



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Terengganu



MODUL INTERVENSI PEMBELAJARAN

SPM 2021

BAHASA INGGERIS

Nama:

Kelas:

DISEDIAKAN OLEH PANEL AKRAM NEGERI TERENGGANU

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

PANEL PENULIS

BIL	NAMA	SEKOLAH
1	MAHIRAN BINTI MOHD NOOR	SMK KOMPLEKS GONG BADAK
2	SALMAWATI BINTI MOHD IDRIS	PPD KEMAMAN
3	INTAN SYAFINAZ BINTI KAMARUDDIN	SMK TENGKU MUHAMMAD ISMAIL
4	NOR RAFIDAH BINTI MAHMUD @ GHAZALI	SMK BUKIT KUANG
5	WAN YUSNITA BINTI WAN JUSOH @ YUSOF	SM SAINS KUALA TERENGGANU
6	SALIZA BINTI OTHMAN	SMA SETIU
7	NORHAYATI BINTI ABDUL MAJID	SMK BADRUL ALAM SHAH
8	WAN FAZILAH BINTI ABBAS	SMK BADRUL ALAM SHAH
9	NURUL NAKIAH BINTI ABDULLAH	SMK TENGKU BARIAH
10	NOR ATIKAH BINTI AZNAN	SMK TENGKU IBRAHIM
11	MAZITA BINTI ABD GHANI	PPD DUNGUN

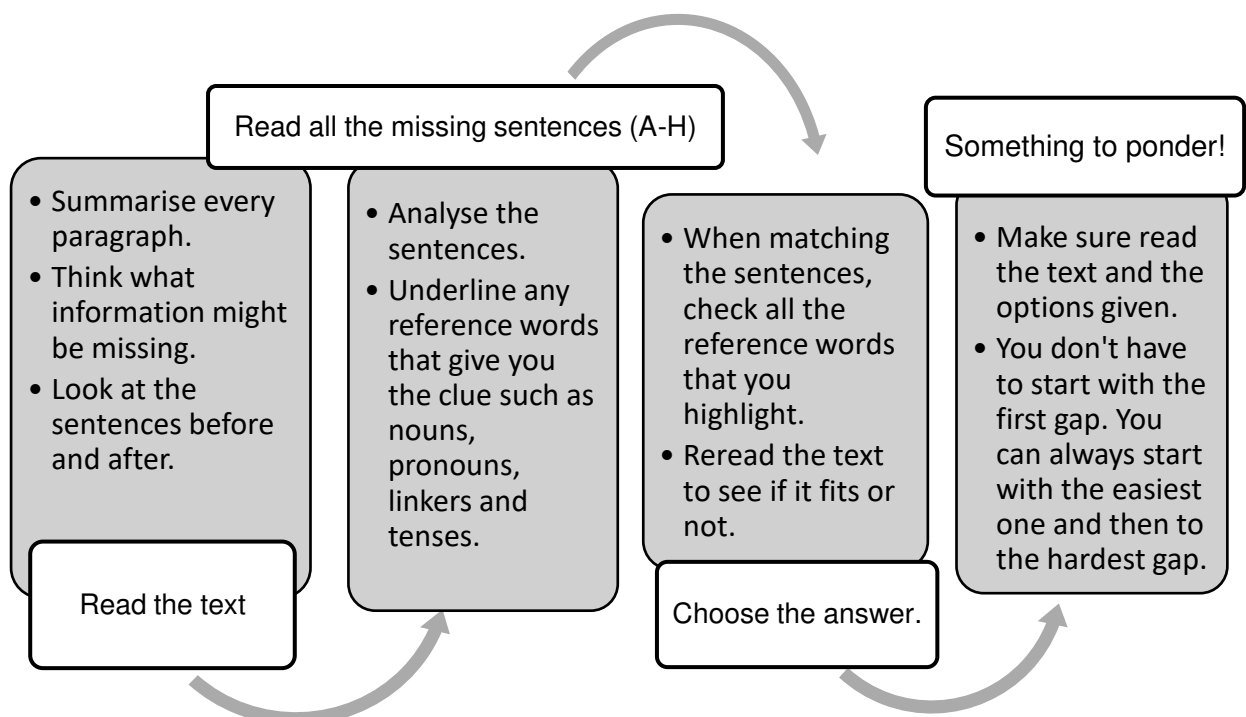
1119/1 READING AND USE OF ENGLISH

PART 4: GAPPED TEXT



Part 4 is one of the most difficult tasks in 1119/1. From a text, six sentences have been removed. You need to choose from eight possible options A-H to fill the gaps. It tests your understanding of the flow of a text. You also need to understand how ideas are logically connected. This task is a true reading task unlike other parts of the exam.

What are the techniques to answer the GAPPED TEXT?





Are you ready?

- Read the text to get a general understanding.
- While reading, write a word or two on the side of each paragraph so you know the topic for every paragraph (examples given in the box).

My new life

I used to work as a part-timer at one of the 24-hour convenient stores in Kuala Terengganu. It wasn't a bad job and I really liked my friends there, but I began to feel tired of doing the same thing every day. (1)_____.

The old job

I'd always loves travelling, so one day I typed 'international volunteering' into a famous internet search engine. At the top of the results page was the opportunity to travel and stay on an island in the Indian Ocean, thousands of miles away from my hometown, and help to protect the beaches and the marine life. (2) _____. I had some diving experience, and the more I talked about it, the more I wanted to do it. So, I called the organisation. (3) _____. Four days later, they offered to send me to an island and without having a second thought I accepted. (4) _____. After all, the voluntarily work was only for three months during the semester break. I thought after I'd finished, I'd come home.

Finding a
volunteering job

As soon as I stepped my feet on the island, I was sure I'd made the right decision. My first dive was incredible. (5) _____. I felt so lucky to be able to experience that every day.

First impression

Frankly, I loved it so much that I never come home! I've now been on the island for twelve years and I am a permanent worker. I'm working as a marine educator, teaching volunteers about the marine life and taking them snorkelling and diving. My office desk is only a picnic table. Not everything about my life is perfect. (6) _____. However, I can't imagine going back to my old life.

The new job

- Read the missing sentences.
- Analyse each sentence.
- Underline any reference words.

- A That's why I knew it was a terrible pain.
 B I had trained in icy water so the crystal clear warm water felt amazing.
 C They always ask lots of questions.
 D I work far harder than I used to.
 E I began joking to friends about sending in an application.
 F Afterwards, some people were surprised by my decision but I wasn't too worried.
 G I decided I needed a break.
 H So, I called the organisation.

- Read again the text.
- Look for the clues in sentences before or after the gap.
- Choose the answer based on the highlighted words.

I used to work as a part-timer at one of the 24-hour convenient stores in Kuala Terengganu. It wasn't a bad job and I really liked my friends there, but I began to feel tired of doing the same thing every day. (1)_____.

For example, the first paragraph. I've already highlighted the phrase in the sentence before the text. Now, look at each of the missing sentences given (A-H) identify the clue that can connect with the text. Sentence G talks about the writer needed a break and it fits beautifully with the first gap where the sentence before talks about the writer's mention of being tired.

 Let's try out the rest of the gaps.




I'd always loves travelling, so one day I typed 'international volunteering' into a famous internet search engine. At the top of the results page was the opportunity to travel and stay on an island in the Indian Ocean, thousands of miles away from my hometown, and help to protect the beaches and the marine life. (2) _____. I had some diving experience, and the more I talked about it, the more I wanted to do it. (3) _____. Four days later, they offered to send me to an island and without having a second thought I accepted. (4) _____. After all, the voluntarily work was only for three months during the semester break. I thought after I'd finished, I'd come home.

As soon as I stepped my feet on the island, I was sure I'd made the right decision. My first dive was incredible. (5) _____. I felt so lucky to be able to experience that every day.

Frankly, I loved it so much that I never come home! I've now been on the island for twelve years and I am a permanent worker. I'm working as a marine educator, teaching volunteers about the marine life and taking them snorkelling and diving. My office desk is only a picnic table. Not everything about my life is perfect. (6) _____. However, I can't imagine going back to my old life.

- A That's why I knew it was a terrible pain.
- B I had trained in icy water so the crystal clear warm water felt amazing.
- C They always ask lots of questions.
- D I work for harder than I used to.
- E I began joking to friends about sending in an application.
- F Afterwards, some people were surprised by my decision but I wasn't too worried.
- G ~~I decided I needed a break~~.
- H So, I called the organisation.

REMEMBER:

-  Cross out the sentences you have chosen.
-  Reread.
-  Recheck.

Practice 1

You will be reading a text about **Antarctica**.

There are six sentences have been removed from the text below. For each question (1-6), choose the correct answer (A-H). There are three extra sentences which you do not need to use.

Antarctica is the coldest, emptiest and driest place on Earth. 1) _____. The coldest temperature ever recorded on Earth was minus 89.2 degrees Celsius, registered on July 21, 1983, at Antarctica's Vostok station. Antarctica's climate is also very dry and windy. 2) _____. There is an area called Dry Valleys that has not had rain for more than a million years!

The existence of Antarctica was completely unknown until the continent was first discovered in 1820. Antarctica doesn't have a government and belongs to no country. 3) _____. There are 30 various countries that operate 80 research stations located around the continent. In summer, more than 4000 scientists from all over the world work in research stations. Tourists arrive here, too. 4) _____.

Antarctica has no trees or bushes. 5) _____. But there are a lot of penguins. They live close together in large colonies and build their nests on the ice. 6) _____. It's just too cold!.

- A More than 56,000 people travelled to Antarctica during the 2018-2019 season.
- B Also hiding under the Antarctic ice is an entire lake called Lake Vostok.
- C The only plants that can live in a place that cold are algae, moss and fungi.
- D Winds in some places of the continent can reach 320 km/h.
- E But Antarctica hasn't always been an icy land.
- F In the ocean around the continent you can see seals, whales and orcas but there are no big and large native land animals on the continent.
- G Ninety-nine percent of Antarctica is covered by ice about 5 metres thick.
- H It is the only region in the world which is not ruled by any nation.

Practice 2

You will be reading a text about **Planting Trees**.

There are six sentences have been removed from the text below. For each question (1-6), choose the correct answer (A-H). There are three extra sentences which you do not need to use.

This school holidays, our Science teacher suggested we should get involved in a green project and plant some trees around the school. 1) _____. But, we soon found that choosing trees was quite complicated. If we wanted them to grow properly, they had to be the right type. However, they were so many different ones available. Therefore, our teacher suggested that we should look for trees that could grow naturally. 2) _____. They'd also be more suitable for the animals here.

3) _____. We learnt that trees are happy where they have room to grow, with plenty of space for their branches. For example, the trees might get damaged if they're too close to the school playgrounds. 4) _____. Finally, we found a quiet corner for our trees which is close to the school garden, perfect!

Once we'd planted the trees, we knew we had to look after them carefully. We all took turns to check the leaves regularly and make sure they had no strange marks or white spots on them. 5) _____. We also checked the spring in case the leaves turned yellow too soon which could also mean the tree was sick.

We all knew that we wouldn't be at the school anymore by the time the trees grew tall and that was a bit sad. In fact, we'd planted the trees to benefit our environment and also the future students at the school. 6) _____. With that thought, it really cheered us up!

- A So we tried to avoid areas where students were very active.
- B After that, we had to think about the best place for planting the trees.
- C That could mean the tree had a disease.
- D Everyone thought it was a great idea, so we started looking online for the trees to buy.
- E It could be quite good for young trees, though.
- F We knew they'd get as much pleasure from them as we had.
- G But at least, we were doing it in the right season.
- H That way, the trees would be used to local conditions.

PART 5: MATCHING

A. Getting to know Part 5:

Task types: (i) matching; (ii) information transfer

Number of items: 8

Task format: (i) completion of notes; (ii) diagrams; (iii) matching; (iv) short answers questions

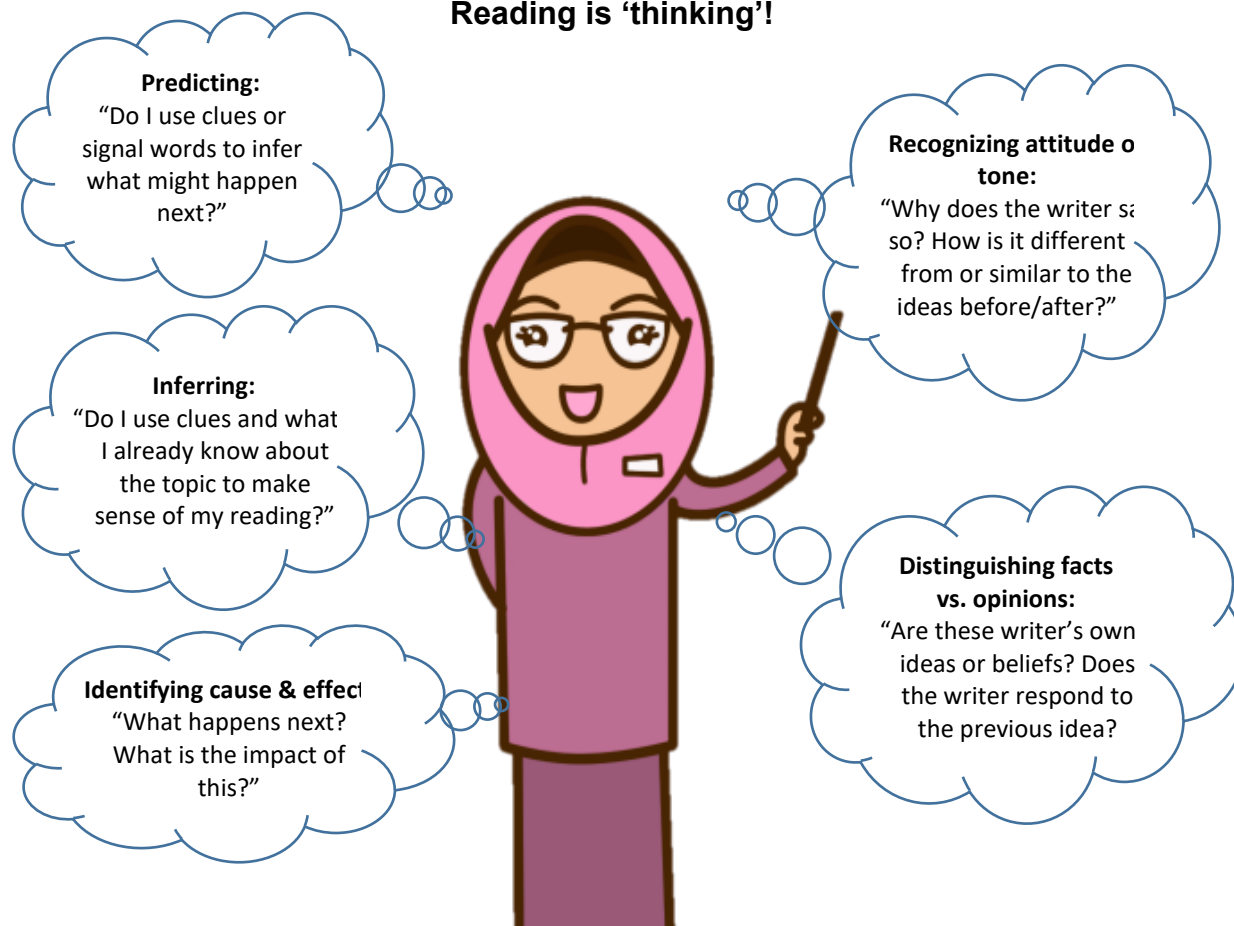
B. Useful comprehension skills for Part 4 and 5:

When attempting Part 4 and 5, you need to be able to:

- ✓ *understand main points or gist;*
- ✓ *understand specific details and information;*
- ✓ *guess meaning from context using clues and signal words;*
- ✓ *recognise writer's attitude or opinion in a text.*

When reading any texts, reflect and ask yourself the following questions:

Reading is 'thinking'!



IMPORTANT NOTE!

When attempting Parts 4 and 5, it is important to know WHAT are context clues and signal words and HOW they can help you to guess meaning from the text.

C. Types of context clues and signal words:

Context Clues & Signal Words

Types of context cues and signal words

Synonyms or Restatements

Concept or word/phrase said in a simpler way.

Signal words:
or, that is, in other words

Examples:

- Tom **squandered** all his money; his drinking and gambling wasted all his earnings.
- Carnivores**, that is, meat eaters, are the top of the food chain.
- Suzy began to learn Japanese when she was **eight years old**, that is when she entered elementary school in 2020.

What are they?

- The words or phrases surrounding an unknown word provide pupils with clues.
- Common types of context clues include synonyms, antonyms, examples, cause and effect and general cues.
- Context clues often contain signal words which pupils can use to help them learn and guess the meaning of new words.

Examples or Explanation

Examples or additional explanations or summaries to help understand an unfamiliar word.

Signal words:
like, such as, namely, for example, for instance, to illustrate, including, specifically

Examples:

- Neeman was slapped with RM 3,000 fine because of several infractions of the rules **including** smoking in the public area and littering.
- Celestial bodies **such as** the sun, moon, and stars, are governed by predictable laws.
- There are myriad ways to exercising **such as** brisk-walking and group cycling.

Antonyms or Contrast

Signals a change in writer's thought. Indicates that a writer is pointing out a difference between two subjects or statements.

But, yet, however, although, while, otherwise, unless, unlike, instead of, on the contrary, on the other hand, conversely

Examples:

- My uncle was portly, **however** his wife was thin.
- While** Mike is hardworking, his indolent brother spends most of his time sleeping and playing online games.
- The football match will take place as planned **unless** it rains tonight.

Comparison

- Words and phrases that have the same or similar meaning.
- Tell readers that the second idea is like the first one in some way.

Signal words:
like, as, similar to, in the same way, in a similar fashion, likewise, just as, just, alike, resembling, too, also

Examples:

- The stench of his used socks was **like** the smell of garbage.
- Geetha was enthralled by the arts of ballet **similar to** the way her mother was charmed by traditional dances.
- By sharing his story, the prisoner hopes to discourage young men from behaving **likewise**.

Cause and Effects

Describes results or effects of an action or event.

As a result, accordingly, because, since, consequently, for this reason, so that, hence, if ... then

Examples:

- Since** no one turned up for the first meeting, attendance for the second one is made mandatory for all.
- John's laptop was stolen last night **hence** he had troubles retrieving his written assignments.
- The Covid-19 cases have been peaking up lately and **for this reason**, a stricter travel ban has been placed nationwide.

Inference or General Clues

When words or phrases are not immediately clarified within the same sentence, look for clues within, before, and after the sentence in which the word is used.

Signal words:
words/phrases before (anaphoric referencing), within and after (cataphoric referencing), positioning of words or grammar clues.

Examples:

- Susan dropped the plate and it shattered loudly. 'It' refers to the phrase 'the plate'. **[Anaphoric reference]**
- The clumsy girl dropped the plate and it shattered loudly. **Susan** was then embarrassed of her action. 'The clumsy girl' refers to Susan. **[Cataphoric reference]**
- Leia realized that Mr. Ashman was a **misogynist** after she started working with his assistant. **[positioning of word + grammar clues]**

General Practice

Read the following sentences and define the word in bold based on the context clue. Circle the correct answer. Then, identify which type of clues is used.

Synonyms	Example	Cause and Effects
Antonyms / Contrast	Explanation	Comparison

Example:

0. The girl who used to be very **vocal** in every school event does not talk to anyone anymore.

<input checked="" type="radio"/> A. outspoken	<input type="radio"/> B. confident	<input type="radio"/> C. bold
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Context clue: Contrast

LEVEL 1

1. The **debris** on the stadium floor included numerous paper cups, ticket stubs, and cigarette butts.

A. products	B. papers	C. trash
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Context clue:

2. Although Alex usually looks **unkempt**, he had a very neat appearance at his job interview.

A. casual	B. messy	C. orderly
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Context clue:

3. After the heavy rains, the stream became **murky**; you couldn't see the bottom.

A. cloudy	B. bottomless	C. clear
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Context clue:

4. I'm looking for a unique gift for my brother; he appreciates **peculiar** things.

A. ordinary	B. unusual	C. typical
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Context clue:

5. There are plenty of well-known **bistros** in Kuala Terengganu including Pok Mat Café and Delight Bakery.

A. shops	B. takeaways	C. eateries
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Context clue:

LEVEL 2

6. Our softball team's pitcher has a few **eccentric** habits, such as throwing exactly thirteen warm-up pitches and never wearing socks.

A. unique	B. strange	C. exceptional
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Context clue:

7. Their **vociferous** chatter in the train made me had my ears endlessly plugged.

A. loud	B. nasty	C. talkative
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Context clue:

8. Expecting that his license would be renewed, the pilot was surprised when it was **revoked** instead.

A. cancelled	B. withdrawn	C. taken
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Context clue:

9. The newlyweds agreed to be very **frugal** in their shopping because they wanted to have suffice saving to own a house.

A. economical	B. minimal	C. efficient
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Context clue:

10. The coach takes every opportunity to **censure** his players, yet he ignores every opportunity to praise them.

A. command	B. criticize	C. advise
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Context clue:

LEVEL 3

In Level 3, identify the clue used and label the signal words in the sentence.

Example:

signal word

0. ***Pedagogical institutions*** *including* *kindergartens, schools and universities, require community support to function efficiently.*

Context clue: Examples

11. The job candidate's background was **impeccable** – good references and many years of experience, but the company did not give her the job.

Context clue:

12. After spending three weeks in the hospital, I had a **surfeit** of daytime TV programming

Context clue:

13. **The aborigines** of Canada namely the First Nations and Inuits are peoples with diverse history, languages and cultural beliefs.

Context clue:

14. Because the **conflagration** was aided by wind, it was so destructive that every building in the area was completely burned to ashes.

Context clue:

15. He was so **parsimonious** that he refused to give his own daughters the few cents they needed to buy pencils for school. It truly hurt him to part with his money.

Context clue:

D. Inferring meaning from context using clues and signal words in paragraphs.

1. When guessing meaning of a word in a text, consider first **the immediate context**, i.e. the other words in the sentence.
2. If this is not enough, use **the wider context**, i.e. sentences which come before and after the one which contains the word you are guessing. This includes reference from the previous paragraph.

STEPS TO INFERRING MEANING:

Read the following excerpt from a text on 'Marine Life'. The underlined word is the unknown word.

immediate context

We make a staggering amount of plastic daily.

In terms of plastic bags alone, we use five hundred billion worldwide per year. Over 300 million tons of plastic are produced on average, and at least 8 million of those are dumped into the oceans.

wider context

STEP	GUESSING OF MEANING APPROACH	EXPLANATION
1	Immediate context (words within the sentence)	<p>The <u>immediate context</u> of the word tells you the following:</p> <ul style="list-style-type: none"> • It is probably an adjective because it comes before a noun ['position of words'] • It probably refers to numbers related to plastic production. It could be of a high or low value. <p>This is probably close enough to understand the rough idea, but you would need to keep reading in order to fully infer what 'staggering' actually means.</p>
2	Wider context (other sentences in the paragraph).	<p>The immediate context of the word does not tell much: it is clearly an adjective, but it is difficult to determine more than this using only the sentence it occurs in.</p> <p>To guess the meaning, use the <u>wider context</u>, that is, the sentences which come before and after. Using these, you can tell the following:</p>

		<ul style="list-style-type: none"> It refers to a large number or massive production (clues: five hundred million, 300 million tons & 8 million) It carries a negative tone (clue: '...at least 8 million of those are dumped into the oceans.')
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EXAM TIPS!

When attempting Part 5:

- ✓ pay extra attention to the instruction. Underline the key words if necessary.
- ✓ do not generalise the task requirement.

MATCHING TASK		
No	Task requirement	What it means...
1.	Which paragraph (A - F) describes the following experiences of community service?	Mention ONLY alphabets that indicate the paragraphs (i.e. B, E, A)
2	Which eatery describes the following dining experience?	Mention ONLY the proper noun/noun of the place (compulsory spelling) Examples: <ul style="list-style-type: none"> Rasa Sayang Bistro (/) Chulan Hotel (/) B. Kitty Café (X)
3	Which person (A - F) describes the following opinions of online learning?	Mention ONLY alphabets that indicate the persons (i.e. B, E, A)
4	Which person describes the following opinions of online learning?	Mention ONLY the name of the person (compulsory spelling) Examples: <ul style="list-style-type: none"> Catrin (/) Shamsul (/) D. Verodh (X) Nina - 16 years old (X) E. Rosie - 17 years old (X)

No	POSSIBLE TASK REQUIREMENTS:
1.	Complete the <u>notes</u> below using information from the text. Choose no more than one word from the passage for each answer.
2	Complete the <u>diagram</u> below using information from the text. Choose no more than two words from the passage for each answer.
3	Complete the <u>questions</u> below using information from the text. Choose no more than three words from the passage for each answer.

Practice 1

Read the following excerpt from a text on 'Robot Teachers'. The underlined word is the unknown word. Using cues from the immediate and wider contexts, state whether statements 1 to 4 are TRUE or FALSE.

"If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human touch and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. After all, could there be a place for robots in education?"

1. The writer strongly believes robots will never replace doctors and teachers. [.....]
2. The writer feels that human touch and creativity is less important. [.....]
3. The writer acknowledges that robots could outperform doctors in medical field. [.....]
4. The writer concludes that robots can make better doctors and potentially teachers. [.....]
5. From the text, the word 'underestimating' can be replaced with:
 - A taking too lightly
 - B misjudging
 - C ignoring

LET'S REFLECT!

In pairs, share with your partner how you got your answers. Check whether you have understood how to use cues (immediate and wider) and signal words to help you predict meaning from the text.

Practice 2

Study the article carefully.

A. Fixie Club

This is THE place to be if you're looking for fun and entertainment. You can join one of our many classes or just turn up and take it easy. It's up to you. Membership is free and every time you visit, you only have to pay RM14. Every day we have a variety of fun activities from arts and crafts to video games, and at the weekend we organise football matches and netball tournaments. And don't forget, if you're really hungry on a Sunday afternoon, come down and enjoy some food from our delicious BBQ! All ages are welcome! So, what are you waiting for?

B. Supreme Club

Are you looking for a place to hang out with your friends? Well, look no further! We have many activities including sports, arts and crafts. We also have a full schedule of classes where you can learn parkour, karate, judo and taekwondo. There is also a canteen full of delicious snacks and a film room where you can grab a box of popcorn and check out the latest blockbuster. You don't have to pay to become a member. The only restriction we have is you have to be a teenager and be consistent. Looking for fun? Supreme Club is the place!

C. Fun 4 Teen

When your homework's done and you've got some free time, you need somewhere to have some fun. Well, 'Fun 4 Teen' has got it all! Sign up today and get the chance to play sports or just come and use one of our many computers to surf the Net. Children of all ages are welcomed and membership only costs RM150. But every visit is free of charge after that. You can also bring a friend along for a small fee of RM10. And if you just want to have a quiet place to finish your History project before the fun begins, we've got that too! See you there!

D. TG Youth Club

TG Youth Club has been around for more than twenty years now. It's still the most popular youth club in the town. It's also the cheapest around, at only RM9.90 per visit. All the usual activities are available, and you can now enjoy our brand new sports hall, perfect for volleyball, basketball and indoor football. Our old gym is now being used for dance classes, so if you want to try out ballet, or even want to be a b-boy or b-girl, you know where to come and train! Wait no more!

Read the article about the youth clubs and answer the following questions.

Which youth club describes the following experiences of community service?

1	has age restriction for its members?	
2	offers sports on specific days?	
3	charges people to become members?	
4	provides facilities for large group discussions?	
5	has a variety if martial arts classes?	
6	serves grilled food on a particular day?	
7	has improved its amenities recently	
8	is most recommended for movies goers?	
9	offers individual self-learning space?	
10	requires no attendance commitment?	

Practice 3

*We interviewed six pupils about teens' opinions on keeping pets.
Read the texts below and answer the questions that follow.*

A. Tania – 17 years old

I always feel happier coming home from school because I know my full-grown tabby will be jumping in excitement to see me. It's true that school schedule can be hectic at times but even at my grumpiest, playful Jeanne always has its ways to turn my frowns upside down. Truly, cats are adorable!

B. Farhad – 15 years old

My little sister insisted to have a pair of sugar glider as her 10th birthday so we did get her one. She was all hyped up on the first few days taking care of the gliders, but all too soon, she noticed that keeping them requires extra patience, responsibility and special care. She probably wasn't ready for that so in the end, I had to parent the pair.

C. Geetha – 16 years old

Some days, I love my puppy more than my two little twin brothers. At least he would never roll his eyes at me or steal away my personal items. In fact, he loves my singing and would never be embarrassed by it. I always find talking to my pet after the boys are sound asleep at night is a great stress buster. It gives me calmness.

D. Borhan – 15 years old

My classmate accidentally saw a polaroid of Milo and I during our Science class and it sparked an interesting conversation on exotic pets. We never fail to exchange stories and pictures of our Iguana and chameleon every time we got back from school holidays. It is nice to have a best buddy who shares a similar interest.

E. Rosie – 17 years old

I have seen many teens wanting to adopt a pet but eventually they get bored and ignored them at home. In some cases, they even leave the cats or dogs unattended while being away for a long holiday. I really think it is inappropriate and unacceptable. Perhaps it's best to remind ourselves that like humans, pets need to be cared for too.

F. Lim – 16 years old

Having a pet is a terrific idea for my small family. We enjoy taking care of our Dalmation from bathing him weekly to finding him a good summer outfit! Being the only child, I consider Tommy as my best friend and he always knows how to make me laugh with his antics.

Matching:

Which person (A – F) describes the following experiences of keeping pets?

Statements	Person
33. Keeping pets supports teens emotionally.	
34. Pet ownership comes with commitments.	
35. Pets teach teens value of companionship.	
36. Responsibility and love are important to caring for pets.	

Questions 37 – 40

Keeping pets provides teens with various health, social and emotional benefits. Pets namely cats and dogs can be a great listener to many and sometimes they can turn their owners' (37) upside down. They also give teenagers something to talk about and a shared (38) with other friends thus helping them to bond socially. Caring for pets at home also provides young kids with comfort and (39) They get to unwind from stressful routine by spending some quality time with their pets before bedtime. However, for families who struggle with tight schedules and are often on the go having pets is probably not the best option. It is important not to leave their indoor cats or dogs (40) for more than a day as pets need to be constantly cared for.

1119/2 WRITING

COHESIVE DEVICES

A. ASSESSMENT SCALE FOR ORGANISATION

SCORE	PART 3	PART 2	PART 1
5	Text is well-organised and coherent, using a variety of cohesive devices with generally good effect .		
3	Text is generally well-organised and coherent, using a variety of cohesive devices .	Score: 5	
1	Uses <u>simple connectors</u> and a limited number of cohesive devices appropriately.		Score: 5

B. WHAT ARE COHESIVE DEVICES?

You use cohesive devices to **connect ideas** between different parts of a piece of writing. There are three main types of cohesive devices:

Cohesive Devices	Functions	Examples	Sentences
① Pronouns	<i>To refer back to something previously mentioned.</i>	this, that, these, those, he, she, it, they	Alif went out to the playground. He played on the slide.
② Synonyms	<i>To replace words of the same meaning to get the reader to stay focused on the idea being discussed.</i>	car → vehicle food → bread	A car was seen leaving the crime scene. The vehicle was chased by a member of the public. There was a lot of food , but she only ate the bread .
③ Connectors	<i>To link words, phrases and sentences. They help to introduce the reader to the relationship between phrases, sentences and entire paragraphs.</i>	however, therefore, in addition, also, but, moreover	Alif played on the slide. Later , he went on the swings. Rose was late because she took the bus. Nina was late, so she took the bus.

Connectors are also called transition words, linking words, linkers, connectives or discourse markers.

C. CONNECTORS: NOTES AND EXAMPLES

Let's focus on **CONNECTORS** because there are so many of them to learn.

They can be at the **beginning, middle or end** of a sentence.

The words in bold are **SIMPLE CONNECTORS**.

Task: Assign everyone in the class a number of connectors to work on their meanings in BM. Then share the findings.

To Show Contrast

Connector	Meaning	Sentence
But		I wanted to go swimming but I am so tired.
However/ Nonetheless		The film received good ratings; however, it was very long. The problems are not serious. Nonetheless, we shall need to tackle them soon.
On the other hand/ on the one hand		I was eager to join them for the vacation but on the other hand, my exam dates were getting closer.
Otherwise		Remind them beforehand. Otherwise, they might leave without taking the tickets.
Unlike		Joe loved hot chocolate, unlike Mat.
Conversely		Rini may not perform up to the mark in science subjects, but conversely, she is excellent in English.
At the same time		She felt guilty and depressed at the same time.
In spite of		In spite of heavy rainfall, he took out his motorbike and headed towards the hospital.
Despite		She kept on arguing despite her mistake.
Even though/ Although		He could manage the cooking part even though that would not taste awesome.
Still/ Yet/ Nevertheless		They are still here. I have not confirmed it yet. What you said was right but nevertheless harsh.
Even so		He had a headache but even so, he went to pick her up.

On the contrary		Mother thought Din was studying but on the contrary, he was sleeping.
In contrast		In contrast with your belief that we will fail, I am confident that we will succeed.
Whereas		All of her daughters are engineers whereas the younger one chose to be a teacher.

To Show Cause & Effect

Connector	Meaning	Sentence
Therefore		I slept very late last night. Therefore, I missed the morning prayer.
So		The blue bag was full so he kept the packet in the yellow bag.
Because		He is looking for a necktie because he has an interview tomorrow.
Thus		He didn't work hard. Thus he was fired.
Hence		I fell off my bike yesterday, hence the bruises. It is very late; hence you must go to bed.
Due to		The match got cancelled due to the heavy rain.
As a result		As a result of the heavy rain, the match got cancelled.
Consequently / as a consequence		I got stuck in the traffic; consequently I missed the flight.
Since		Since she loves ice cream so much, I decided to give her an ice-cream printed dress.
Seeing that		Seeing that he was losing the fight, he started blaming her coach.
On account of		Both the siblings were mentally unstable on account of their disturbed childhood.

To Show Sequence / Time

Connector	Meaning	Sentence
Later		Later, it all got resolved.
After		He also left after the wife.
Before		You have to try before coming to a conclusion.
Then		Once you reach the office, then make a call to the supervisor.
Next		The next episode is going to be very interesting.
Soon		They are soon to graduate.
Finally		Finally, the war came to an end.
Second/ Secondly		Secondly, you have to manage the team.
At first sight		At first sight, he appeared to be very arrogant.
First		First, you should go to the washroom and take a bath.
First of all		First of all, they are not my family and I cannot be held responsible for their immature behaviour.
In the first place		In the first place, take care of the pets and then do the rest of your work.
To start with		To start with, I asked her to tell us about her hobbies.
Lastly		Lastly, we had our dinner and left.
And finally		And finally, the day of the verdict came.
In the meantime		The next programme starts in ten minutes; in the meantime, here's some music.
Meanwhile		I went to college. Meanwhile, all my friends got well-paid jobs.
Subsequently		The East India Company came to India as traders and subsequently became the ruler.

To Show Purpose

Connector	Meaning	Sentence
In order to		In order to prove him wrong, he started shouting.
So as to		You have to study hard so as to improve your career.
So that		Give me your resume so that I can forward it to the right department.

To Show Condition

Connector	Meaning	Sentence
If		If you brush your teeth every day, you probably won't get cavities.
Unless		Unless you really need me to, I can't take the time to help you with your homework today.
Since		Since I'll be out of town, I'm looking for someone to feed my cat.

To Show Illustration / Example

Connector	Meaning	Sentence
For example		You can use any two colours – for example, red and yellow.
For instance		I like a few vegetables, for instance, potato and cabbage.
Such as		Aerobic exercises, such as jogging and running, are good for your stamina and heart.
In this case		In this case, emotion will matter more than logic.
For one thing		'Why don't you get a car?' 'Well, for one thing, I can't drive!'
To illustrate		To illustrate my point, let me tell you a story.

To Show Opinion

Connector	Meaning	Sentence
To tell the truth		To tell the truth, I didn't like the show at all.
Personally		The show must go on, personally I think so.
To be honest		To be honest, I don't support the idea of destroying her career.
I think that		I think that you're being unfair.
It is true that		It is true that a lot of hard work has been put in here but I really can't see any reflection of that.
I agree		I agree with her decision.
As far as I am concerned		As far as I am concerned, I am done with it.
I disagree		I disagree with the thought of buying a new car even because we already have two.
From my point of view		The sin is terrific from my point of view.

To Show Clarification / Restatement

Connector	Meaning	Sentence
More or less		There will be more or less 20 guests.
In general		Old people, in general, like to spend time with their grand children.
Especially		It's tough to sleep especially after the strong coffee we took.
In particular		All the women, in particular, have to be strong and determined.
Essentially		An electric kettle is useful essentially for the winter months.
Basically		The cake is basically full of chocolates.
In other words		The problem, in other words, is that we have to rewrite the whole script.
In short		The outing, in short, could not lift up my mood.

Above all		The idea behind the meeting is, above all, to make the employees aware of the current financial crisis faced by the company.
At least		At least now when you know that we are here, you can jump in any day.
In a nutshell		Well, to put it in a nutshell, we're lost.

To Show Emphasis

Connector	Meaning	Sentence
Also		She was told to study and also to take care of the baby.
Indeed		It's very cold indeed.
Of course		Of course he would be ashamed to borrow often.
Certainly		Certainly, she has witnessed something cruel. Otherwise, she would not be so nervous.
Specifically		He specifically looked for a diamond-studded ring.
Significantly		Her health was significantly improving.
Notably		Her academic career has been notably amazing.
In fact		She seemed rather aloof when in fact she was just shy.

To Show Addition

Connector	Meaning	Sentence
As well as		The sound, as well as the picture quality, is amazing.
Further		I introduced him to the other members and that's it, I had no further conversation.
and then		Johan came from swimming and then left for football coaching.
And		He and other members went to the party.
Too		He too misbehaved in the class.
In addition to		In addition to the notes, the teacher also suggested some reference books for the preparation.
Not only – but also		We are not only harming the environment but also becoming inhuman day by day.

Or		We can go to the movie or to the park.
Besides/Apart from (that)		The umbrella will protect you from the sun. Besides, it will also come handy if rainfall starts.
Apart from / Other than		Apart from the low salary, it's not a bad job.
On top of that		On top of that, you will also get incentives.
Furthermore		He was tired and hungry. Furthermore, he was ill.
Moreover		You have to cook lunch and moreover that you also have to go to the market in the evening.
What's more		What's more, now you have all that is required to have a wonderful vacation.
In addition		We've completely redone our living room with hardwood floors. In addition, we've put in new windows to bring in more light.
Additionally		We need to hire some programmers. Additionally, we'll need to find someone to help out at the reception desk.

To Show Comparison

Connector	Meaning	Sentence
As ...as		He is as good as his sister.
Equally		Both of them are equally talented.
As if		It seems as if they have cried a lot.
Similarly		We have chosen our group members, similarly, you can do that too.
Comparable		Today's weather is comparable with that of Kota Bharu.
Like		He was determined to get a high-rank job like his cousin.
In like manner		All responded in like manner.
In the same way		Now do the rest of the drawing in the same way as I did.
Alternatively		You can go to that Italian restaurant or alternatively you can even choose the Mexican food counter on the opposite side of the road.

To Show Conclusion

Connector	Meaning	Sentence
To conclude		To conclude, students have to put more effort into their schoolwork.
In conclusion		In conclusion, walking is a cheap, safe, enjoyable and readily available form of exercise.
In summary		In summary, governments have many reasons for spending so much on defence.
To sum up		To sum up, some people are better suited to working from home than others.
All in all		All in all, you have to make sure both you and your customers are satisfied with your work.

D. WHY DO WE NEED TO USE CONNECTORS IN OUR ESSAYS?

Read the sentences below.

1. Suzi wants ice cream. She wants cake.



Suzi wants ice cream **but** she **also** wants cake.



2. I went to the beach. There were too many jellyfish. I decided to stay. I had a good time. I met some friends.



I went to the beach. **Although** there were too many jellyfish, I decided to stay. I had a good time **because** I met some friends.

With connectors, the sentences make logical connection!

3. Paragraph Without Connectors

Drawing is all about taking the time to master each step. Mastering the art of drawing does not happen in a day. It is a skill that takes daily practice. You need dedication to hone your craft. It is important not to burn yourself out. You need to stick with it.

Paragraph With Connectors

Drawing is all about taking the time to master each step. **In other words**, mastering the art of drawing does not happen in a day. **Furthermore**, it is a skill that takes daily practice **as well as** dedication to hone your craft. It is important not to burn yourself out, **but** you need to stick with it.

Now, the paragraph has a better flow of ideas!

Here are some practices.

Practice 1

LEVEL 1

Complete the sentences with the correct connectors.

1. Your auntie is resting in the next room. So walk softly _____ disturb her.
 - (A) so as to
 - (B) in order to
 - (C) so as not to
 - (D) so that
2. _____ you are so interested, I won't persuade you to give up. _____ do check with the agent before you purchase it.
 - (A) If, In order
 - (B) As, However
 - (C) Unless, Though
 - (D) Because of, So
3. Tea should be served in every meeting _____ the members will not be sleepy.
 - (A) although
 - (B) even if
 - (C) as
 - (D) so that

4. _____ she adds salt. _____ she pours in the milk. _____ she beats the eggs.
- (A) Before, Second, Third
(B) After, So, Then
(C) First, Secondly, Finally
(D) Then, So, Finally
5. The boys encountered lots of problems _____ trying to get to the island. _____ they managed to reach the island in time before the sharks came.
- (A) while, Nevertheless
(B) during, Nevertheless
(C) then, However
(D) as, However
6. Sheila has not bothered to tidy up her room _____ her cousin came to stay.
- (A) then
(B) since
(C) as
(D) in order
7. _____ her shortcomings, she is lucky to get the job.
- (A) However
(B) As a result
(C) In view of
(D) Consequently
8. _____ the monsoon season, the fishermen managed to obtain a good income.
- (A) Even
(B) As
(C) Although
(D) In spite of
9. Steven could not eat curry and _____ could David.
- (A) so
(B) neither
(C) either
(D) but
10. _____ Mr. Lee and Mr. Abdullah came to the company _____ the manager was not in.
- (A) As well as, and
(B) Both, but
(C) Although, and
(D) Neither, but

LEVEL 2

Complete the sentences with the correct connectors.

1. He realized that he only stood a slim chance _____ he didn't give up.
(A) and yet
(B) or else
(C) but also
(D) and then
2. The children, _____ the teacher, were all enjoying the hilarious show.
(A) as well
(B) as well as
(C) but also
(D) not only
3. The teacher has explained the method to her many times. _____, she does not seem to get it.
(A) Still
(B) Therefore
(C) Consequently
(D) Thus
4. They started the variety show according to schedule _____ the poor attendance.
(A) although
(B) in spite of
(C) but for
(D) and yet
5. The centre will be closed _____ renovation works until further notice.
(A) even with
(B) because
(C) due to
(D) despite
6. _____ Tim _____ I am a club member. _____, we cannot go in.
(A) Either ... or ... Yet
(B) Neither ... nor ... Therefore
(C) Both .. and ... Still
(D) Both ... and ... Consequently

7. Ellen's grandparents dote on her very much, _____ she is their only grandchild.

- (A) for
- (B) when
- (C) and
- (D) yet

8. _____ the lesson proceeded, we started to understand the topic better.

- (A) Although
- (B) Even
- (C) For
- (D) As

LEVEL 3

Fill in the blanks with the most suitable sequence connectors from the brackets

1. My sister was in the dentist's office for ten minutes. _____, I sat in the waiting room with an old magazine in my hands. (First, Meanwhile, Later)
2. An hour passed but there was no sign of Mike. _____, we decided to go home. (Until, Before, Finally)
3. We bumped into Salsa during our trip to Lang Island. A few weeks _____, we met him again (after, then, later)
4. The teacher had trouble telling the twins apart. _____ she realized one had a mole above her lips. (Subsequently, Finally, Meanwhile)
5. The men went to a nearby restaurant for breakfast. _____, they drove off towards the Penang Bridge (After, Afterwards, Meanwhile)
6. The football coach announced, "Today, we will begin practicing for the coming match." _____ he added, "Let's warm up first." (Then, After, Eventually)
7. _____, heat the oil in the frying pan. Then put in all the marinated chicken pieces. (Before, After, First)
8. Many customers bought the delicious chicken pies. _____ all the pies were sold out. (Eventually, Afterwards, Next)
9. Many people wanted to buy the tickets. _____ a while, the queue was quite long. (Before, After, Finally)
10. Zulina will be back in fifteen minutes. _____, make yourself at home. (Later, Subsequently, Meanwhile)

LEVEL 4

Fill in the blanks with suitable logical connectors e.g. 'however'.

1. Susie refused to take part in the concert. _____, she changed her mind the next day.
2. The car beat the red traffic light. _____, the driver was issued a summons by the traffic policeman.
3. "Fira won the gold medal after three months of intensive training. _____, you too could win if you practise hard enough," Liza's mother said to her.
4. "I don't think she can handle this task. _____, she already has a lot of other responsibilities," said the head prefect to his assistant.
5. The cadets were given new uniforms to wear. _____, they received free passes to the match.
6. The people strongly opposed the move to build a golf course near their house. _____, the proposed plan was cancelled.
7. "The final examinations are coming soon. _____, it would be advisable for you to begin revising more systematically," the teacher told her class.
8. The neighbours often helped each other, _____ creating a feeling of harmony in the neighbourhood.
9. The teenager was caught shoplifting. _____, he was let off with a warning.
10. Shaun is directing the movie. _____, he is playing the lead role in it.
11. Thomas Edison failed several times before he successfully invented the first light bulb. _____, you too could attain your dreams if you never give up trying.
12. The bungalow had seven rooms, each with an attached bathroom. _____, there was a large garden and a swimming pool.

Source: <http://www.englishdaily626.com>

E. USING CONNECTORS IN DIFFERENT TYPES OF ESSAYS**Practice 1**

Read the following paragraph of a **narrative** and underline the connectors.

This past weekend I had the time of my life. First, Friday night, I had my best friend over and we made a delicious, mouth-watering pizza. After we ate, we had a friendly video game competition. On Saturday, my dad took us out on the boat. The weather was perfect and the water was warm. It was a great day to go for a swim. Later that night, we went to the movies. We saw an action packed thriller and ate a lot of popcorn. Finally, on Sunday, we rode our bikes all over town. By the end of the day, my legs were very tired. I only hope that next weekend can be as fun as this one.

Practice 2

Read the following **descriptive** essay and fill in the blanks with these connectors:

however	in addition	overall	moreover	furthermore	for example
---------	-------------	---------	----------	-------------	-------------

An Important Possession

If I have to choose one thing that is important in my life, it is my notebook computer. It is an Acer notebook running Windows 10. It's a fairly cheap notebook that I bought about five years ago. It's black and thin and has rounded edges that are soft and smooth when you pick it up. It's also light enough for me to carry in my backpack. 1_____, it can do nearly everything I need it to do. 2_____, I can create documents, design new pages on my website, make recordings and download TV shows. 3_____ to many files I have saved for my work, it contains a lot of photos and music. 4 _____, its not a perfect computer. It crashed a few years ago and since then it's been much slower. 5_____, it has downloaded some programs that I hate. I don't know how to get rid of them. 6_____ though, this computer is pretty reliable, convenient and allows me to work anywhere I go.

Practice 3

Read the following **narrative** essay and fill in the blanks with these connectors:

Finally	After a while	Most importantly	However	Although
At the same time		At first	Soon	Later

First Day at University

What important days in your life do you remember? I remember my first day at university very clearly. I felt excited and happy. 1 _____ I was very nervous because I didn't know anyone. 2 _____, my first day at university was memorable. 3 _____ I was confused and lost. I didn't know where to go. I had to ask a stranger where the first year students were going to meet. This person was very polite and showed me the way. I walked through some big buildings, and when I arrived I saw many students and I felt scared. 4 _____ I told myself to be braver. I asked one girl what was happening and we discovered that we were in the same group. We introduced ourselves. Her name was May. We joined in with the activities for "freshie" students. 5 _____ I started feeling much better. The activities helped me feel part of a team and I was beginning to feel that I had become a university student. 6 _____, we began our classes. However, all our classmates were quiet. The teacher talked for a while and then we introduced ourselves. I met two girls. Their names were June and Apple. Soon we became good friends and started chatting and learnt more about each other. 7 _____ we came from different provinces we had a lot in common. We spent the rest of the day together until we had to go home. I am always going to remember that day because I had the opportunity to meet many people. 8 _____, I met the best friends that I have ever had. 9 _____, I think that it is natural that on the first day at university we feel nervous, but often difficult experiences have happy endings. That's why I say that my first day in the university was very memorable.

Practice 4

Read the following **comparison** essay and underline the connectors:

High School Students and University Students

Education is very important for society. It is very important in the development of the individual, too. However, there are many methods of learning and ways to develop students' skills, so it is very difficult to work out which are the best paths to educational success. Nothing demonstrates this more than the differences between the lifestyles of high school students and university students.

First of all, university students have more responsibilities than high school students. They have to be more independent and make decisions by themselves. For example, they have to manage their schedules and do assignments. In contrast, high school students just have to follow the rules and obey their teachers

Second, high school students usually have more fun than university students. Their lives are not so serious. They are more carefree and they do more fun activities. University students, however, often do not have much free time. And they are more stressed because their exams are more serious.

Finally, university students mix with more people. They meet different kinds of people. They have to start to learn to live in the real world. As a consequence, most university students become more open minded. High school students, on the other hand, live in a smaller, narrower world. They usually go to school with people similar to themselves. They live similar lives and think alike. No one challenges their ideas.

In conclusion, it seems clear that different educational situations and environments suit different age groups. Is this really true? Or do we just rely on ideas handed down from earlier generations? Perhaps, we need to try and pick the best features of the lifestyles of high school students and university students. Then we might be able to create better educational systems for the 21st century.

Practice 5

Read the following **factual** essay and fill in the blanks with suitable connectors:

What effects has the computer had on our lives?

The twenty-first century is already turning out to be the century of the computer. The computer revolution that started after the Second World War is now developing more quickly and computers are beginning to influence and take over nearly every aspect of our lives. Computers are clearly changing and affecting society in many ways. The two main effects computers have had on our lives are in the areas of economics and communications.

The computer has led to big changes in our economic and business lives. Businesses now have to be computerised or they risk failure. 1 _____, every big corporation bases its operations on computing, regardless of which sector they are in. 2 _____, Coca-Cola, the BBC and Levi's market and sell different products and services, yet they all share one basic property – without computers their operations would collapse. Computing is a generator of economic dynamism. China and India and many other developing countries have large IT sectors which drive their economies upwards. 3 _____, the more advanced economies, including Germany, the United States, Japan and Korea are moving from an industrial-based economy to a computer and IT-based one.

The other important effect of the computer is that communication has been totally revolutionised. 4 _____, in the past, people wrote letters, which would often take weeks to reach their destinations, or speak on the phone, which was terribly expensive. Now they send e-mail. Instead of waiting weeks for a letter, we can read it instantly, seconds after it's been written. 5 _____, many people use computers to communicate with people all around the world using chat rooms and chat programs, this was impossible before the computer became widespread. 6 _____, now people who live thousands of kilometres away from each other can communicate as much as they want and whenever they want using e-mail and/or chat rooms.

7 _____, computers have had a profound effect on our lives in many ways and it is in business and communication that they have had the greatest influence. In the future, if the computer continues evolving at such speed, our business practices and methods of communication will undergo even greater changes.

PART 1: SHORT MESSAGE**1. WHAT ARE THE TASKS IN PART 1?**

- a. An email will be given as a form of question for you to reply.
- b. An email template will be prepared for you to write in.
- c. The email should be at about 80 words
- d. It requires a personal and concrete response on general social and everyday matters
- e. You **MUST** complete writing it.

2. AN EXAMPLE OF THE QUESTION**Part 1**

*You **must** answer this question.*

Question 1

You received an email from your new friend, Amy who has just moved to your hometown.

Hi,

The school holiday is finally here! Let's go for a picnic with our friends.
Where shall we go and what can we do there? What should we bring?

I'll be waiting for your reply.

Bye!

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

3. ANALYSING THE QUESTION

You received an email from your new friend, Amy who has just moved to your hometown.

- a. A scene is set where
 1. Amy just moved to your town
 2. The school holidays have started

Therefore, in your email

1. The name Amy should be the receiver
2. The ideas of school holidays should be highlighted or mentioned

Hi,

The school holiday is finally here! Let's go for a picnic with our friends.
Where shall we go and what can we do there? What should we bring?

I'll be waiting for your reply.

Bye!

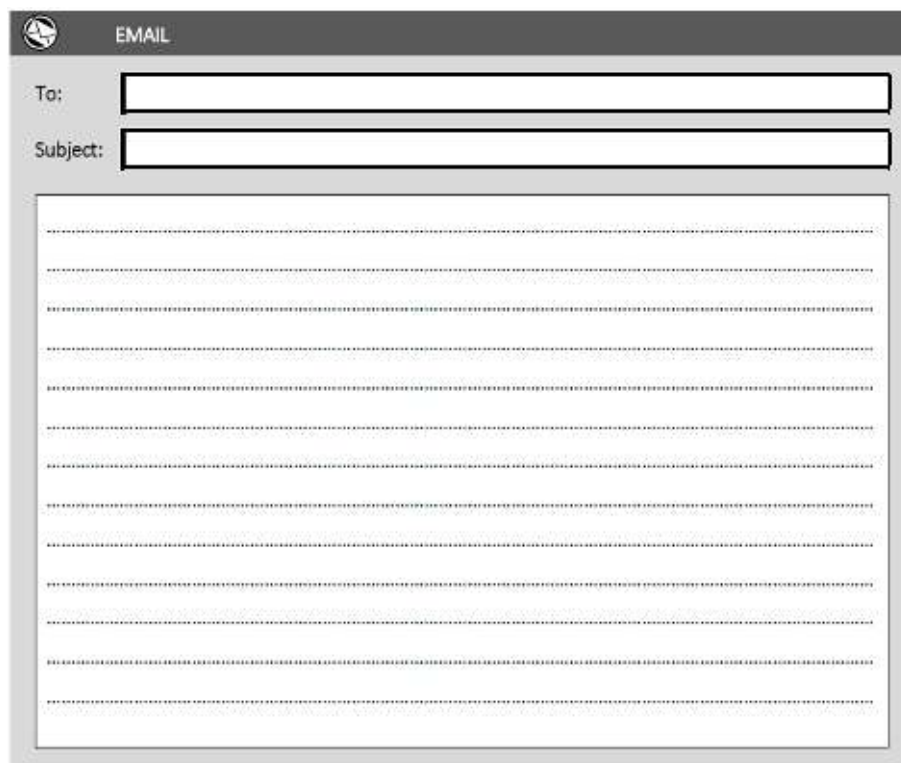
b. Task includes certain points (put into questions) which you **MUST** answer

1. Where shall we go?
2. What can we do there?
3. What should we bring?

Failure to address any one of the questions means a task is not fulfilled which affects the Content mark.

c. Set in an **INFORMAL** closing (*I'll be waiting for your reply. Bye!*) to show that it is an **INFORMAL** exchange between friends. The email reply or your answer should also be **INFORMAL** and **FRIENDLY**

d. Answer template will be given with the question for candidates to use



The image shows a template for an email form. At the top, there is a header bar with a globe icon and the word "EMAIL". Below this, there are two input fields: "To:" and "Subject:". The "To:" field is a single line, and the "Subject:" field is also a single line. Below these fields is a large text area for the email body, which is divided into several horizontal sections by dashed lines, providing a structured space for writing the message.

4. ASSESSMENT CRITERIA

CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	5	5	5
<p>Contents are relevant to task</p> <p>Reader is fully informed of the ideas described</p>	<p>Communicate straightforward ideas using the correct tone & informal register</p>	<p>Uses simple connectors (<i>and, so, but, yet</i>) appropriately</p> <p>Use limited number of cohesive devices (<i>however, therefore, in addition, hence</i>) appropriately</p>	<p>Use basic vocabulary appropriately</p> <p>Use simple grammatical forms in good degree of control</p> <p>Meaning can be determined although errors are noticeable</p>

5. SAMPLE ANSWER

To: Amygirl@bookface.com
Subject: Picnic
<p>Hi Amy,</p> <p>I am so glad that you have brought this up as I had nothing planned for the holidays. I am totally excited and I know just the place for our picnic. It will be at Central Park just beside East Road. We could also play ball there as the park is huge. Don't forget to bring an extra mat to place our foods on just in case I lost mine. Don't worry about the supplies, I can handle them, though you could bring some snacks if you would like too. The more, the better. I was also thinking that we could have Jack and David come. It will be more fun with them around. Alright, do update me if something comes up. Bye!</p>
<p>B I U Normal ▾ </p> <p style="text-align: right;"></p>

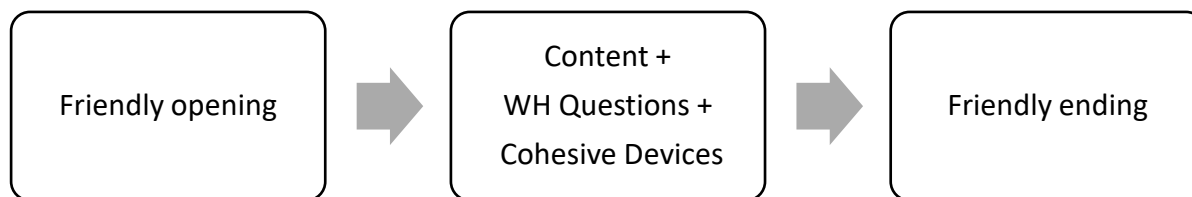
6. ANALYSING THE ANSWER

Hi Amy,

I am so glad that you have brought this up **as** I had nothing planned for the holidays. I am totally excited **and** I know just the place for our picnic. **It will be at Central Park just beside East Road ①. We could also play ball there as the park is huge. ② Don't forget to bring an extra matt to place our foods on just in case I lost mine. ③** Don't worry about the supplies, I can handle them, **though** you could bring some snacks if you would like too. The more, the better. I was also thinking that we could have Jack **and** David come. It will be more fun with them around. Alright, do update me if something comes up. Bye!

CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	5	5	5
<p>All content relevant to task</p> <ul style="list-style-type: none"> Where shall we go? ① What can we do there? ② What should we bring? ③ <p>Reader is fully informed about the planned picnic</p>	<p>Uses straightforward ideas</p> <p>Consistent friendly tone in informal register</p>	<p>Uses <u>cohesive devices</u> appropriately</p>	<p>Uses basic vocabulary which is relevant to the topic appropriately</p> <p>Uses simple grammatical forms with a good degree of control</p> <p>Mostly compound and complex sentences</p> <p>Simple error</p>

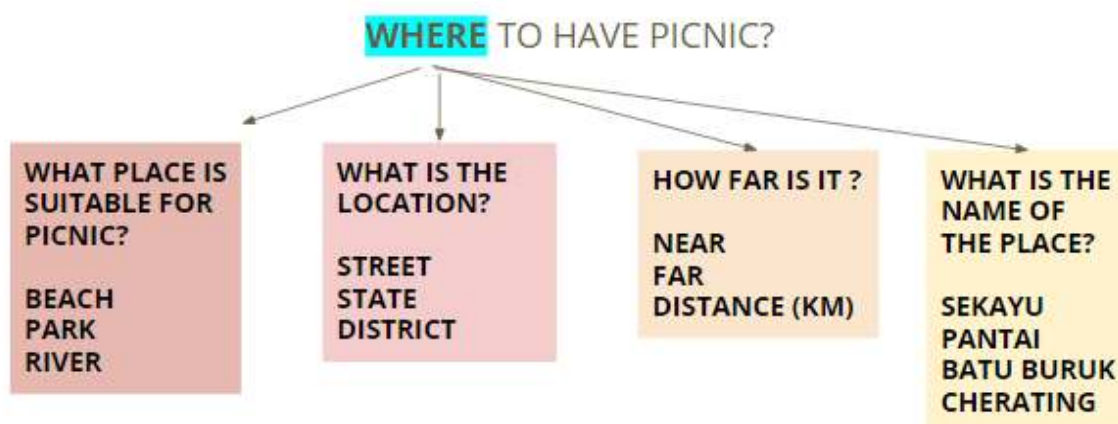
7. TECHNIQUES TO WRITE



FRIENDLY OPENINGS	CONTENT	FRIENDLY ENDINGS
Hi! Hello How are you? How are things? How is it going? It's good to hear from you! <u>Not advisable to use</u> I hope you are in the pink / pink of health (old usage)	Highlight questions in the email that you need to answer e.g. 1. Where to have picnic 2. What to do there 3. What to bring Answer particularly to the questions asked and do not divert the focus of questions	Bye! Bye for now. See you soon. Speak to you later. That's all for now. Write soon! Write back soon! Not advisable to use other languages like adios amigos/sayonara/annyeong

CONTENT ELABORATION

USE A SIMPLE WH QUESTIONS BRAINSTORMING METHOD



FORMING IDEAS INTO SENTENCES

WHERE TO HAVE PICNIC?

Specific place

Distance

Let us go to **Batu Buruk beach** for our picnic. It is not just **near to our houses** but we can also invite Cathy who lives 2km away.



Connectors in English

Opinion I think I believe I feel In my opinion In my view As far as I know It seems likely It seems to me	Sequence Firstly Secondly Then Next Afterwards Finally Eventually Previously	Addition And Also In addition Further Furthermore As well as And then Too	Emphasis Above all Especially More importantly Indeed Significantly Notably In particular	Contrast However Nevertheless Alternatively Despite this On the contrary Yet Whereas Apart from
Conclusion To conclude In conclusion Finally On the whole Summarising Overall To sum up Evidently	Comparison Equally As with Likewise In the same way Similarly Like Of contrast Despite this	Illustration For example Such as For instance Such as In other words An instance As revealed by To Show that	Cause & Effect Because Since For So Consequently Therefore Thus Hence	Persuasion Of course Clearly Evidently Surely Indeed Undoubtedly Decidedly Certainly

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USING COHESIVE DEVICES IN SENTENCES

WHERE TO HAVE PICNIC?

Specific place

Distance

Let us go to **Batu Buruk beach** for our picnic. It is not just **near to our houses** **but** we can also invite Cathy who lives 2km away. **Moreover**, we can just walk to have our picnic there.

8. PRACTICE 1

You received an email from your friend Ali who is from Selangor.

Hi Mona,

I am going to Terengganu this weekend with my family. My parents really wanted to visit the beautiful beaches there. Where would be the best place to go? Where to stay? What family activities can we do there?

Reply soon and take care!

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

Use the notes in techniques to write to fill in the table.

FRIENDLY OPENINGS	CONTENT			FRIENDLY ENDINGS
	Where is the best place?	Where to stay?	What family activities to do?	

9. PRACTICE 2

Now, write an email using the information from the table in Practice 1 with appropriate cohesive devices.

To
Subject
<div><div>Send</div><div> </div><div> </div></div>

10. PRACTICE 3

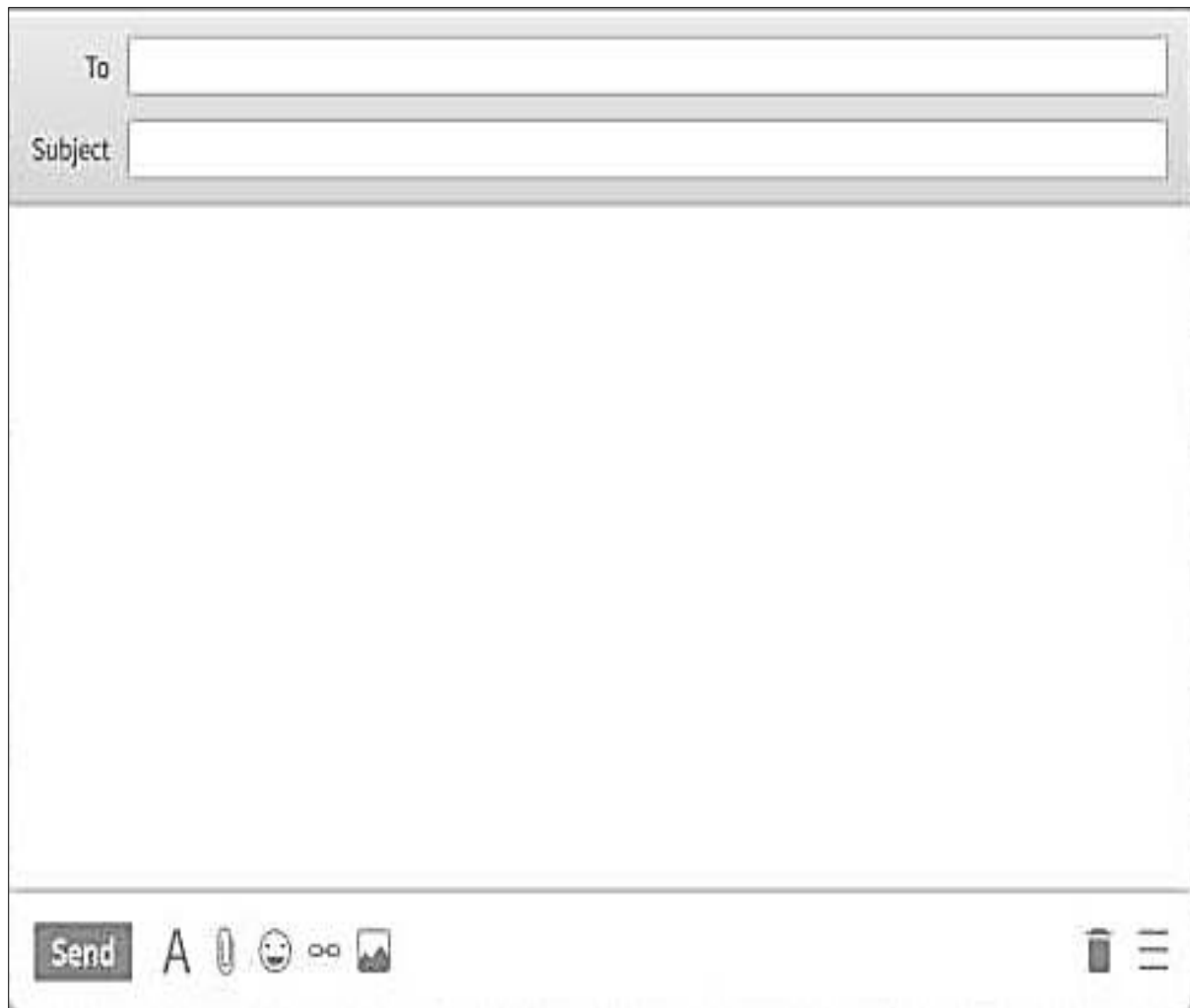
You received an email from your sister Maria who is asking for your opinion.

Hi Nisa,

I need to know what reference book you are using for Maths. I'm looking for a good one for your niece Emma as she is taking SPM this year. Where can I get the book and how much does it cost?

Bye for now!

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



An email composition window with a light gray border. At the top left, the label "To:" is followed by a white rectangular input field. Below this, the label "Subject:" is followed by another white rectangular input field. The central area of the window is a large, empty white space for writing the email body. At the bottom, there is a toolbar. On the left, a dark gray button with the word "Send" in white is followed by five icons: a large "A" for text formatting, a paperclip for attachments, a smiley face for emojis, a speech bubble for links, and a landscape picture for inserting images. On the right side of the toolbar, there is a trash can icon and a three-line menu icon.

PART 2: GUIDED ESSAY

SUCCESS CRITERIA FOR ESSAY WRITING

An essay is an *organized* piece of writing that focuses on a *single topic* or a *central main idea* on a topic of interest. Basically an essay consists of three parts - *introduction*, *body/content* and *conclusion*.

TIPS

1. Read the question carefully.
2. Highlight or underline the main ideas or keywords.
3. Plan your ideas.
4. Introduce your essay by rewording the question in your own words.
5. Use suitable cohesive devices ie conjunctions, connectives, pronouns and also linkers.
6. Give your opinions related to the topic.
7. Draw your conclusion from the main ideas in your essay.
8. Don't forget to check your spelling and grammar.

INTRODUCTION

1. The introduction guides the reader to the topic.
2. It should begin with a sentence that catches the reader's interest.
3. The introduction should give some background information on the topic.

BODY

1. The body of the essay supports the idea presented in the introduction.
2. Each point is developed and supported with some details.

CONCLUSION

1. The conclusion sums up all the main points of the essay
2. New topics or ideas should not be introduced in the conclusion.

LET'S BEGIN....

DON'T FORGET TO USE THE TIPS...

Sample practice :

Your class has been discussing the *challenging activities* that you and your classmates find interesting and your teacher has asked you to write an essay about the *challenging activities that you would like to do*.

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

- *what* you would like to do
- *reasons* for your choice
- *where* you plan to do them

Write your **essay** using all the notes and giving reasons for your point of view. Write your answer in **125 – 150 words** in an appropriate style.

1. Have you read the question?

Let's take out the keywords or main ideas from the question.

- i. *challenging activities* – so it has to be more than 1
- ii. *what* you would like to do – name the activities
- iii. *reasons* for your choice – give reasons
- iv. *where* you plan to do them – name the places

Beginner level :

<u>My Challenging Activities</u>	
I like challenging activities. My two favourite challenging activities are <i>parkour</i> and <i>abseiling</i> .	} short intro the 2 activities
I can do <i>parkour</i> ¹ <i>alone or with friends</i> . ² <i>It is fun</i> to get from one place to another by running, climbing, jumping and more. It ³ <i>challenges me</i> and ⁴ <i>makes me feel good</i> when I do it. I can do it at <i>school compound or in my playground</i> .	<u>1st activity</u> *4 reasons given } 2 places given
One more is <i>abseiling</i> . I like coming down a cliff using only a rope. It ¹ <i>gives me confidence</i> . I want to go to <i>Subang Jaya or Putrajaya Indoor Challenge Parks</i> to try this.	<u>2nd activity</u> *1 reason given 2 places given
Lastly, doing challenging activities helps me build my confidence. When I do these activities, I know I can do anything.	} conclusion
(113 words)	

Intermediate to Advance Level :

<u>My Choice of Challenging Activities</u>	
<p>I enjoy doing challenging activities. A hobby I developed with my twin when we were visiting our cousin in the city. Here I will discuss my two most favourite activities which are <i>parkour and abseiling</i>.</p> <p>Why do I choose <i>parkour</i>? It is because I can do this activity <i>1alone or with friends</i>. It can <i>2be done anywhere</i> like your <i>school compound or neighbourhood playground</i>. It is how you perceive the familiar environment and imagining it into a potential challenge for yourself where you try to get from one place to another by running, climbing, swinging, vaulting, jumping, rolling and more. It certainly <i>3challenges you</i> and <i>4makes you feel accomplished</i> when you are able to complete the obstacles.</p> <p>Another favourite of mine is <i>abseiling</i>. I just love the idea of gliding down a steep cliff with only a rope to help you down. It <i>1gives me confidence</i> that I am <i>2able to do things on my own</i> without any help. I hope to try this out at <i>Subang Jaya or Putrajaya Indoor Challenge Parks</i>.</p> <p>In conclusion, doing challenging activities is good to build up our confidence and belief in ourselves that we are able to accomplish anything that we may face in life.</p> <p style="text-align: right;">(202 words)</p>	<p>short intro</p> <p>the 2 activities</p> <p><u>1st activity</u> *4 reasons given</p> <p>2 places given</p> <p><u>2nd activity</u> *2 reasons given 2 places given</p> <p>conclusion</p>

Guided practice :

Your class has been discussing the *places to go for a family trip* and your teacher has asked you to write an essay about a *holiday destination* that you would like to go to *with your family*.

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

- *where* you would like to go
- *reasons* for choosing that destination
- *how long* you would like to stay there

Write your **essay** using all the notes and giving reasons for your point of view. Write your answer in **125 – 150 words** in an appropriate style.

1. Have you read the question?
Let's identify the keywords or main ideas from the question.

Level 1:

Fill in the blanks with the words provided in the box below.

<u>My Holiday Destination</u>	
<p>If I get to choose a holiday 1 _____ for my family, I would like to go to <i>Pulau Perhentian</i> in Terengganu. I have heard 2 _____ comments about this 3 _____ island so I dream to go there with my family.</p>	<p>introduction name of destination (where)</p>
<p>Once there, I plan to <i>stay for 4 days and 3 nights</i>. This is because there are <i>many interesting activities</i> that we may do there such as 4 _____, snorkelling, 5 _____ and more. I would like to <i>learn to scuba dive</i> while I am at the island. I also plan to <i>enjoy the flora and fauna</i> the jungle there has to offer. I have also heard that the <i>seafood</i> there is out of this 6 _____ and the <i>sunset</i> is simply 7 _____. One other activity that should not be missed is <i>turtle</i> 8 _____.</p>	<p>body/content duration (how long)</p> <p>6 reasons given</p>
<p>I certainly hope that one day, my family and I will get to go to Pulau Perhentian. I am sure we will enjoy ourselves 9 _____ during our stay there.</p> <p style="text-align: right;">(161 words)</p>	<p>conclusion</p>

great	scuba diving	destination	watching	jungle trekking
beautiful	amazing	tremendously	world	

Level 2 :

Substitute the italic words and the missing words from Level 1 with suitable words from the box below.

My Holiday Destination

If I get to choose a holiday _____ for my family, I would like to go to Pulau Perhentian in Terengganu. I have heard 1 _____ comments about this 2 _____ island so I dream to go there with my family.

Once there, I plan to stay for 4 days and 3 nights. This is because there are many 3 *interesting* activities that we may do there such as _____, snorkelling, _____ and more. I would like to learn to scuba dive while I am at the island. I also plan to 4 *enjoy* the flora and fauna the jungle there has to offer. I have also heard that the seafood there is 5 *out of this* _____ and the sunset is simply 6 _____. One other activity that should not be 7 *missed* is turtle _____.

I certainly hope that one day, my family and I will get to go to Pulau Perhentian. I am sure we will enjoy ourselves 8 _____ during our stay there.

brehtaking	phenomenally	to die for	wonderful	exotic
soak in	exciting	forgotten		

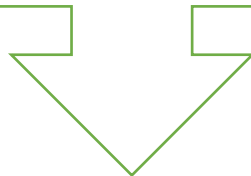
Level 3:

On your own, try rewriting this essay. You may use the words below to help you.

Your class has been discussing the *places to go for a family trip* and your teacher has asked you to write an essay about a *holiday destination* that you would like to go to *with your family*.

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

- *where* you would like to go
- *reasons* for choosing that destination
- *how long* you would like to stay there



Introduction :

My family holiday destination is

.....

.....

.....

.....

Body/Content :

I would like to go there with my family because

.....

.....

.....

.....

.....

.....I think I would like to stay there for

.....

.....

.....

Conclusion :

I do hope that

.....

.....

.....

Extended practice:

Now you should be ready to do this on your own. Try this out! Never forget the tips!

Your class has been discussing the different social media that teenagers use nowadays and your teacher has asked you to write an essay about your favourite social media platform.

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

- which social media is your favourite
- reasons for choosing that social media
- one other social media that you like

Write your **essay** using all the notes and giving reasons for your point of view. Write your answer in **125 – 150 words** in an appropriate style.

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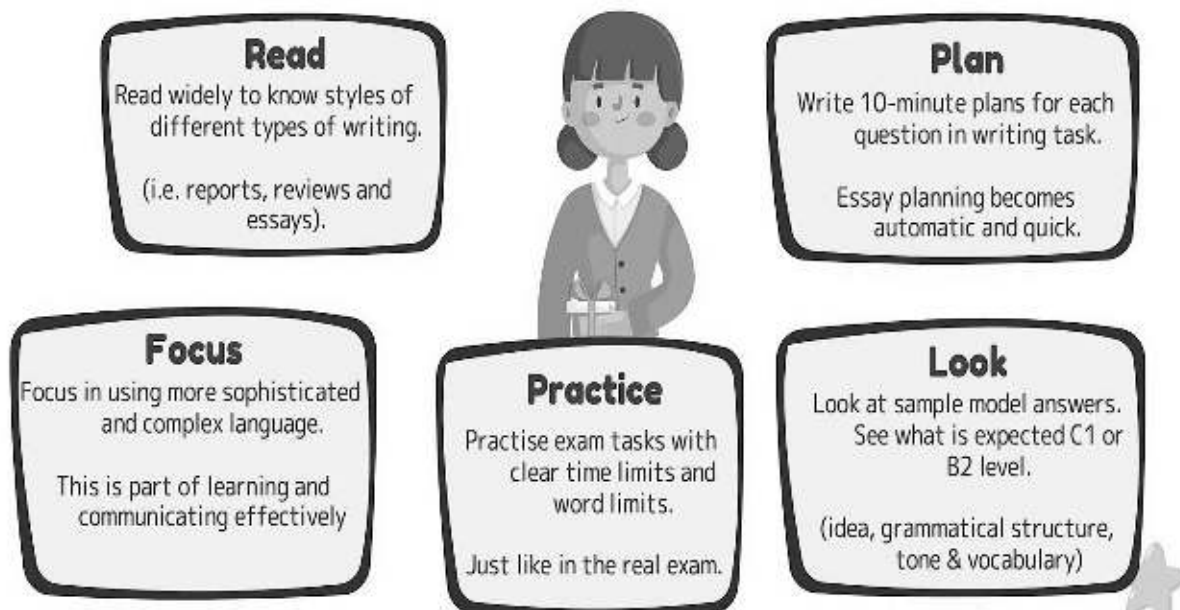
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This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 3: EXTENDED WRITING



How to develop good writing skill?











Source: cambridgeenglish.org

Areas of Assessment

Task	Band 5
Content (All content is relevant to the task)	
Communicative achievement (clear idea, formal/informal, tone, convention of specific task)	
Organisation (text structure, coherence, cohesion)	
Language (grammar & Vocabulary)	



Understanding the Assessment

CONTENT	 The candidate answered ALL the tasks. They have done what they were asked to do.
	 The candidate DID NOT include everything they were asked to. They have written something irrelevant.
COMMUNICATIVE ACHIEVEMENT	 The writing is appropriate (suitable) for the task. Writing style is relevant for the specific communicative context
	 The writing style is not suitable – for example, using a very formal style and tone in an email to a friend or ending an article with 'Best wishes'.
ORGANISATION	 The writing is well-organised. It is logical and ordered.
	 Writing is hard to follow. Elements of organisation is not suitable. For example, starting an email with a title
LANGUAGE	 There is a good range of vocabulary and grammar. They are used accurately.
	 There are mistakes that could make the text difficult or confusing. Some mistakes are unproblematic. Examiners focus on understanding the text.

CONTENT

What does it mean?

BAND 5	All content is relevant to the task. ←	The writer completely fulfil ALL the tasks required.
	Target reader is fully informed. ←	
BAND 3	Minor irrelevances and/or omissions (missing of words) in the writing.	Who would read this text? (i.e: friends, readers of magazine or teacher)
	Target reader is on generally informed. ←	
BAND 1	Irrelevances and misunderstanding of task may happen. ←	Would the reader have all the information they need? Some task do not need much elaboration (keyword: <i>state what ...</i>) Some task need more elaboration (keyword: <i>describe ...</i> or <i>explain ...</i>)
	Target reader is minimally informed.	
BAND 0	Content is totally irrelevant.	
	Target reader is not informed.	The writer writes irrelevant information in the task or misunderstood the task. (i.e: The task is about the importance of library but the writer writes about benefits of reading.)

COMMUNICATIVE ACHIEVEMENT

What does it mean?	
BAND 5	<p>Uses the ways of communicative task with flexibility to present complex ideas effectively.</p> <p>Maintain reader's attention easily, fulfilling all communicative purposes (targets)</p>
BAND 3	<p>Uses the ways of the communicative task effectively</p> <p>Maintain reader's attention and communicate straightforward and complex ideas</p>
BAND 1	<p>Uses the ways of the communicative task to maintain reader's attention and communicate straightforward ideas.</p>
<p>Include genre, format, tone and function. (i.e: an email to a teacher is more formal and polite than to a friend!)</p> <p>Complex ideas are abstract rather than straightforward ideas.</p> <p>Why do you write? (to make a complain or to inform or to report)</p> <p>It means the reader is interested, not bored, and it's not difficult to understand the text.</p> <p>Straightforward ideas are usually direct, limited in subject and written using simpler language structures.</p>	

Note:

For Band 4, performance shares features of Bands 3 and 5

For Band 2, performance shares features of Bands 1 and 3

ORGANISATION

What does it mean?	
BAND 5	<p>Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.</p>
BAND 3	<p>Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.</p>
BAND 1	<p>Text is generally well organised and coherent, using a variety of linking words and cohesive devices.</p>
<p>They include linking words and phrases that connect ideas and words in writing, such as pronouns (<i>she, theirs</i>, etc.), substitution (<i>the last one, this</i>, etc.) (... <i>which is why</i> ...) and so on.</p> <p>Easy to understand because the ideas and sentences are generally well connected.</p> <p>It means connecting sentences that helps the reader understand the writer's intended meaning and flow of idea.</p> <p>Linking words are used to show an clear connection between ideas and sentences, such as <i>for example, because, finally</i> and so on.</p>	

LANGUAGE

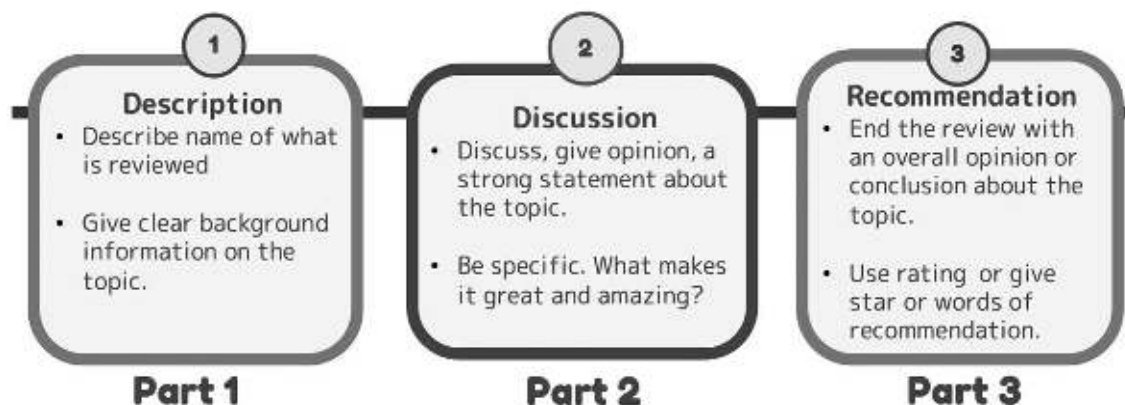
BAND 5 Uses vocabulary, including less common lexis, effectively and correctly. Uses simple and complex grammatical forms with full control , flexibility and sophistication. Errors , if present, are usually slips	What does it mean? This means the writer is clearly in control of their grammar – they are not making lucky guesses!
BAND 3 Uses vocabulary, including less common lexis , appropriately. Uses simple and complex grammatical forms with control and flexibility Occasional errors may be present but do not impede communication.	Errors are usually repeated mistakes, where it's clear the writer is unable to write effectively. Slip happens when the writer usually write accurately, but still makes some mistake
BAND 1 Uses everyday vocabulary appropriately, with occasional inaccurate use of less common lexis. Uses simple and some complex grammatical forms with good control. Errors do not impede communication .	Not common vocabulary because it expresses quite specific ideas or concepts. It means the writer can adapt their words and style. It means the reader can understand the writing.

PART 3: REVIEW

What is a Review?



3 Parts in Writing a Review



Note:

- *Topic in this note refers to ONE movie/song/place that you are reviewing*
- *Be consistent in using suitable tone & interesting language*

Useful Language : Vocabulary / phrases / expressions**1. Movie Review****Background**

- - The film is set in...
- - This fascinating film is...
- - This film originates from a novel named ...
- - The film is directed by...
- - The film is based on a novel / a real life story of a...
- - This is a comedy / horror film / love story / cartoon / science fiction movie / war film / Kung Fu film / an action film / a thriller / a spy movie /

Main points of the plot

- - The plot focuses on...
- - The story begins / concerns about / is about...
- - The plot / story has a twist in ...
- - The film reaches a climax when...
- - The plot is absolutely thrilling / exciting / fascinating / touching / romantic / surprising...

General comments and opinions

- - It is rather confusing / long / slow / boring
- - The cast is excellent / weak / awful / unconvincing
- - The script/ story is dull / clever / exciting
- - It has a tragic / surprising / dramatic ending
- - It does not come across as true / convincing
- - The music / sound effect is dull / rich
- - It is a catchy tune as backing music
- - The theme song is powerful / weak / satisfying
- - The colour in the photography is natural / spectacular / dull / dark and frightening
- - The acting is true to life / powerful / natural

Useful recommendations

- - Don't miss it!
- - It is well worth seeing!
- - It will change the way you see (e.g. young people) after watching this film.
- - It is bound to be a box-office hit.
- - I highly / thoroughly / strongly recommend it.
- - It is highly entertaining.
- - It is certainly at the top of my list of good movies.
- - Fans of ... will no doubt be thrilled with this.
- - It's a must!
- - I would not recommend this because...
- - Wait until it comes out on video.
- - It 's a boring movie. Don't bother with this one.
- - Only watch this film if you have plenty of time to spare.

2. Music/Song Review

acoustic (adjective): without inbuilt electrical equipment to amplify the sound - *I can play acoustic guitar, but I can't play electric guitar.*

album (noun): a collection of songs released as a digital download or a 12-inch LP record - *Do you have Michael Jackson's album Thriller?*

alternative hip hop (noun): any style that isn't mainstream commercial hip hop - *Have you heard much alternative hip hop?*

alternative rock (noun): non-mainstream rock music inspired by punk and post-punk - *My sister likes pop music, but I like alternative rock.*

ambient music (noun): calming, atmospheric background music - *Have you heard Brian Eno's ambient music?*

artist (noun): a professional singer, musician or songwriter - *Taylor Swift has become one of music's best-selling artists.*

art music (noun): music written and performed by professional musicians mostly for the upper classes, like classical Indian music and European opera - *Wealthy Chinese lords paid musicians to play relaxing art music, while poor people played lively folk music for fun.*

authentic (adjective): real or genuine - *You can still see an authentic Chinese opera in Beijing.*

avant-garde (adjective): new, unusual and experimental - *Harry makes avant-garde electronic music in his spare time.*

backbeat (noun): a beat counted as "two" or "four" in 4/4 rhythm - *Can you hear the snare drum playing on the backbeats?*

ballad (noun): a slow song usually about love - *Janis sings up-tempo rock songs as well as slow ballads.*

bar (noun): one of many small sections in a piece of music that contains a fixed number of beats - *Each bar in the song has four beats.*

bass (guitar) (noun): an electric guitar with thick strings for playing low "bass" notes - *We need someone who can play bass.*

beat (noun): the regular pulse in music that dancers move to and audiences clap to - *Dance music always has a strong beat.*

beats (noun): the breakbeat rhythms that MCs rap to in hip hop music - *Who produced the beats on this album?*

art music (noun): music written and performed by professional musicians mostly for the upper classes, like classical Indian music and European opera - *Wealthy Chinese lords paid musicians to play relaxing art music, while poor people played lively folk music for fun.*

classical music (noun): European orchestral and keyboard music that's written by composers - *Sayoko loves listening to classical music, especially the music of Mozart and Beethoven.*

country music (noun): a genre of American music with origins in the rural folk music of Europe - *Many people were surprised when Ray Charles began singing country music.*

folk music (noun): traditional music from a particular region or country - *Did you hear any traditional folk music while you were in China?*

genre (noun): a kind or style of music, movie, TV show, painting, etc. - *In music classes at school, the only genres we studied were classical music and jazz.*

harmony (noun): the combining of musical notes that sound good when played or sung together - *If singers don't sing in harmony, it can sound terrible.*

hip hop (also "rap") (noun): a musical genre in which artists rap over beats and sampled sounds - *When my girlfriend wants to listen to hip hop, she always puts on Jay-Z or Kanye West.*

jazz (noun): a genre in which artists improvise within a rhythmic and harmonic framework - *If you want to hear great jazz, listen to the recordings of John Coltrane and Miles Davis.*

Latin music (noun): a genre of popular music in Latin America and Spain that has complex rhythms - *I hadn't heard much Latin music until I visited Mexico and South America*

live (adjective): played at a concert in front of an audience - *You don't hear live music in dance clubs anymore, only recorded music.*

lyrics (noun): the words of a song - *If you don't listen to the lyrics, you won't know what a song is about.*

melody (noun): a tune, or the notes of a song - *Can you whistle the melody of the song that begins with "Happy birthday to you"?*

pop music (noun): a popular music genre with short, melodic songs that are easy to remember - *My uncle's nearly 60, but he still likes listening to pop music.*

popular music (noun): music that many people like and buy, like rock music and heavy metal, hip hop and rap, pop songs, etc. - *Our music teacher knows lots about classical music, but nothing about popular music.*

recording (noun): a piece of music that's recorded in a studio or at a concert - *Recordings used to be made on tape recorders, but they're usually digital now.*

rhythm (noun): a pattern of beats and sounds that musicians play in time to and dancers move to - *The rhythms of African music are much more complex than those of European music.*

rock music (noun): rhythmic blues-based music played on guitar, bass, drums, etc. - *Let's listen to some rock music for a change.*

traditional music (noun): music that developed over a very long time, like traditional African drumming and Chinese folk songs - *People still play traditional music in Peru's mountain villages.*

3. Food Review

Words to Describe Taste

Acidic: A food with a sharp taste. Often used to refer to tart or sour foods as well.

Bitter: A tart, sharp, and sometimes harsh flavour.

Bittersweet: A less harsh taste than bitterness. Couples tartness with sweetness.

Briny: Another word for salty.

Citrusy: A bright flavour like that of lemons, limes, oranges, and other citrus fruits.

Cooling: A taste that mimics the feeling of cold temperature. Often used to describe mint.

Earthy: Reminiscent of fresh soil. Often used to describe red wines, root vegetables, and mushrooms.

Fiery: A taste that feels as though it gives off heat. Another word for spicy.

Fresh: A light and crisp taste. Often used to describe produce or herbs.

Fruity: Any taste reminiscent of sweet fruit flavours.

Herbal: A bright, fresh, or sometimes earthy taste created by the incorporation of herbs.

Honeyed: A sweet or candied taste that may be reminiscent of honey.

Nutty: Any taste similar to the flavours of nuts. Often used to describe cheeses.

Rich: A full, heavy flavour. Often used to describe foods containing cream.

Robust: A rich taste with some earthiness. Often used to describe drinks with strong flavour.

Sharp: A harsh, bitter, or tart taste. Often used to describe acidic foods.

Smoky: A taste reminiscent of the smell of smoke.

Sour: A biting, tangy, tart flavour.

Spicy: A burning taste from hot spices.

Sweet: A sugary flavour.

Tangy: A tart, biting taste that feels tingly in the mouth.

Tart: A sharp, bitter, or sour flavour. Often used to describe acidic foods.

Yeasty: An earthy taste reminiscent of yeast. Often used to describe beer and breads.

Woody: An earthy, sometimes nutty taste. Often used to describe coffees or cheeses.

Zesty: A fresh, vivid, or invigorating flavour.

Words to Describe Texture

Airy: A light, pillowy texture often created by the incorporation of air.

Buttery: A smooth and creamy texture similar to that of butter.

Chewy: The texture of a food that needs to be chewed thoroughly before swallowing. Can be light and bouncy or heavy and sticky.

Creamy: A smooth and rich texture that usually comes from the incorporation of dairy.

Crispy: A light texture with a slight crunch.

Crumbly: The texture of a food with a loose structure that falls apart into small pieces or crumbs.

Crunchy: A firm, crisp texture often identified by the sharp, audible noise that the food makes when being eaten.

Crusty: The texture of a food with a hard outer layer and soft interior.

Delicate: A light, fine texture that may come apart easily.

Doughy: A soft and heavy texture that is often coupled with pale colouring.

Fizzy: A texture brought on by the presence of many small bubbles, usually referring to carbonated liquids.

Flaky: A light texture characterized by layers that come apart during eating.

Fluffy: A light and airy texture.

Gooey: A viscous, sometimes sticky texture arising from the presence of moisture in a dense solid food.

Hearty: A firm, robust texture.

Juicy: A succulent, tender texture characterized by the presence of liquid in a solid food.

Silky: A fine, smooth texture characterized by a sleek feel in the mouth.

Sticky: A texture characterized by gluiness in the mouth.

Smooth: A consistent texture free of grit, lumps, or indentations.

Succulent: A tender, juicy texture.

Tender: A soft texture that is easy to break down.

Velvety: A smooth and rich texture.

Words to Describe Preparation Method

Baked: A food that was cooked in an oven, often resulting in a crispy outer coating.

Blanched: A food that was scalded in boiling water and then moved to cold water to stop cooking. Results in a softened texture.

Blackened: A food that was dipped in butter and coated with spices before being cooked in a hot pan, resulting in a blackened appearance.

Braised: Food that is briefly fried in a small amount of fat and then is slowly stewed in a covered pot. Results in a seared, crispy exterior coupled with a tender interior texture.

Breaded: A food that was coated with a breadcrumb mixture or batter that is then baked or fried into a crispy outer layer.

Broiled: A food cooked with intense radiant heat, as in an oven or on a grill. Often results in a darkened appearance and crispy texture.

Caramelized: A food that has been cooked slowly until it is browned and becomes sweeter in taste.

Charred: Food that is grilled, roasted, or broiled and gains a blackened exterior coupled with a smoky flavour.

Fermented: A food that has been introduced to bacteria, yeast, or another microorganism to produce organic acids, alcohols, or gases. May result in a pungent, biting flavour.

Fried: Food that is cooked by submerging partially or fully into hot oil. Often results in a crispy or crunchy texture and golden colour.

Glazed: A food that becomes moistened by having a flavourful coating dripped or brushed onto its surface. May result in a glossy appearance and thin, crisp outer layer.

Infused: A food that has been steeped in liquid with another ingredient in order to extract the flavour of the ingredient. Often used with herbs.

Marinated: A food (usually meat) that has been soaked in liquid containing flavourful ingredients like herbs, spices, vinegar, and oil.

Poached: Food that has been cooked in nearly boiling liquid. Often results in a tender, moist texture.

Roasted: Food that has been cooked with dry heat in an oven or over a fire. Often results in a browned exterior and crisp coating.

Sauteed: A food that has been cooked quickly in a small amount of fat.

Seared: A food that is cooked in a small amount of fat until caramelized and then finished by roasting, grilling, or another method. Results in a crisp outer texture and tender interior.

Smoked: Food that is cooked or preserved by long exposure to smoke from smouldering wood. Results in a distinctive, bold flavour.

Whipped: Food that has been beaten to incorporate air. Often results in a light, fluffy texture.

Positive words to describe food

Dry vs. crispy: *Chicken with a dry breading* compared to *Chicken with a crispy breading*

Greasy vs. velvety: *Pasta in a greasy sauce* compared to *Pasta in a velvety sauce*

Sugary vs. honeyed: *Pears with a sugary drizzle* compared to *Pears with a honeyed drizzle*

Burned vs. blackened: *Burned salmon* compared to *Blackened salmon*

Tough vs. hearty: *A piece of tough bread* compared to *A piece of hearty bread*

Mushy vs. tender: *A mushy crabcake* compared to *A tender crabcake*

4. Popular Destination Review

Words

Attractions — places for tourists to see

Business district — also called the financial district, this is the center of the city where most offices are located

Entertainment district — an area that has lots of concert halls, theatres, etc.

Dining district — an area with a lot of restaurants

Shopping district — area of town where there are many stores

Heritage- of historical importance

Custom — something that people do as part of their culture

Surroundings — all of the things around you

Sit back and relax — a common phrase to tell people to have a good time

Underrated- You might describe a place as underrated if it's a wonderful place that people don't talk about or say good things about.

Lively- A lively place usually offers plenty of things to do for travellers and tourists.

Scenic- We say that a place is **scenic** if it provides beautiful, interesting, or unique views. We usually describe a natural landscape as **scenic**, but you can say that an urban setting is **scenic**, too, especially if it's completely one-of-a kind

Secluded- We say that an area is **secluded** if it's isolated or away from too many other people, especially tourists and travellers.

Touristy- You can say a place is **touristy** if it has too many, well, tourists.

Hectic- We might refer to a place as **hectic** if it's noisy, crowded, or generally chaotic.

Phrases

Affordable destinations – Places within a reasonable price range

Affordable travel – Travel which is within your price range

Around the world – In all corners of the globe

Arts and culture – The art, music and other cultural aspects of an area

Craft markets – Stalls where goods made by the local people are sold

Do as the locals do – Enjoy the activities as the local people do

Efficient public transport – A functioning transport system intended for the use of residents and visitors

Exotic destinations – Unusual or strange holiday destinations

Get around – Get from place to place

Guided tours – Walking, hiking or driving visits led by a guide who knows the area

Holiday brochures – Pamphlets advertising holiday destinations

Holiday destination – Place to which you leave on holiday

Long haul flights – Long distance flights

Lush rainforests – Luxuriant equatorial forests

Magnificent landscapes – Impressive scenery
Make advance reservations – Booking ahead of time
Memorable experiences – Activities that you will remember for years
Off the beaten track – A place that is not on the main thoroughfare
Out of season – Outside the most popular holiday period
Packaged deals – Travel deals that are put together by an agency and sold as a package
Quaint villages – Old fashioned or charming small towns
Scenic views – Lovely scenes
Self-catering accommodation – A Place to stay where you see to your own food
Spectacular beaches – Impressive sandy shorelines
Stunning architecture – Magnificent buildings
Swarming with tourists – Full of holidaymakers
Time on their hands – Available time to do as you choose
To get away from it all – To get away from everyday routines
To go sightseeing – Take a trip around an area to see what it has to offer
Travel abroad – Travel to overseas destinations
Travelling light – Travelling with little luggage
Value for money – A good return on investment
Visa regulations – Laws that relate to entry into a country
Wildlife safari – A guided tour through a game park

holiday of a lifetime: a very special holiday, once in a lifetime.

getting away from it all: escaping in order to rest from a daily routine.

breathhtaking view: an amazing view.

all-inclusive: a hotel deal where the price includes accommodation, meals and drinks at any time

An architectural wonder and a marvellous engineering achievement

It is one of the famous...

With its sophisticated features and facilities,...

... beautiful panoramic view of the beach

There is a sense of closeness with nature that is soothing.

There is a constant buzz and noise.....

It is best viewed from the river

.... a holiday destination for local and foreign tourists

.... is a perfect place for nature-lovers

It is good for people to get out of the crowded city and breathe in the fresh air offered by Mother Nature

4. WHAT ARE THE TASKS IN PART 3?

- a. One of 3 choices to write
- b. The review should be in about 250 words
- c. may be **neutral or informal**, depending on the target group
- d. Use a descriptive vocabulary and language relevant to the topic

Sample Task - Part 3

You recently saw this notice in a magazine.

Reviews required!

Have you watched any interesting movies lately? Send us your movie review.

Say what you enjoyed about the movie.

Would you recommend the movie to your friends? Why?

The best reviews will be published in our newsletter.

Write your review.

5. ANALYSING THE ANSWER (MOVIE REVIEW)

Have you watched Life of Pi? Life of Pi is an interesting movie that can make your mind blown and realized on something at the same time. Life of Pi, is a story about an Indian boy who lived in India with his rich family. The boy have a zoo in India and the zoo is full with animals around the world. But that is not the main point, the main point is Life of Pi teach me that God is real, and that trust on God is important.

The first thing why I enjoyed the movie is first, the movie concept they use an Indian boy instead of other different coloured boys to represent Indian theme in the movie. Talk about theme, the colours that they use in the movie is a chill tone, then use blue-ish tone

to make the film look very tragic and sad at the same time. Plus the skrip and the dialogue in the film is light and balance which is it's not complicated and the audience can understand those quotes in the film.

Second, the story line, why the story line is the best part because life of Pi tell us that we need to put our trust on God no matter what happen. The scene that tell us to put trust on God is when the Indian boy is on a small bot and out of sudden there's a big wave hit the boat until they're out of radar. And the only thing that he can think at that time is, "Am I going to die God?", but he is alive and continue his journey with a small boat and a tiger in it. The other part is, I love the idea when each animal represent a soul or a feeling. That is when that kid is stuck with tiger, orang-utan, zebra in this one small boat. Tiger represent the bravery, orang-utan represent love that he have and zebra represent the coward part in him. This scene really caught my attention because it's a brilliant idea to let people guess with the character.

Third, believe in yourself. Life of Pi teach me this. The bravery inside the character is truly something. As I said, that tiger represent the brave and the tiger is him who's in the boat together. He think that he can't even live in the boat and he's going to die because he didn't trust the tiger. But at the end of the film, they live in the boat together, stranded in the ocean together because that Indian kid hained the tiger when he's hungry. He believed in himself that he can do it, he can live with that situation and he don't need to kill the tiger as well to have the boat himself.

Fourth, the movie thought that we always need to be ready, getting out of that comfort zone, don't think that your life will be in a good condition all the time. The scene that thought me this is when the Indian kid arrived at that one small island. He thought that island is the answer after all. The island have foods, like fruits and plants that he can eat, clean water that he can drink. So he decided to stay on the island until night is coming and he realized something weird is happening in that place. When the night is coming, the island turned to be a poison island that kill animals and humans. The water turned into a toxic-green, the plants are poisonous as well. In the morning, he rethink his decision and go out from the island as fast as he can.

So, the conclusion is Life of Pi, teach us that's how life works, we put God first, we need to be brave, we need to believe in ourself after all things happen. And last but not least, not every story have that happy ending, same goes to our life. If we don't re-think our decision in life, then what's the point to live then. I really hope that this movie review of Life of Pi open your heart to watch it and change your thoughts in every concept.

SUB-SCALE	MARK	COMMENTARY
CONTENT	5	All content is relevant to the task and the target reader is fully informed about the movie and why the writer would recommend it to others.
COMMUNICATIVE ACHIEVEMENT	3	<p>The conventions of a review, such as language of description and recommendation, are used to communicate straightforward ideas and to hold the target reader's attention. However, some plot elements are described in specific detail rather than analysed and evaluated.</p> <ul style="list-style-type: none"> · The first thing why I enjoyed the movie is the movie concept... · Second, the story line. Why the story line... · Talk about themes, the colors that they use...
ORGANISATION	4	<p>The essay is well organised with each paragraph focusing on a new aspect of the film which the writer enjoyed. The text is connected through the use of cohesive devices such as sequential discourse markers and more simple linking words.</p> <ul style="list-style-type: none"> · The first thing... · Second... · Third...
LANGUAGE	3	<p>There is a range of everyday vocabulary related to the specific film described.</p> <ul style="list-style-type: none"> · zoo, films, wave, ocean <p>Simple and some more complex grammatical forms, including past and present tense, are used with a good degree of control.</p> <ul style="list-style-type: none"> · They use an Indian boy instead of other different coloured boys to represent the Indian theme... · This scene really caught my attention... <p>There are a few errors with 3rd person endings, but these do not impede communication.</p> <ul style="list-style-type: none"> · Life of Pi teach me that... · Life of Pi, is a story about an Indian boy, who live in India...

Practice 1: Vocabulary for Music Review (Level 1)

Match the vocabulary definitions (a–h) with the vocabulary (1–8).

1. ... b ... catchy	a. moving quickly
2. a melody	b. easy to like and remember
3. bitterness	c. a song or tune
4. fast-paced	d. the feeling of being angry at the world
5. fundamental	e. to feel inspired by something, making you act or behave like it
6.chart-topping	f. a basic part of life
7.to channel something	g. strongly or fanatically devoted admirer
8.die-hard fan	h. selling the most copies of a song or album in a particular week

Practice 2: Writing a Music Review (Level 2)

Fill in the blanks with correct answers to complete the music review

A sample of music review (Advanced C1)

is ruined.	bitterness	catchy	rock	die-hard
fundamental	top	relevant	best-selling	extraordinary

I'm certainly not alone with my choice of favourite album. In fact, Bruce Springsteen's *Born in the USA* has sold 30 million copies worldwide since its release in 1984. Nearly 30 years later, in 2013, Springsteen performed the complete album in concert to the delight of some of his many _____(1) fans.

A fast-paced, foot-tapping _____(2) album, *Born in the USA*'s lyrics nevertheless carry emotional weight. Behind the _____(3) rock melodies that drive these powerhouse classics are stories of the dark side of the American dream. Many tracks deal with the struggles of hard-working ordinary people and the _____(4) and anger they feel as life doesn't bring them riches or glory. The song *Glory Days*, for example, is about people in a small town looking back at when they were young and had the world at their feet while *Downbound Train* tells the story of a young man whose life

_____ (5) when he loses his job. It's not hard to imagine that the artist is channelling real people he knew and the life he might have had if he hadn't become a star. The album will leave you in no doubt of the unique and _____ (6) talent of the Boss.

Unlike many other _____(7) album artists, Springsteen is still releasing chart-topping, stadium-filling new music and remains at the _____ (8) of his game in his late 60s. It doesn't surprise me at all. This is a man who tells us our most _____(9) stories about ourselves and, when you listen to *Born in the USA*, those stories are as _____(10) today as they ever were. This album definitely deserves a rating of 9/10.

LET'S TRY

You recently saw this on your school board.

Reviews required!

What is the best place to have a study group in school? Write us a review about the place.

Say what makes the place suitable.

Would you recommend the place to your friends? Why?

The best reviews will be published in our school magazine.

Write your review

INTRODUCTION	
<p>Recently, I have been having study group with my classmates. Our favourite spot in school would be at the school canteen. Who would have guessed it? Our school canteen is just the right place to have a study group for having the best view in school and cool fresh air breezing especially in the afternoon.</p>	<p>The introduction focuses on</p> <ul style="list-style-type: none"> the author the title (book, song, place, movie) the main topic or issue the author's purpose. <p>briefly state your general impression on it and make your introduction as engaging as possible.</p>
BODY	
<p>Firstly, our school canteen is situated just in the corner of the science laboratory. It is quiet and peaceful to be at. Plus, it is right next to the beautiful foot hill of Bukit Seri. The view was to die for. It gives you the serene feeling of tranquil that clears up your mind and set you to the right mood to study.</p>	<p>Order the body of your review according to a logical plan.</p> <p>First body paragraph</p> <ul style="list-style-type: none"> a short summary of the reviewed material. Give a brief overview — plot, setting, actors, general idea.
<p>Next, the place is also refreshing with the cool fresh air from the hills every time we set our study group to study there. It is windy enough for us to be cooled from the afternoon heat. We totally feel comfortable having our discussion there without any interruption from other students after classes are over. However, there are times when other students choose to have a party there, it could be quite noisy.</p>	<p>Second and/or third body paragraphs</p> <ul style="list-style-type: none"> describe good and bad points respectively. Make sure the good points are bigger than the bad points if you like the title. the negative points paragraph - name things that could be changed to improve the quality of the product.
<p>Lastly, the place is safe for us students to study after school as it is visible to other people and most of all it is in the school compound. The place is not secluded neither it is noisy for us to study. It is just perfect for us to gather and have our study group though we need to be cautious of reptiles moving around the area.</p>	<ul style="list-style-type: none"> for each paragraph, use the topic sentence to elaborate or evaluate the product.

RECOMMENDATION	
<p>All in all, I recommend the students especially those who have exams just around the corner to have their study group there. It is peaceful and it sets the mood for us to study. In fact, no matter how many times I have been there to have our study group, I never get bored of it. I definitely rate this place 5 stars out of 5!</p>	<p>Now evaluate the work as a whole</p> <ul style="list-style-type: none"> • tell whether the author achieves the intended or implied goal • sum up the good and bad points to make an objective assessment of the reviewed material. • recommend or dissuade your readers from seeing/attending it.

Practice 3: You recently saw this on your school board.

Reviews required!

Have you eaten out recently? Write us a review about the place. Say what makes the place special. Would you recommend the place to your friends? Why?

The best reviews will be published in our school magazine.

*Write your **review**.*

INTRODUCTION	
<p>Recently,</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>The introduction focuses on</p> <ul style="list-style-type: none"> • the place, the main topic or issue presented in the question as well as the author's purpose. <p>First mention the place and give general ideas about the place. (name of the place, location and impression)</p>

BODY	
<p>Firstly,.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Order the body of your review according to a logical plan.</p> <p>First body paragraph</p> <ul style="list-style-type: none"> • a short summary of the reviewed material. • Give a brief overview — name of the place, location, general idea. <p>Second and/or third body paragraphs</p>
<p>Next,.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<ul style="list-style-type: none"> • describe good and bad points respectively. • In the negative points paragraph, you can name things that could be changed to improve the quality of the product.
<p>Lastly,.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

RECOMMENDATION	
<p>In conclusion, I recommend</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Now evaluate the place as a whole</p> <ul style="list-style-type: none"> • whether the place achieves the great place for dining • sum up the good and bad points • make an objective assessment of the reviewed material. • recommend or dissuade your readers from seeing/attending it. • Give ★ for rating

Vocabulary:

Restaurant review:

Hearty meal
Wholesome food
Piping-hot
Succulent/juicy (meat)
Creamy

With a kick (spicy)
Crunchy/crispy
Well-seasoned
Packed with flavour
A steaming plate of...
Hungry/starving/ravenous/famished
Bustling eatery(restaurant)
Lively atmosphere
Service with a smile

NOW YOU TRY!!

Practice 4 (Level 3)

Write a review

You recently saw this on your school website.

Reviews required!

Have you been to a holiday recently? **Write** us a review about the place.

Say what you enjoyed about the place.

Would you recommend the place to your friends? Why?

The best reviews will be published in our website.

Write your review.

PART 3: ARTICLE

Question 3

You see this poster on the notice board in your school.

Articles wanted!
Healthy Lifestyle

- What are the ways to stay healthy?
- What are the effects of not practising healthy lifestyle?
- How can the school encourage the students to practise healthy lifestyle?

Write us an article answering these questions.

The best article could stand a chance to win exciting prizes in conjunction with Health Awareness Campaign organised by the Red Crescent Society.

What does the question require you to do??

1. DRAFTING

1. Ways to stay healthy

- Exercising
-
-
-

2. The effect of not practising healthy lifestyle

- Easily get sick
-
-
-

3. How to encourage the students to practise healthy lifestyle

- Give a talk on health
-
-

2. PLANNING

What are you going to write??

Introduction

Give an overview about the topic

1. Give definition (Health means.....)
2. Start with a question (Do you consider yourself healthy?)
3. Use proverb or idiom (An apple a day keeps the doctor away **or** Health is wealth)

Second paragraph

Answer question 1

- What are the ways to stay healthy?

Provide examples where necessary

Third paragraph

Answer question 2

- What are the effect of not practising healthy lifestyle?

Provide examples where necessary

Fourth paragraph

Answer question 3

- How can the school encourage the students to practise healthy lifestyle?

Provide examples where necessary

Closure

Write a conclusion of the topic written

eg. It is undeniable that health is very important. Therefore, we need to take care of our health by practising a healthy lifestyle.

Notes ; Use cohesive devices in your writing and include interesting vocabularies which are related to the topic discussed.

PRACTICE

Now it is your turn to write an article. Remember to follow the steps given in writing articles.

PRACTICE 1

You see notice on the board outside your school computer lab.

Articles wanted!

Online Shopping

- What are the advantages of online shopping?
- What are the disadvantages of online shopping?
- How can you share tips for safe online shopping?

Write us an article answering these questions.

The best article will be published in our school magazine.

PRACTICE 2

You see the poster on the notice board in your school.

Articles wanted!

Co-curricular Activities

- What are the examples of extra co-curricular activities that can be joined in school?
- What are the importance of joining co-curricular activities?
- How can the school encourage the students to join co-curricular activities?

Write us an article answering these questions.

The best article will be published in our school magazine.

PRACTICE 1

[illegible]

PRACTICE 2

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

PART 3: STORY

SUGGESTED APPROACHES ON HOW TO WRITE A STORY

Question

Your teacher has asked you to write a story for an essay writing competition. The story must have the title:

A Memorable Day

Your story should include:

- a description of the day
- the reasons why it is memorable

Steps:

1. Understanding the question

- i. Underlining the keywords in the question

Your teacher has asked you to write a story for an essay writing competition. The story must have the title:

A Memorable Day

Your story should include:

- a description of the day
- the reasons why it is memorable

- ii. Understanding the meanings of the difficult words
Examples : description, memorable

2. Brainstorming and organising the ideas

- i. Think about what you want to write
- ii. Select key ideas and organise them

Example:

Paragraph	Ideas brainstormed
1 (Introductory paragraph)	felt uneasy – everything seemed to go wrong (give examples)-this happened –since that day

2	woke up early- enjoy the beautiful and fresh morning – early spring
3	decided to take a walk – quickly got ready – go to the beach – walk along the beach – enjoying the scenery – suddenly – a guy shouted from back – dropped scarf – his voice sounded familiar – wondered – realised – he was Hariz
4	Ex-classmate – asking each other – shocked – happy – felt something inside – at the same time – a romantic song was played – her favourite song
5	Hariz offered to have a drink – nearby café – chatted about a lot of things – careers.life,memories at school etc – realised – like him – found he had changed – looked handsome
6	After – long chat – and some drinks – sent home – asked to meet again – no doubt, agreed – so happy
7 (concluding paragraph)	Since then – dated – few times – finally – proposed – now – at a wedding gown boutique – choosing wedding gown – couldn't wait for the wedding day.

3. Drafting – Paragraph 2

- i. Using the ideas in paragraph 2 to write a rough draft.

I woke up early that day. The sun shines through the window panes. I walked to the window and I saw many flower in the garden. I can hear the sounds of the birds chirping on **A** oak tree outside my house. I thought they might be singng a beautiful song to me. Then, I opened the window to enjoy the beautiful scenery **A** the sea. "What a gift from God to me." I said to myself.

4. Revising

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

5. Editing

- i. Proofreading and correcting mistakes

6. Rewriting

i. Writing the final draft

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

➔ Paragraph 2 – corrected errors are italicised

I woke up early that day. The sun *was shining* through the *windowpanes*. I walked to the window and I saw many *flowers* in the garden. I *could* hear the sounds of the birds chirping on *the* oak tree outside my house. I thought they might be *singing* a beautiful song to me. Then, I opened the window to enjoy the beautiful scenery *of the sea*. "What a gift from God to me." I said to myself.

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

That morning was beautiful. I could see the sun shining through the windowpanes. I walked to the window and saw *the colourful* flowers in the garden. *Daisies and daffodils were all around.* I could hear the sounds of the birds chirping on the oak tree outside my house. They might be singing a beautiful song to me. *This had made me happy.* Then, I opened the window to enjoy the beautiful scenery of the *blue sea*. *The rising sun was just amazing.* "What a gift from God to me." I said to myself.

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

That morning was *a blissful one. Seeing the golden* sun shining through the windowpanes *as I walked to the window had made me as happy as a lark.* Daisies and daffodils were all around *in the garden, paving the earth, as it was early spring.* I could hear the sounds of the birds chirping on the oak tree *in front of the window as if* they were singing a beautiful *melody of* song to me. *Immediately,* I opened the window to enjoy the beautiful scenery of the *vast crystal clear blue sea as the sun was rising from the horizon. The fragrance of the flowers and the rustling of the leaves were just amazing. Magnificent! The gentle breeze that caressed my cheeks was awesome.* "What a gift from God to me." I said to myself.

The complete story

I still remember the day which had left me with a fond memory. I didn't know what had happened to me. Since that day, I couldn't sleep, eat and do things well. Everything seemed to be not right to me. Even my housemate realised the change in me. All these happened since that memorable day in my life.

That morning was a blissful one. Seeing the golden sun shining through the windowpanes as I walked to the window had made me as happy as a lark. Daisies and daffodils were all around in the garden, paving the earth, as it was early spring. I could hear the sounds of the birds chirping on the oak tree in front of the window as if they were singing a beautiful melody of song to me. Immediately, I opened the window to enjoy the beautiful scenery of the vast crystal clear blue sea as the sun was rising from the horizon. The fragrance of the flowers and the rustling of the leaves were just amazing. Magnificent! The gentle breeze that caressed my cheeks was awesome. "What a gift from God to me." I said to myself.

Suddenly, a brilliant idea popped up in my mind. "A walk on the beach would be great to enjoy this day," I said to myself again. I then hurriedly took my bath and breakfast to go to the beach. After breakfast, I took a walk along the beach. As I was walking while enjoying the beautiful scenery, a guy shouted at me from my back. "Hey miss, you've dropped your scarf!" I was shocked to hear his loud voice. However, I felt as if I knew that voice. I turned and looked at the mysterious guy. "Is that Hariz?" I said softly. The guy ran towards me and as he got nearer, I knew that I was right. It was him!

It really was him! My former classmate. As soon as he reached me, he said, "Are you Anne? Oh my god, I never thought I would meet you here!" I looked at his face and said the same thing to him, "Oh my god, it's you Hariz!" I said happily. At that time, I didn't know why, my heart beated so fast and the song of Besame Mucho by Andrea Bocelli was being played at the nearby café. What a coincidence. "It's your favourite song, right Anne?" He

said to me with his beautiful smile and I said "yes" in a soft voice. What a romantic moment for me!

Our conversations did not end there. He asked me to have a drink at a nearby café. We chatted about a lot of things there, his career, his life, my life and about our memories at school together. I never thought that deep in my heart, I liked him. The feeling was so amazing and sweet to me. He had changed a lot from what I could see, and he still looked charming to me. From a naughty and playful guy, he had turned into a matured and kind guy. His brown eyes, hair and of course his very little beard had never changed since our school years. He looked very handsome indeed to me.

After a long chat and five glasses of ice-blended, we both decided to go home. He sent me until at my doorstep and said, "Can we meet again at some other time?" while handing my scarf to me. Well, of course, I agreed, for I would love to spend more time with him. "Yes, of course." I said with a red face. Then, we exchanged our phone numbers and he said, "I'll give you a call, okay?" I just nodded. "What a moment!" I said in my heart. After a while, he said goodbye and I went into my house, with a happy feeling.

Well, since that day, we had dated a few times and to my surprise, he proposed me. Now, guess where am I? I am at a wedding boutique with my friends choosing a wedding gown. Our wedding will be in a couple of months from now and I am looking forward to that beautiful day. I would be the wife to a nice man soon. No words can describe how grateful I am when I think of the day I met him at the beach. It was indeed a memorable one to me.

SCORES

SUB-SCALE	MARK	COMMENTARY
CONTENT	5	<p><i>All content is relevant to the task. The target reader is fully informed about the day and why it is memorable.</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • I still remember the day which had left me with a fond memory. • That morning was a blissful one.

		<ul style="list-style-type: none"> • Daisies and daffodils were all around in the garden, paving the earth, as it was early spring.... • ...a guy shouted at me from my back. • Our wedding will be in a couple of months from now... • a nice man
COMMUNICATIVE ACHIEVEMENT	5	<p><i>Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate with ease, fulfilling all communicative purposes.</i></p> <p>"What a gift from God to me." I said to myself. Suddenly, a brilliant idea popped up in my mind. I knew that I was right. It was him!</p> <p>I never thought that deep in my heart, I liked him.</p> <p>No words can describe how grateful I am when I think of the day I met him at the beach.</p>
ORGANISATION	5	<p><i>Text is well-organised and coherent, using a variety of cohesive devices with generally good effect.</i></p> <ul style="list-style-type: none"> • That morning was a blissful one. • ...as the sun was rising from the horizon. • Immediately, I opened the window to enjoy... • Our conversations did not end there. • After a long chat and five glasses of ice-blended, we both decided to go home. • Well, since that day... • Suddenly, a brilliant idea popped up in my mind. • (The use of 'then', 'after breakfast'...)
LANGUAGE	5	<p><i>Uses a range of vocabulary, including less common lexis, appropriately.</i></p> <ul style="list-style-type: none"> • Daisies and daffodils were all around in the garden, paving the earth, as it was early spring. • ...the vast crystal clear blue sea... • The fragrance of the flowers and the rustling of the leaves were just amazing. • ...caressed my cheeks... <p><i>Uses a range of simple and complex grammatical forms with control and flexibility.</i></p> <ul style="list-style-type: none"> • I didn't know what had happened to me. • I could hear the sounds of the birds chirping on the oak tree in front of the window as if they were singing a beautiful melody of song to me.

		<ul style="list-style-type: none"> • At that time, I didn't know why, my heart beated so fast and the song of Besame Mucho by Andrea Bocelli was being played at the nearby café. • No words can describe how grateful I am when I think of the day I met him at the beach. <p><i>Clear from errors.</i></p>
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PRACTICES

Practice 1 - Guided

Your teacher has asked you to write a story for an essay-writing competition. The story must have the title:

An Act of Kindness

Your story should include:

- a description of the act
- the reasons why it was a kind act

Steps

1. Understanding the question. Underline the keywords and find the meanings of the difficult words.
2. Brainstorming and organising the ideas

Paragraph 1

A beautiful morning – Zul – looked at the old house across the street – the owner – an old lady – Pn. Hasnah

Paragraph 2

Zul never talked to her – then – a postman came – sent a parcel to him – suddenly – heard the sound of a taxi – saw Pn. Hasnah carrying heavy plastic bags – Zul walked to her house

Paragraph 3

Pn. Hasnah saw him – greeted him – Zul helped carry the plastic bags - she opened the door – they entered the house – he put the bags – noticed the bags were filled with hardware

Paragraph 4

Pn Hasnah said she was restoring her house – Zul wanted to help – painted the bedroom first

Paragraph 5

Next – Zul fixed the roof – Zul was afraid of height but he continued helping her – he was relieved when it was done

Paragraph 6

It was a meaningful day for him – felt happy as he could help Pn. Hasnah

→ **Now, let's work on paragraph 3**

Paragraph 3 – the ideas

Pn. Hasnah saw him – greeted him – Zul helped carry the plastic bags - she opened the door – they entered the house – he put the bags – noticed the bags were filled with hardware

Paragraph 3 - First draft

Pn. Hasnah saw him. She greeted him. Zul helped carry the plastic bags. She opened the door. They entered the house. He put the bags on the floor. He noticed the bags were filled with hardware.

Note:

Organisation

The use of linkers is not seen here, not even the simple ones like and, or, but, so, because.

Language

This paragraph is dominated by simple sentences.

However, the sentences are grammatically correct.

Paragraph 3 – Second draft

Pn. Hasnah saw him and said 'hello' to him. Zul replied by saying 'hi' to her. He helped her carry the plastic bags. She then unlocked the door. They entered the house. Zul noticed that the house was not that bad. Without thinking much, he put the bags on the floor. He noticed the bags were filled with hardware.

Note:**Organisation**

Simple linkers seen ('and', 'then')

Language

A better control of grammatical forms. Better sentences are seen here.

Example: Pn. Hasnah saw him and said 'hello' to him.

Zul noticed that the house was not that bad.

Communicative Achievement

Can be seen here:

Example: Without thinking much, ...

Paragraph 3 – Third draft

As he approached Pn. Hasnah, she must have heard footsteps because she turned around immediately. Zul stopped walking out of surprise. "Hello, there!" She said enthusiastically. Zul said "Hi" and helped her with her plastic bags. She then unlocked the door to her house and they both entered. The interior of her house wasn't as bad as the outside but it still had that old-ish vibe to it. As he set the plastic bags down, Pn. Hasnah asked if he wanted to help. When she clearly saw that Zul had no clue what she was talking about, she pointed at the bags. Little did he realise that the bags were filled with hardware.

Organisation

- More cohesive devices used other than 'because', 'and', 'but'

Example: as, immediately, then

Language

- Vocabulary includes less common ones

Example: enthusiastically, old-ish vibe

- Simple and complex grammatical forms are used with control and flexibility

Example: 1. As he approached Pn. Hasnah, she must have heard footsteps because she turned around immediately.

2. When she clearly saw that Zul had no clue what she was talking about, she pointed at the bags.

Communicative achievement

Example: Zul stopped walking out of surprise.

Your task for Practice 1

Write the story. You can use the ideas given or you can start the whole thing using your own ideas.

Practice 2

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

An unforgettable incident

Your story should include:

- a description of the incident
- the reasons why it is unforgettable

Practice 3

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

I will never forget this person...

Your story should include:

- a description of the person
- the reasons why he/she is unforgettable

Practice 4

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

A Day Well-spent

Your story should include:

- a description of the day
- how the day was spent

Practice 5

Your teacher has asked you to write a story for a school magazine. The story must be about a teenager who has changed into a better person. It must begin with the following words:

The sound of the alarm woke him/her up...

Your story should include:

- a description of the teenager
- how he/she has changed into a better person

PART 3: REPORT

'A report is usually written for a superior (e.g. a teacher) or a peer group (e.g. members of an English club). Candidates are expected to give some factual information and make suggestions or recommendations. A report should be clearly organised and may include headings.'

Cambridge English First Handbook for Teachers



What are the differences between writing a report for Directed Writing and Extended Writing?

REPORT WRITING		
	Directed Writing	CEFR - Extended Writing
Similarities	Guided	Guided
	Formal Language	Formal Language
Differences	No requirement of word length.	About 250 words *no deduction of marks if write more.
	12/13 content points given	2 or more tasks given in form of: <ul style="list-style-type: none"> • Short notes • questions
	Format is mandatory	No marks for format. Tone must be appropriate.

What you need to know about Report Writing.

- Report task always looks similar.
- Identify your tasks.
- Draft your ideas.
- The tone / language used should be formal.

Step 1: Know Your Tasks

Here is a sample question.

Instructions:

- Read the sample question.
- Look at the underlined tasks given.

It has been a year since a new sport centre opened in your school. Your principal wants to make the facilities even better. As the president of the School Leisure Club, write a report to your principal about the sport centre.

In your report, you need to include the following:

- what you think are the best aspects of the centre.
- suggestions for new facilities.

- What is your task? *Writing a report*.
- Who is going to read? *The Principal*

It is important to know your reader because of the register that you will use when writing. When we speak or write in English there are different levels of politeness and/or formality and in the exam you have to be careful to choose an appropriate tone depending on your target reader. For this report, you will be writing to your principal, you should be polite and use formal language. This means you shouldn't use contractions like 'I'm', but instead write 'I am' nor colloquial expressions like 'Cheers! But rather 'Thank you'. This also includes phrasal verbs so try to avoid those too.

- What should you write?
 - *The best aspects of the centre*. (Aspects is in plural form. Need to give at least two aspects)
 - *Suggestions for new facilities*. (Suggestions is in plural form. Need to give at least two suggestions)

Step 2: Organise Your Report

There are two main points you have to include in your report:

1. The good aspects of the centre
2. Your suggestions for new facilities

Let's add a title and an introduction to this so you get to **three main paragraphs, which work in almost every single report**:

1. **Title and introduction**
2. **First topic point** (The good aspects of the centre)
3. **Your suggestions/recommendations** (Your suggestions for new facilities)

Step 3: Planning

Introduction

You should clearly state why you are writing the report and what is going to be included. Try not to repeat the words as you find them in the task, instead paraphrase and use your own words.

Useful phrases to start your report with include:

1. The purpose/aim of this report is to ...
2. The report is intended to show/discuss/suggest/outline ...

For example:

Introduction

The purpose of this report is to outline the best parts of our centre, which I gathered speaking to other students, as well as to recommend improvements to the facilities.

- Aspects – parts
- Suggestions - recommend

Remember to focus on the task and state very clearly what your report intends to do, nice and easy.

Paragraphing

The paragraphs are where you give most of the information of your report. It mustn't sound like a great story, but be factual and clear. In the paragraph, you have to describe the best aspects of the sport centre. Later, you will make your recommendations so it will tie everything together nicely.

There are always things to be careful with:

1. Only write about things related to the task.
2. Support your points with reasons and examples.
3. Don't write from your personal perspective, but rather from the group's point of view.
4. Use some language to generalise your arguments:
 - In general, ...
 - Generally speaking, ...
 - Most (members) seem to ...
 - It appears that ...
 - According to ...
 - Passive voice (be + past participle)

Let's see the example:

2nd Paragraph (The best aspects of the centre)

Most members seem to enjoy the swimming pool with its daily water exercise classes and the opportunity to swim in 50-metre lanes. It is appreciated by the majority of the students.

- The use of formal language.
- Passive structure.

Suggestion

You need to finish off your report with your suggestions to improve the facilities. You should always base your recommendations on the things you wrote in the previous paragraphs to make sure that your report as a whole makes sense.

You can use some specific language:

1. Based on the findings of this report, I recommend/suggest +ing
2. I (would) recommend/suggest that ...
3. The following (improvements) are recommended: ...
4. The best ideas/solutions seem to be ...
5. It would be (highly) advisable to ...
6. If it is decided to follow my recommendations, ...

Check out this example of final paragraph:

Suggestions to improve new facilities

Based on the findings of this report, the best solutions seem to be to improve the quality of the menu and the service at the café as well as the maintenance schedule at the centre. If it is decided to follow my recommendations, I am sure that the experience for the students can be improved even more.

*As you can see, the suggestions are well connected to the two examples previously. There are also some passive voice to keep the report formal until the end.

VOCABULARY:



Informal vs Formal

Identifying informal words: the following lists provide contrasting examples of informal English (usually spoken) and formal English (used in academic writing). Depending on the context, the words on the right may be preferable to the words on the left for academic writing. Refer to a good English dictionary to check for meaning if you're not sure which word to use.

Part of speech	Informal vocabulary	Formal (more academic) vocabulary
1. Nouns	thing	factor, issue, aspect, item
	place	location, site
	buyer	purchaser
	parts	elements, components
	answer	response, solution
2. Phrases	good thing	benefit, advantage
	good enough	Adequate
	lots of / a lot of	many, numerous
	to do with	Regarding
3. Adjectives	good	positive, useful, valuable, advantageous
	bad	negative, disadvantageous
	big	large, major
	little	small, minor
4. Adverbs	around	approximately
5. Verbs	get	Obtain
	has got, have got	Have
	give	provide, donate

	watch	Observe
	stay	Remain
	keep	Preserve
	show	demonstrate, indicate
	need	Require
	guess	Estimate
	happen	Occur
	answer	Respond

Part of speech	Informal vocabulary	Formal (more academic) vocabulary
6. Phrasal verbs (verbs + prepositions or adverbs)	<p>• Phrasal verbs are common in spoken and informal English, but are rarely used in academic writing. There is usually a more formal, academic verb which is used instead. Below is a list of the more frequently used phrasal verbs and their more formal equivalents.</p>	
	bring along	bring
	start again	resume, recommence
	go up	rise, increase
	go down	fall, decrease
	find out	determine, discern, discover
	pick up	collect
	put in	insert
	fill out (a form)	complete
	take away	remove
	come back, go back	return (somewhere)
	give back, take back	return (something)
	throw away	discard
	take apart	dismantle
	think about	consider
	keep up	maintain
	come over	visit
	put up with	tolerate
	help out	assist
	set up	establish
	get rid of	eliminate
	look into	investigate
	bring up	raise
	meet with	encounter
	cut down	reduce

	move up and down	fluctuate
	put off	delay
	put out (a fire, cigarette)	extinguish
	talk over	discuss
	bump into (an old friend)	meet (by chance)

Informal	Formal
About ...	Regarding / Concerning ...
Agree with ...	Be bound by ...
And	As well as ...
Bearing in mind	Reference being made to ...
Because ...	As a result of / due to (the fact) ...
Begin	Commence
But	While / Whereas
Careful / Cautious	Prudential
Carry out	Effect
Check	Verify
Enough	Sufficient
Fill me in	Inform / Tell
Find out	Ascertain
Follow	Duly observe
Get	Receive
Get in touch	Contact
Go over	Exceed
Has to be	Shall be
Have to give	Submit
If ...	Should ...
If ... or not.	Whether ... or not.
If you don't ...	Failing / Failure to...
If you've got any questions ...	Should you have any queries ...
Involve	Entail
Lost	Inadvertently mislaid
Make sure	Ensure
Many	Several / Numerous
Order	Authorise
Pay	Settle
Put in writing	Provide written confirmation
Sorry!	We regret ...
Supply	Furnish
Take away	Withdraw
Tell	Disclose
Trusted	Entrusted
When we get ...	On receipt
Whenever we like ...	Without prior notice ...
Write (e.g. Cheque)	Issue (e.g. Cheque)
Written	Shown / Indicated



How is my report marked?

There are four marking scales in the writing exam. Each of these scales looks at specific aspects of your writing. Each scale is scored out of 5 so you can get a maximum of 20 marks where 3/5 basically means that you have passed this part of your writing.

The four marking scales are:

Scales	Descriptions
Content	answering the task, supporting your ideas
Communicative Achievement	register, tone, clear ideas, *conventions of the specific task type.
Organisation	structure of the text, logical order, connected ideas
Language	grammar and vocabulary

*conventions mean these include genre, format, register and function.

For example, a report should not look like a personal letter or an email. A report to a teacher would probably be more formal and polite than an email to a close friend.

Practice 1

- Read the question.

Your English teacher has asked you to write a report on places to go shopping in your area. You should

- explain the different types of shops in your area.
- say what the most popular shops are and why.

- Fill the table below based the question above.

What do you need to do?	
Who is your target reader?	
What should you write in your report?	

- Fill in the blanks using the word bank given below

Most of them	Finally	a limited range	a wide range	Another popular type
First of all	the most popular	However	a vast selection	because

To: Madam Wilma
 From: Haris Ahmad
 Subject: Shopping in my area

There is (1) _____ of shops in my area where you can buy anything from clothes to sports equipment and electronic goods.

(2) _____, there are several clothes shops in my area.
 (3) _____ offer popular brands of clothing and there is a large department which is
 (4) _____ as the clothes are much cheaper than the other shops.

(5) _____ of shop in the area is the sports shops. The largest one always has (6) _____ of sports equipment. If something is not available, it can be ordered and picked up the next day.

(7) _____, there is a shop which sells electronic goods, such as computers and mobile phones. It's trendy (8) _____ you can go and spend hours trying out the latest devices.

We also have a small bakery and grocers. (9) _____, these are less popular than the large supermarket outside town because they sell (10) _____ of goods.

Practice 2

Read the question and fill in the blanks with word given below.

A group of exchange students will be visiting your school. Your English teacher has asked you to write a report on what places they could visit outside school, in order to choose where to go with them.

Write a report on:

- places available
- cost
- recommendation

rink	hand	entrance	visiting	number
included	option	released	probably	located
purpose	accessible			

To: Ms Nurul

From: Ahmad Albab

Subject: Places for exchange students to visit

The (1) _____ of this report is to review places that would be suitable for the exchange students, who will be (2) _____ the school next month.

The town centre has a (3) _____ of places to visit. There is a cinema in the centre. There is also an ice-skating rink not far from the centre. Another (4) _____ would be the bowling alley, which has a restaurant and cultural-themed night at the weekend. It is (5) _____ on the outskirts of the town.

The (6) _____ fees for the various venues are as follows. The cinema is RM 8 per person. The ice-skating (7) _____ is RM 10 per person, which includes the hiring of the skates. The bowling alley cost RM 20 per person with a snack and drink (8) _____.

All in all, considering cost and location, the best venue would (9) _____ be the ice-skating rink. It is easy to reach and inexpensive. On the other (10) _____, the bowling is expensive and not (11) _____ by public transport. Finally, although the cinema is cheap, no exciting movies are being (12) _____ next month.

Practice 3

Read the question and answer the following exercises.

The Malaysian No. 1 singer, Alif Sukri is going on tour in your state, Terengganu. He has agreed to visit your school. Your Principal has asked you to carry out a survey amongst the students and write a report. He wants suggestions on:

- An activity to do with the singer.
- A present to give to the singer for visiting your school.

- Exercise A: Useful Language.

Match the words and phrases with their purpose in the box.

Summarise what you found
Conclude by giving your recommendations
Say why you are writing the report
Say how you got your information

The aim of this report is to...
It is based on the survey....
The minority/majority of....
I would recommend that we... / Perhaps we should consider ...

- Exercise B: Writing a recommendation.

Rewrite the sentences to make recommendations be more formal.

- We should organise an interview.
Perhaps we could consider _____.
- We should make a book.
I would recommend _____.
- We should prepare questions for the interview.
It would be advisable _____.
- We should invite all students to join.
I would recommend _____.
- We should choose representatives from each class.
It would be advisable _____.

- Exercise C: Planning a report.

Task 1: Lay out your points here.

No	Points needed	Your ideas
1	The aim of the report	
2	The date of the survey	
3	Number of students involved	

4	Activities suggested (more than one)	•
5	Venues for the activity suggested (more than one)	
6	Suggested presents (more than one)	
7	Results of the survey (number of students)	
8	Recommendations	Activity:
		Present:

Task 2: Elaborate your points here!

NO	CONTENT POINTS	ELABORATIONS
1	The aim of the report	The aim of the report is to make suggestions for an activity to do with Alif Sukri.....
2	The date of the survey - 26th of April 2021	A survey was carried out on 26th of April 2021.
3		
4		
5		
6		

SUGGESTED ANSWERS

1119/1 READING AND USE OF ENGLISH

PART 4: GAPPED TEXT

Sample text:

1. G
2. E
3. F
4. B
5. D
6. H

Practice 1:

1. G
2. D
3. H
4. A
5. C
6. F

Practice 2:

1. D
2. H
3. B
4. A
5. C
6. F

PART 5: MATCHING

GENERAL PRACTICE

LEVEL 1:

NO	ANSWER	CONTEXT CLUE
1	C. trash	Example
2	B. messy	Antonyms / Contrast
3	A. cloudy	Explanation
4	B. unusual	Synonyms
5	C. eateries	Example

LEVEL 2:

NO	ANSWER	CONTEXT CLUE
6	B. strange	Example / Explanation
7	A. loud	Cause and Effects
8	A. cancelled	Antonyms / Contrast
9	A. economical	Explanation
10	B. criticize	Antonyms / Contrast

LEVEL 3:

NO	SIGNAL WORD / PHRASE	CONTEXT CLUE
11	but	Antonyms / Contrast
12	After	Cause and Effects
13	namely, the First Nations and Inuits	Example
14	Because	Cause and Effects
15	refused to give ... few cents / ...hurt him to part with ... money	Explanation

PRACTICE 1

- | | | |
|----------|---------|---------------------------|
| 1. FALSE | 3. TRUE | 5. A (taking too lightly) |
| 2. FALSE | 4. TRUE | |

PRACTICE 2

NO	ANSWER	NO	ANSWER
1	B	6	A
2	A	7	D
3	C	8	B
4	D	9	C
5	B	10	A

PRACTICE 3

NO	ANSWER
33	Geetha
34	Farhad
35	Lim
36	Rosie
37	frowns
38	interest
39	calmness
40	unattended

1119/2 WRITING**COHESIVE DEVICES****PRACTICE 1****Level 1**

1C 2B 3D 4C 5A 6B 7C 8D 9B 10B

Level 2

1A 2B 3A 4B 5C 6B 7A 8D

Level 3

1. My sister was in the dentist's office for ten minutes. Meanwhile, I sat in the waiting room with an old magazine in my hands.
2. An hour passed but there was no sign of Mike. Finally, we decided to go home.
3. We bumped into Salsa during our trip to Lang Island. A few weeks later, we met him again.
4. The teacher had trouble telling the twins apart. Subsequently she realized one had a mole above her lips.

5. The men went to a nearby restaurant for breakfast. Afterwards, they drove off towards the Penang Bridge.
6. The football coach announced, "Today, we will begin practicing for the coming match." Then he added, "Let's warm up first."
7. First, heat the oil in the frying pan. Then put in all the marinated chicken pieces.
8. Many customers bought the delicious chicken pies. Eventually all the pies were sold out.
9. Many people wanted to buy the tickets. After a while, the queue was quite long.
10. Zulina will be back in fifteen minutes. Meanwhile, make yourself at home.

Level 4

1. Susie refused to take part in the concert. However, she changed her mind the next day.
2. The car beat the red traffic light. As a result, the driver was issued a summons by the traffic policeman.
3. "Fira won the gold medal after three months of intensive training. Similarly, you too could win if you practise hard enough," Liza's mother said to her.
4. "I don't think she can handle this task. Besides, she already has a lot of other responsibilities," said the head prefect to his assistant.
5. The cadets were given new uniforms to wear. In addition, they received free passes to the match.
6. The people strongly opposed the move to build a golf course near their house. Consequently, the proposed plan was cancelled.
7. "The final examinations are coming soon. Therefore, it would be advisable for you to begin revising more systematically," the teacher told her class.
8. The neighbours often helped each other, thus creating a feeling of harmony in the neighbourhood.
9. The teenager was caught shoplifting. However, he was let off with a warning.
10. Shaun is directing the movie. Besides, he is playing the lead role in it.
11. Thomas Edison failed several times before he successfully invented the first light bulb. Similarly, you too could attain your dreams if you never give up trying.
12. The bungalow had seven rooms, each with an attached bathroom. In addition, there was a large garden and a swimming pool.

E. Using connectors in different types of essays.

PRACTICE 1

This past weekend I had the time of my life. First, Friday night, I had my best friend over **and** we made a delicious, mouth-watering pizza. **After** we ate, we had a friendly video game competition. On Saturday, my dad took us out on the boat. The weather was perfect **and** the water was warm. It was a great day to go for a swim. **Later** that night, we went to the movies. We saw an action packed thriller **and** ate a lot of popcorn. **Finally**, on Sunday, we rode our bikes all over town. **By the end** of the day, my legs were very tired. I only hope that next weekend can be **as** fun **as** this one.

PRACTICE 2

1 Moreover 2 For example 3 In addition 4 However 5 Furthermore 6 Overall

PRACTICE 3

1 At the same time 2 However 3 At first 4 After a while 5 Soon 6 Later

7 Although 8 Most importantly 9 Finally

PRACTICE 4**High School Students and University Students**

Education is very important for society. It is very important in the development of the individual, too. However, there are many methods of learning and ways to develop students' skills, so it is very difficult to work out which are the best paths to educational success. Nothing demonstrates this more than the differences between the lifestyles of high school students and university students.

First of all, university students have more responsibilities than high school students. They have to be more independent and make decisions by themselves. For example, they have to manage their schedules and do assignments. In contrast, high school students just have to follow the rules and obey their teachers.

Second, high school students usually have more fun than university students. Their lives are not so serious. They are more carefree and they do more fun activities. University students, however, often do not have much free time and they are more stressed because their exams are more serious.

Finally, university students mix with more people. They meet different kinds of people. They have to start to learn to live in the real world. As a consequence, most university students become more open minded. High school students, on the other hand, live in a smaller, narrower world. They usually go to school with people similar to themselves. They live similar lives and think alike. No one challenges their ideas.

In conclusion, it seems clear that different educational situations and environments suit different age groups. Is this really true? Or do we just rely on ideas handed down from earlier generations? Perhaps, we need to try and pick the best features of the lifestyles of high school students and university students. Then we might be able to create better educational systems for the 21st century.

PRACTICE 5

Accept any appropriate answers.

1 Consequently, 2 For instance 3 Furthermore, 4 For example, 5 Moreover, 6 As a result ,
7 In conclusion

PART 2: REVIEW**Level 1:**

1 destination
2 great
3 beautiful
4 scuba diving
5 jungle trekking
6 world

Level 2:

1 wonderful
2 exotic
3 exciting
4 soak in
5 to die for
6 breathtaking

7 amazing
8 watching
9 tremendously

7 forgotten
8 phenomenally

PART 3: REVIEW

Practice 1 (Music Review Level 1)	Practice 2 (Music Review Level 2)
1. b 2. c 3. d 4. a 5. f 6. h 7. e 8. g	<ul style="list-style-type: none"> ○ die-hard ○ rock ○ catchy ○ bitterness ○ is ruined ○ extraordinary ○ best-selling ○ top ○ relevant ○ fundamental

PART 3: REPORT

Practice 1:

To: Madam Wilma
From: Haris Ahmad
Subject: Shopping in my area

There is (1) **a wide range** of shops in my area where you can buy anything from clothes to sports equipment and electronic goods.

(2) **First of all**, there are several clothes shops in my area. (3) **Most of them** offer popular brands of clothing and there is a large department which is (4) **the most popular** as the clothes are much cheaper than the other shops.

(5) **Another popular type** of shop in the area is the sports shops. The largest one always has (6) **a vast selection** of sports equipment. If something is not available, it can be ordered and picked up the next day.

(7) **Finally**, there is a shop which sells electronic goods, such as computers and mobile phones. It's trendy (8) **because** you can go and spend hours trying out the latest devices.

We also have a small bakery and grocers. (9) **However**, these are less popular than the large supermarket outside town because they sell (10) **a limited range** of goods.

Practice 2:

To: Ms Nurul
From: Ahmad Albab
Subject: Places for exchange students to visit

The (1) **purpose** of this report is to review places that would be suitable for the exchange students, who will be (2) **visiting** the school next month.

The town centre has a (3) **number** of places to visit. There is a cinema in the centre. There is also an ice-skating rink not far from the centre. Another (4) **option** would be the bowling alley, which has a restaurant and cultural-themed night at the weekend. It is (5) **located** on the outskirts of the town.

The (6) **entrance** fees for the various venues are as follows. The cinema is RM 8 per person. The ice-skating (7) **rink** is RM 10 per person, which includes the hiring of the skates. The bowling alley cost RM 20 per person with a snack and drink (8) **included**.

All in all, considering cost and location, the best venue would (9) **probably** be the ice-skating rink. It is easy to reach and inexpensive. On the other (10) **hand**, the bowling is expensive and not (11) **accessible** by public transport. Finally, although the cinema is cheap, no exciting movies are being (12) **released** next month.