general/background information/news from the sender that gives you a clue what the email/message is about.
- The email/message may include:
 - **(2)** the sender's feelings/doubts/worries
 - **(3)** questions from the sender to make plans for an outing/gathering/meeting
 - **(4)** the sender asking for suggestions/ideas, advice or tips from the receiver
 - the sender extending an invitation to the receiver

TUTORIAL VIDEO 5



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

MODEL ANSWER

To : kannan@mail.com

Subject : First Time Fishing

Hello Kannan,

¹How are you? ²Don't worry! I've only gone fishing once and my cousins haven't tried it either. My uncle's an expert who'll teach us. ³We're leaving on Sunday at 6.00 am so come to my house by 5.45 am. My uncle's going to drive us to our fishing location and we'll be back by 2.00 pm. ⁴My uncle has enough fishing gear for all of us but bring extra water, a hat and sunscreen. ⁵Please come, Kannan!

Bye,

Naresh

An email address

A short phrase that's the main topic of the email/message

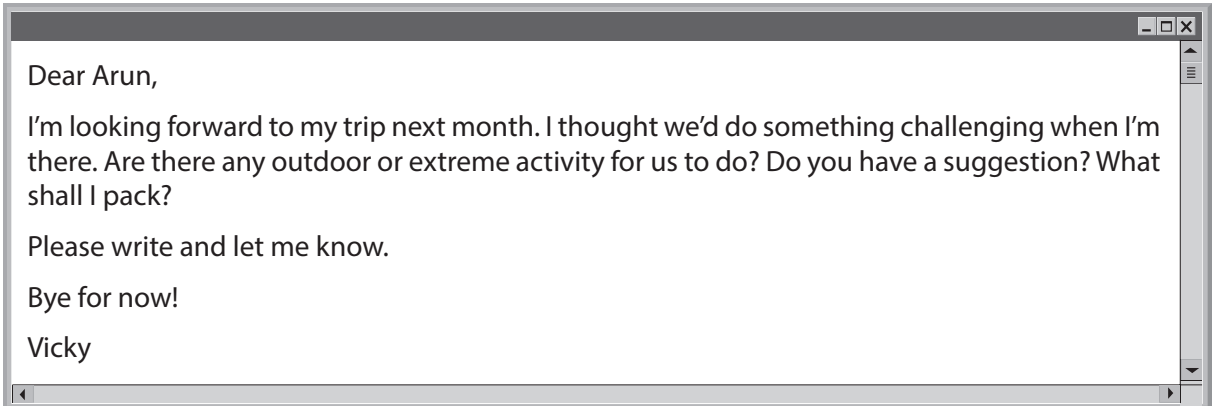
A greeting

- 1** A friendly opening
- 2** Respond to the sender's feelings of worry/doubts – give reassurance.
- 3** Answer the sender's questions – state where to meet, time and length of trip.
- 4** State what the sender should bring.
- 5** A friendly ending

A closing and sign off

PRACTICE 1 

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



Dear Arun,

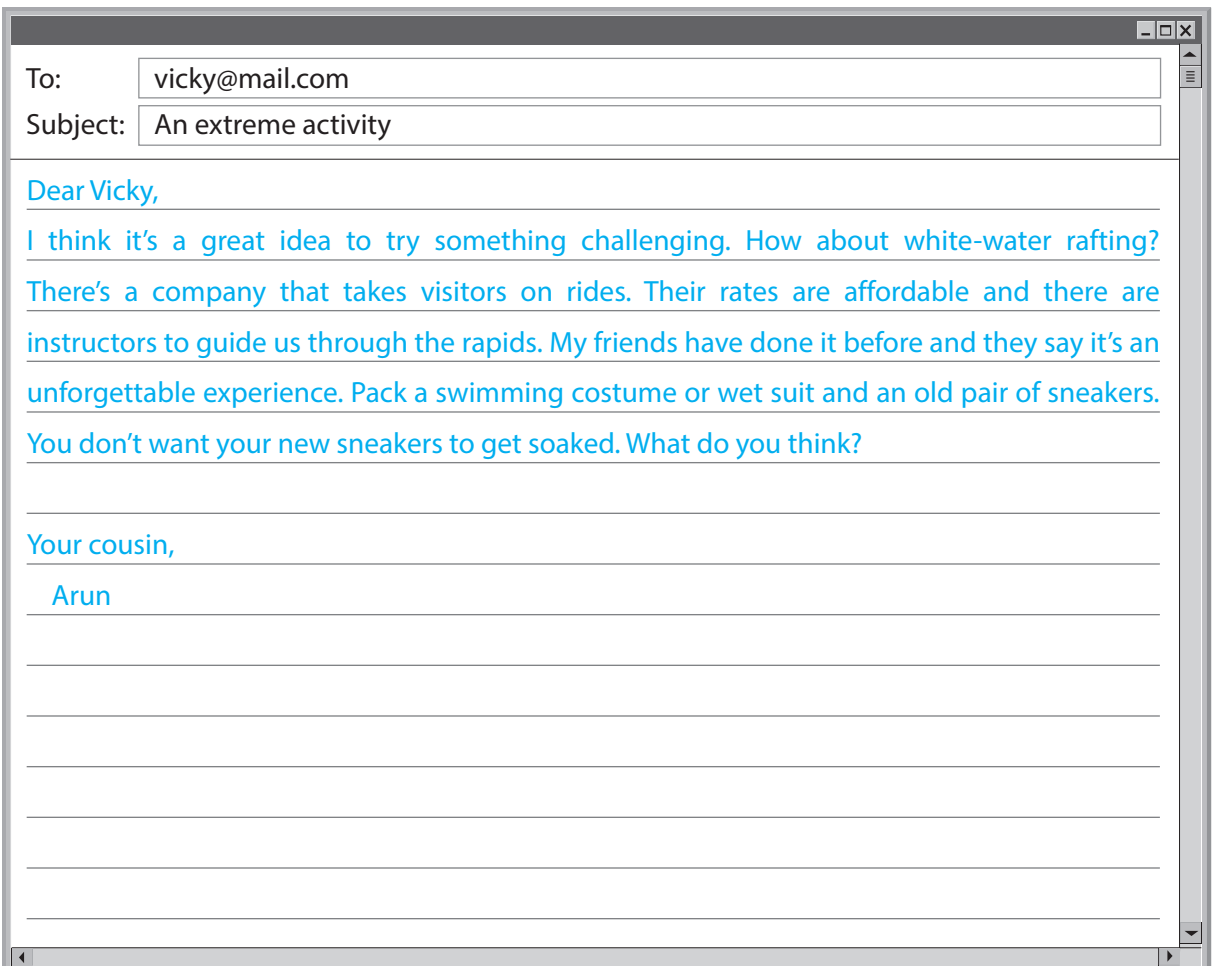
I'm looking forward to my trip next month. I thought we'd do something challenging when I'm there. Are there any outdoor or extreme activity for us to do? Do you have a suggestion? What shall I pack?

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

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.

- The report cited that the most likely reason of the train crash was due to
 - faulty engine.
 - miscommunication.
 - damaged tracks.
- When do you think the cake and pizza will be served?
 - At breakfast
 - At dinner
 - At tea
- The girl has won a dance competition
 - in the traditional category.
 - at the national level.
 - for being a great choreographer.
- How would you describe the mother's personality?
 - Loving but strict
 - Caring and responsible
 - Helpful and selfless
- Which of these traits will not help you in choosing a suitable occupation?
 - Values and personality
 - Interest and skills
 - Health and lifestyle
- Why does the boy want to go scuba diving?
 - To try the breathing apparatus
 - To encounter fascinating marine life
 - To look for fun and excitement
- Reading "7 Habits of Highly Effective Teens" by Sean Covey can
 - help a teenager to lead a meaningful life.
 - influence a teenager to read more books.
 - guide a teenager to do unusual things.



FINAL YEAR TEST

PAPER 1
1 HOUR 30 MINUTES

Score
/100

PART 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.

1.

“At Fresh Greens, we want our customers to enjoy the natural flavours and nutrients of our produce. Therefore, same-day delivery is our top priority. Anyone who signs up for our membership programme now till 16 September will receive a RM50 shopping voucher,” said the CEO.

The main reason for the announcement is

- A to inform the public about a new grocer
- B to announce the sale period for new members
- C to urge people to join a membership programme

2.

The Love Lit Society
presents
“Appreciating Shakespeare” Competition
Show-off your speech and drama skills
- solo or pair entrants accepted.
Only for 15 to 17 years old
Register now!
Each school can send three entries to the competition.



Attractive prizes!

First place: RM1500 and a trip to Stratford-upon-Avon, UK (birthplace of William Shakespeare)

Second place: RM700 and a trip to Stratford-upon-Avon, UK

Third place: RM500

Which statement is **true** about the competition?

- A Contestants must present a Shakespeare-inspired speech or drama for the competition.
- B Students taking part in the competition must learn Shakespeare in school.
- C Each school can send a team of three contestants to the competition.

3.

Grand opening of Active Sports Hub

this September

30% off registration fee
Only from 29 – 31 August

Activities available:

Escape room, laser tag, archery tag, virtual and virtual reality car race



Coming soon: Ninja courses, trampolines, climbing towers and zip wires

The Active Sports Hub put up this notice to

- A announce its latest activities
- B inform the public about a limited-time discount
- C update members on the grand opening activities

4.



Verona Museum

www.verona.com

Go on a virtual tour to explore the galleries, see the exhibits and read stories about the sculptures and paintings.

Write about your virtual tour experience in under 100 words. The best five entries will win a RM150-worth museum gift bag.

Verona Museum wants the public to

- A take a virtual tour of its galleries
- B write about their experience on its website
- C enter a competition which offers attractive prizes

5.



SMK Sri Sinar is starting an Archery Club!

All students are invited to join a two-week training session.

Date: Monday, 20 January – Friday, 31 January

Time: 3.00 p.m. – 5.00 p.m.

Fifteen students who exhibit the best talent and skill will be chosen to be in the school team. If you're interested to join the session, give your name to Encik Rifat by Friday noon.

What does the notice urge students to do?

- A Join the archery club
- B Participate in an archery training session
- C See Encik Rifat if they have questions about the club

ANSWERS

UNIT 1

Reading Skill

A

1. go-to
2. next big thing
3. digitally
4. landscape
5. short-lived
6. height

B Accept any suitable answers

Grammar (Language Awareness)

A

1. is chatting
2. is signing up
3. enjoys
4. don't need
5. playing
6. are spending
7. believe

B

1. less , than
2. the best
3. more expensive than
4. as popular as

C

1. surfed
2. saved; didn't buy
3. did ; go ; attended ; was
4. created

D

1. used to shopping
2. used to send
3. used to call
4. used to cycling
5. not used to paying
6. got used to studying
7. not used to eating

Listening Skill

A

1. She needed help with creating a YouTube channel.
2. She had to be in front of her laptop.

3. Because Harini wasn't able to create a channel using the first method.

4. Kamini gave Harini two methods to create a YouTube channel.

B

1. communicate
2. facial expressions
3. emotions
4. 55%
5. blinks
6. stressed
7. hands
8. casual pose

Speaking Skill

(Suggested answer)

B

- Activities such as bowling and camping are suitable for groups./ Activities such as painting and climbing rope courses are suitable for individuals.
- I really like painting because I get to express myself creatively./I really like bowling with my friends because we always have a lot of fun.
- I think rope courses are thrilling and challenging because I get to navigate difficult walking paths built high up the ground./I think camping is exciting and fun because I get to be outdoors among nature's beauty.
- I know I'd love to do a rope course because it looks exciting and challenging./I know I'd love to try painting because it looks like a relaxing activity.

D

Laptops are mobile computers used to create content. They have several advantages. First, they have more storage. I can work on all my assignments and save all the information in my laptop. Second, they have a keyboard. This makes typing easy. However, laptops are not without drawbacks. To begin, they are large and heavy. Therefore, it is difficult to take them everywhere.

Tablets are handheld gadgets used to enjoy content. They have several advantages. First, they are small and light. I can carry my tablet anywhere. Second, I can hold my tablet easily in my hand when I watch movies or surf the Internet. However, tablets are not without drawbacks. To begin, they have a small digital keyboard. This makes typing inconvenient.