



G6 SPM MODULE

*Bahasa
Inggeris*



KEMENTERIAN
PENDIDIKAN
MALAYSIA

Jabatan Pendidikan Negeri Johor



KERAJAAN
NEGERI JOHOR



PREFACE

This G6 Module is specially designed to assist Johor State English language teachers in their teaching and learning processes, especially in teaching lower proficiency Form 5 students. With the hope to place the *GPMP* of the English Language subject for Johor state to the lowest of 6.0, it is essential to help students who are less proficient in the English language to pass or obtain a higher grade for their SPM English Language paper. This module focuses on the major components in Paper 1 and 2 of the SPM English Language examination, which have been identified as areas that students need to master and further improve, in order to achieve better results. The components are *Directed Writing* and *Continuous Writing* in Paper 1 and *Reading Comprehension*, *Summary* and *Novel* in Paper 2. In this module, useful notes, exercises, activities and sample answers are provided to give teachers and students step-by-step guide towards a better understanding of each component. It is hoped that this module, together with teachers' guidance and students' engagement, can help the near-miss pass students to improve on their reading and writing skills thus performing in the SPM English Language 1119/1 and 1119/2 examination.

ADVISOR
Rokiah bt Ahmad
Senior Principal Assistant Director of Languages

COORDINATOR
Ermy bin Kasah
Assistant Director of Languages

PANEL OF WRITERS

PAPER 1

1. Jamiah binti Zainal
SMK Taman Impian Emas, Johor Bahru
2. Mohamad Fuad bin Mokhtar
SMK Sri Kukup, Pontian
3. Pushpa a/p Kandasamy
SMK Dato' Bentara Dalam, Segamat
4. Zainal Ariffin bin Kadir
PPD Segamat
5. Haslina binti Anuar
SMK Taman Universiti, Johor Bahru
6. Samsath Begum binti Kathar Moideen
SMK Canoissan Convent. Kluang
7. Nor Fadzleen binti Sa'adon
SMK Bandar Baru Uda, Johor Bahru
8. Farah Diyana binti Abd Rahim
SMK Labis, Segamat

PAPER 2

1. Nur Atiqah binti Ismail
SM Sains Kota Tinggi
2. Sheikh Fauzi bin Ali
SMK Nitar, Mersing
3. D. John Daniel
PPD Batu Pahat
4. Chew Jian Yong
SMK Sri Kukup, Pontian
5. Haslina binti Anuar
SMK Taman Universiti, Johor Bahru
6. Siti Zubaidah binti Husni
SMK (P) Temenggung Ibrahim, Batu Pahat
7. Ramesh a/l Ramasamy
SMK Taman Sutera, Johor Bahru

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BASIC GRAMMAR RULES

Subject-Verb Agreement

A singular subject takes a singular verb and a plural subject takes a plural verb.

Examples:

SINGULAR SUBJECT (ONE)	SINGULAR VERB
She	is
Ah Chong	goes
The car	moves
The strong boy	has

PLURAL SUBJECT (MORE THAN ONE)	SINGULAR VERB
Abu and Hakim	are
They	go
The cars	move
The strong boys	run

Rule 1

A subject will come before a phrase beginning with **of**. This is a key rule for understanding subjects. The word **of** is the culprit in many, perhaps most, subject-verb mistakes.

Examples:

X	A group of boys go fishing in the river near the village.
✓	A group of boys goes fishing in the river near the village. (group goes, not boys go)

Rule 2

Two singular subjects connected by **or**, **either/or**, or **neither/nor** require **a singular verb**.

Examples:

✓	or	My aunt or my uncle is arriving by train today.
✓	either, or	Either Haresh or Govind is helping today with class decorations.
✓	neither, nor	Neither Henry nor Kamal is available.

Rule 3

The verb in an **or**, **either/or**, or **neither/nor** sentence agrees with the **noun or pronoun closest to it**.

Examples:

✓	1 cup	Neither the saucers nor the <u>cup</u> goes on that shelf.
✓	more than 1 cup	Neither the saucer nor the <u>cups</u> go on that shelf.

Rule 4

As a general rule, use a **plural verb** with **two or more subjects** when they are connected by **and**.

Example:

✓	Red <u>and</u> blue are my favourite colours.
✓	Mathematics <u>and</u> Science are my favourite subjects in school.

But note these exceptions:

Exceptions:

✓	Breaking <u>and</u> entering is against the law.
✓	The bed <u>and</u> breakfast was charming.

In those sentences, *breaking and entering* and *bed and breakfast* are **compound nouns**.

Rule 5a

Sometimes the subject is separated from the verb by such words **as along with, as well as, besides, not**, etc. These words and phrases are not part of the subject. **Ignore them** and use a singular verb when the subject is singular.

Examples:

✓	The principal, along with the teachers, is expected shortly.
✓	Anxiety, as well as nervousness, is the cause of this shaking.

Rule 5b

Parentheses are not part of the subject.

Example:

✓	Jenny (<i>and her trusted buddies</i>) was always welcome.
---	--

Rule 6

In sentences beginning with **here** or **there**, the true subject follows the verb.

Examples:

✓	There are <u>two hurdles</u> to jump.
✓	There is <u>a high hurdle</u> to jump.
✓	Here are <u>the books</u> .

Rule 7

Use a singular verb for **distances, periods of time, sums of money**, etc., **when considered as a unit**.

Examples:

✓	<u>Two kilometres</u> is too far to walk.
✓	<u>Four years</u> is the maximum sentence for that offence.
✓	<u>Twenty ringgit</u> is a high price to pay.

BUT

✓	<u>Twenty ringgit (i.e ringgit notes)</u> were scattered on the floor.
---	---

Rule 8

With words that indicate portions—e.g., **a lot, a majority, some, all**—Rule 1 given earlier in this section is reversed, and we are guided by **the noun after 'of'**. **If the noun after 'of' is singular, use a singular verb. If it is plural, use a plural verb.**

Examples:

✓	A lot of the <u>sweet</u> has disappeared.
✓	A lot of the <u>sweets</u> have disappeared.
✓	A third of the <u>city</u> is unemployed.
✓	A third of the <u>people</u> are unemployed
✓	All of the <u>sweet</u> is gone.
✓	All of the <u>sweets</u> are gone.
✓	Some of the <u>sweet</u> is missing.
✓	Some of the <u>sweets</u> are missing.

Rule 9

With **collective nouns** such as **group, jury, family, audience, population**, the verb might be singular or plural, depending on the writer's intent.

Examples:

✓	<u>All</u> of my family <u>has</u> arrived OR <u>have</u> arrived.
✓	<u>Most</u> of the jury <u>is</u> here OR <u>are</u> here.
✓	<u>A third</u> of the population <u>was</u> not in favour OR <u>were</u> not in favour of the new housing rules.

Rule 10

The word '**were**' replaces **was** in sentences that **express a wish or are contrary to a fact**:

Examples:

✓	If Joe were here, you'd be sorry.
✓	If I were you, I will not go to the party.

PRACTICE

Practice 1 : Subject-Verb-Agreement

Complete the blank spaces with **'is', 'are', 'was' or 'were'**.

1. Azizul Hasni Awang among the world's best cyclists in the 2016 Olympics.
2. In middle school, Andrew so lazy.
3. My grandmother ninety years old when she passed away.
4. Mrs. Clay from London, people love her.
5. The game under my control now.
6. the coffee still hot or can I get you another one?
7. Our neighbour's dog so loud last night.
8. It raining yesterday at around this time.
9. The little kitten running after the mouse two minutes ago.
10. The children not listening to the teacher when she came in.
11. His uncle very rich, he can buy anything he wants.
12. you eighteen last year?
13. Tom and Jerry making a model airplane right now.
14. I playing the guitar at present.
15. There dozens of durian in the tree now.

Practice 2 : Pronouns

Choose the best answer from the box to complete the following sentences.

itself its	myself hers	our themselves	they yourselves	her I	oneself
-----------------------------	------------------------------	---------------------------------	----------------------------------	------------------------	----------------

1. We should all be careful of wallets.
2. All of you should be proud of
3. Please return the bag to It's
4. The students blame for causing the misunderstanding.
5. Every goal has challenges.

6. Does the computer switchoff?
7. Selena andplan to go for a picnic this weekend.
8. The discipline teacher discovered that it was who climbed over the fence yesterday.
9. Let me introduce
10. Sometimes talking to helps to overcome stress.

Practice 3 : Punctuations

Each of the following sentences contains errors of punctuation. Rewrite the sentences, correcting the mistakes.

1. "Why were you absent yesterday" asked the teacher.

2. "What wonderful news." exclaimed Kenny.

3. Seri shouldnt make the same mistake twice.

4. Kavitha went to the supermarket to buy oranges, a watermelon and grapes.

5. This Saturday we will go to Kuala Lumpur.

Practice 4 : Gerunds and Infinitives

Complete the following sentences with the **gerund** or **infinitive form** of the given verbs.

1. Mr. Ramesh urged his students(hurry) or they will all miss the bus.
2. My sister wishes Mother would stop(nag) her.
3. Marie has avoided(speak) to Ramu after their quarrel last night.
4. After months of trying, he has finally quit(smoke).
5. The guests of the motel are not allowed.....(bring) in pets.

Practice 5 : The Simple Past Tense

Fill in the blanks with the **simple past tense** of the verbs in brackets.

1. The boys(drink) a lot and(fall) asleep.
2. The animals(try) to run away but their owners(catch) them.
3. Susan(drive) to work every morning when she(live) in Ipoh.
4. My sister(take) me to Langkawi and(teach) me to paint.
5. Harith(win) the first place in the Public Speaking Competition.He (do) very well.
6. Sandy(follow) the girl to the principal's office. There she (meet) the kind-hearted woman.

Practice 6 : The Simple Past and Past Continuous Tense

Complete the following sentences with the **simple past tense** or **past continuous tense** form of the verbs in brackets.

1. Damia(carry) a bottle of milk when she(slip) at the hallway.
2. The stars(shine) brightly when we(leave) home.
3. "Whatyou(do) last night?"(ask) my mother.
4. My brother(drive) carefully down the road when a motorcyclist..... (hit) his car.
5. My brother and I(watch) the World Cup on television when a burglar(break) into the house.
6. My mother(sit) next to my sister when the waiter accidentally(pour) soup on her lap.

WRITING TIPS: STRETCH YOUR SENTENCES

How to elaborate given points or notes?

You may:

1. Give **reasons**
2. Give **details**
3. Give **examples**
4. Give **effects**
5. **Explain** further
6. Give an **opinion**



Or you may use the **Wh-questions**:

1. **What?**
2. **Who?**
3. **When?**
4. **Where?**
5. **Why?**
6. **How?**

Point 1A	love vacations with family
Expansion	I love to go on vacations with my family
Elaboration (Giving reason/ Why?)	It is a good chance to spend time with them.

Point 1B	love vacations with family
Expansion	I love to go on vacations with my family
Elaboration (Giving reason/ Why?)	We can do many activities with them.

Point 2A	exercise regularly
Expansion	You must exercise regularly.
Elaboration (Giving example)	You can go jogging, swimming or play badminton.

Point 2B	exercise regularly
Expansion	You must exercise regularly.
Elaboration (Giving explanation)	Exercise at least three times a week.

Practice 7: Stretch It!

1. Point : **students playing truant**

Expansion: Some students are playing truant.

Elaboration : _____

2. Point : **internet - communication tool**

Expansion: The internet is a communication tool.

Elaboration : _____

3. Point : **importance of obeying school regulations**

Expansion: It is important to obey the school regulations

Elaboration : _____

4. Point : **Bullying - problem in school**

Expansion: Bullying is a serious problem in school.

Elaboration : _____

5. Point : **couple - taking a walk**

Expansion: Mr Rayqal and his wife were taking a morning walk.

Elaboration : _____

6. Point : **unbearable stench**

Expansion: The unbearable stench was coming from the rubbish.

Elaboration : _____

7. Point : **insufficient tables and benches**

Expansion: _____

Elaboration : _____

8. Point : **witnessed accident**

Expansion: _____

Elaboration : _____

PAPER 1

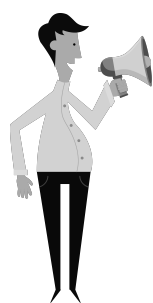
SECTION A:

DIRECTED WRITING

DIRECTED WRITING: HELPFUL PHRASES

Purpose	<ul style="list-style-type: none"> - The purpose is to
Date	<ul style="list-style-type: none"> - This event/programme/activity/camp was held/ took place on <u>28 January 2020.</u> <i>(past)</i> - This event/programme/activity/camp will be held/ will be on <u>28 January 2020.</u> <i>(future)</i>
Duration	<ul style="list-style-type: none"> - This event/programme/activity/camp was held/organised/ conducted <u>for 5 days.</u> - This event was conducted <u>from 2 January till 6 January.</u> <i>(past)</i> - This programme will be held <u>for 2 days.</u> <i>(future)</i>
Time	<ul style="list-style-type: none"> - This event started / began at <u>8.00am.</u> <i>(past)</i> - This programme will begin / will start at <u>8.00am.</u> <i>(future)</i>
Venue/Place	<ul style="list-style-type: none"> - The activity was held at <u>Merdeka field.</u> <i>(past)</i> - The event will be held at <u>Merdeka field.</u> <i>(future)</i>
Objectives (First, second, third)	<ul style="list-style-type: none"> - The objective of the event was to..... <i>(past)</i> - The second objective was to <i>(past)</i>
Activities (First, second, third)	<ul style="list-style-type: none"> - The event organised three activities. The first activity was <i>(past)</i> - The event will organise three activities. The first activity is <i>(future)</i>

Number of Participants	<ul style="list-style-type: none"> - The number of participants was 20. - <u>About 20 students</u> took part in / joined the event / programme / activity / camp. (<i>past</i>) - <u>About 20 students</u> will take part in /join the activity. (<i>future</i>)
Accommodation	<ul style="list-style-type: none"> - The accommodation was hotel/homestay/chalet (<i>past</i>) - The accommodation is hotel/homestay/chalet (<i>present</i>) - The participants/students stayed in the hotel/homestay/ chalet.
Nationality	<ul style="list-style-type: none"> - The nationality of the participants/students was British. (<i>past</i>) - The nationality of the participants is British. (<i>present</i>) - The participants were from Britain. (<i>past</i>) - The participants are from Britain. (<i>present</i>)
Age groups	<ul style="list-style-type: none"> - The students were from 15-17 years old. (<i>past</i>) - The students are from 15-17 years old. (<i>present</i>) - The age groups of the students were 15-17 years old. (<i>past</i>) - The age groups of the students are 15-17 years old. (<i>present</i>)
Plans / Reminders / Suggestions / Problems / Disadvantages / Benefits / Advantages Causes /Reasons	<ul style="list-style-type: none"> - I have some plans for your My first plan is to (verb)..... - I have a few reminders. The first reminder is



DIRECTED WRITING: **SPEECH**

FORMAT & LAYOUT

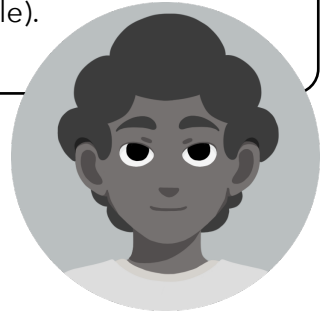
DW1
SPEECH

<p>A very good morning to _____ _____. My name is _____ _____ and I am the _____ Today I would like to give a speech on _____ _____ _____ (general idea about the topic) _____ _____ _____ Firstly, _____ _____ _____ Besides, _____ _____ _____ Other than that, _____ _____ _____ On top of that, _____ _____ _____ In conclusion, _____ _____ Thank you.</p>	<p>Opening</p> <ul style="list-style-type: none">• Greeting (F1)• Purpose (F2) <p>Introduction</p> <p>} Content points and elaboration</p> <p>Conclusion</p> <p>Closing (F3)</p>
---	--

USEFUL EXPRESSIONS: OPENING & CLOSING REMARKS

OPENING REMARKS

- Good morning to the principal, teachers and friends. I am the _____ (post) of the school. I would like to give a talk on _____ (title).
- A very good day I bid to all of you. As the _____ (post) of the _____ (club), I would like to deliver a speech on _____ (title).



CLOSING REMARKS

- These are the points that I can share. I believe the points are _____ (useful / important / easy to follow). Hopefully, the information helps us a lot.
Thank you.
- In conclusion, I hope my speech is beneficial. It gives all of us some important information.
Thank you.



MODEL QUESTION 1

Recently, air pollution has become a serious problem in your town. As the President of the Environmental Club, you have carried out a survey on the causes and effects of air pollution. Based on the findings, you have been asked by your principal to give a speech regarding this issue.

In your speech, you should:

- give the causes and effects of air pollution
- provide suggestions to reduce the problem

<p>Air pollution:</p> <ul style="list-style-type: none"> ◆ dust and smoke particles in air ◆ poor air quality <p>Causes:</p> <ul style="list-style-type: none"> ◆ open burning ◆ fumes from vehicles ◆ [give one more cause] <p>Effects</p> <ul style="list-style-type: none"> ◆ breathing difficulties ◆ eye and throat irritation ◆ [give one more effect] <p>Suggestions</p> <ul style="list-style-type: none"> ◆ stop open burning ◆ avoid outdoor activities ◆ [give your own suggestion] ◆ [give your own suggestion]

When writing the speech, you should remember to:

- greet the audience
- state the purpose of your speech
- use all the notes given
- give your own idea when needed
- end your speech appropriately

Note:

*For your speech, you will receive up to **15 marks** for the format and content points, and up to **20 marks** for the quality of your writing.*

MODEL QUESTION 1 (TEACHER'S NOTE)

scenario

DW1
SPEECH

Recently, air pollution has become a serious problem in your town. As the President of the Environmental Club, you have carried out a survey on the causes and effects of air pollution. Based on the findings, you have been asked by your principal to give a speech regarding this issue.

In your speech, you should:

- give the causes and effects of air pollution
- provide suggestions to reduce the problem

genre

purpose

Air pollution:	
◆ dust and smoke particles in air	C1
◆ poor air quality	C2
Causes:	
◆ open burning	C3
◆ fumes from vehicles	C4
◆ [give one more cause]	C5
Effects	
◆ breathing difficulties	C6
◆ eye and throat irritation	C7
◆ [give one more effect]	C8
Suggestions	
◆ stop open burning	C9
◆ avoid outdoor activities	C10
◆ [give your own suggestion]	C11
◆ [give your own suggestion]	C12

When writing the speech, you should remember to:

- greet the audience
- state the purpose of your speech
- use all the notes given
- give your own idea when needed
- end your speech appropriately

F1

F2

F3

Note:

For your speech, you will receive up to **15 marks** for the format and content points, and up to **20 marks** for the quality of your writing.

Practice DW1A

Complete the speech below with the content points in Model Question 1.

Good morning, teachers and students. I am Jemmy, the President of The Environmental Club. I have carried out a survey on the causes and effects of air pollution. I am here to give a speech regarding this issue.

Recently, air pollution has become a serious problem in our town. This issue is reported on television and also other social media. Some of us might not know what air pollution is. It means **the air contains dust and smoke particles** (C1). It also means _____ (C2).

There are a few causes for air pollution. Firstly, air pollution happens because of **open burning** (C3). It is also because of **fumes from vehicles** (C4). Another cause is _____ (C5).

Air pollution has a few effects. One of the effects is **breathing difficulties** (C6). **Eye and throat irritation** is also another _____ (C7). One more effect _____ (C8).

I have a few suggestions to overcome air pollution. Firstly, we must **stop open burning** (C9). We should also **avoid outdoor activities** (C10). One more suggestion is _____ (C11). The last suggestion is _____ (C12).

I truly hope that we can take the issue of air pollution seriously. All of us should stand together to overcome this problem. Thank you.

Practice DW1B

Based on Model Question 1, complete the speech below with elaborations on the content points. You must also provide your own introduction and closing for your speech.

Good _____

Recently, air pollution has become a serious problem in our town. This issue is reported on television and also in other social media. Some of us might not know what air pollution is? It means **the air contains dust and smoke particles**(C1). _____ (E1). It also means **poor air quality** (C2). _____ (E2).

There are a few causes for air pollution. Firstly, air pollution happens because of **open burning** (C3). _____ (**irresponsible people** (E3) It is also because of **fumes from vehicles** (C4). _____ (**emit dangerous gases**) (E4). Another cause is **combustion from industry** (C5). _____ (**such as sulphur dioxide**) (E5).

Air pollution has a few effects. One of the effects is **breathing difficulties** (C6). (**disturbs respiratory**) _____ (E6.) **Eye and throat irritation** is also another effect of air pollution (C7). _____ (E7). One more effect of air pollution is **lung cancer** (C8). _____ (**humans inhale polluted air**) (E8).

Dear friends,

I have a few suggestions to overcome air pollution. Firstly, we must **stop open burning** (C9). _____ (**serious actions**) (E9). We should also **avoid outdoor activities** (C10). (**spend time - indoor**) _____ (E10). One more suggestion is **carpooling** (C 11). _____ (**people – share vehicles – work**) _____ (E11). The last suggestion is **practise recycling** (C12). _____ (**support - 3R campaign**) _____ (E12).

Thank _____.

DIRECTED WRITING: INFORMAL LETTER

FORMAT & LAYOUT

<p>2, Jalan Cempaka, 56800, Petaling Jaya, Selangor Darul Ehsan.</p> <p>24 October 2020</p> <p>Dear Jenny,</p> <p>How are you? _____. My name is _____ (general idea about the question)</p> <p>_____</p> <p>_____</p> <p>Firstly, _____</p> <p>_____</p> <p>_____</p> <p>Besides, _____</p> <p>_____</p> <p>_____</p> <p>Other than that, _____</p> <p>_____</p> <p>_____</p> <p>On top of that, _____</p> <p>_____</p> <p>_____</p> <p>That is all for now. _____</p> <p>_____</p> <p>Yours sincerely, <i>Daren</i></p>	<p>Sender's address(F1)</p> <p>Date</p> <p>Salutation (F2)</p> <p>Introduction</p> <p>Content points and elaboration</p> <p>Closing salutation and name (F3)</p>
---	--

USEFUL EXPRESSIONS: **OPENING & CLOSING REMARKS**

OPENING REMARKS

- How are you? I hope you are in good health
- I hope you are in the best of health
- I was so happy to receive your letter a week ago....



CLOSING REMARKS

- That is all for now. Send my regards to your roommate / friends.
- Do write to me soon. I am really looking forward to hear about your studies/life in London
- I am looking forward to hearing from you soon.

MODEL QUESTION 2

You have recently attended a seminar on the danger of unregulated Internet usage among teenagers. You are worried about your younger brother who may get addicted to the Internet. He is currently studying broad. Write a **letter** to your younger brother to share your concern about the issue.

<p>Benefits:</p> <ul style="list-style-type: none"> • communicate with people virtually • offers unlimited information • various entertainments • for educational purposes 	<p>Drawbacks:</p> <ul style="list-style-type: none"> • become addicted • waste time • online scamming • easy access to pornography and violent content
<p>Suggestions:</p> <ul style="list-style-type: none"> • set time limit • be wise when browsing • [your own suggestion] • [your own suggestion] 	

When writing your letter, you should remember to:

- lay out the **letter** correctly (address, greeting, closure)
- use **all** the points given
- add **two** more suggestions of your own
- remember that the letter is to your younger brother.

Note: For your letter, you will receive **15 marks** for the format and content points, and up to **20 marks** for the quality of your writing.

MODEL QUESTION 2 (TEACHER'S NOTE)

You have recently attended a seminar on the danger of unregulated Internet usage among teenagers. You are worried about your younger brother who may get addicted to the Internet. He is currently studying broad. Write a **letter** to your younger brother to share your concern about the issue.

scenario

genre

recepient

Benefits:	Drawbacks:
<ul style="list-style-type: none"> • communicate with people virtually → C1 • offers unlimited information → C2 • various entertainments → C3 • for educational purposes → C4 	<ul style="list-style-type: none"> • become addicted → C5 • waste time → C6 • online scamming → C7 • easy access to pornography and violent content → C8
<p>Suggestions:</p> <ul style="list-style-type: none"> • set time limit → C9 • be wise when browsing → C10 • [your own suggestion] → C11 • [your own suggestion] → C12 	

- When writing your letter, you should remember to:
- lay out the **letter** correctly (address, greeting, closure) → F1
 - use **all** the points given → F2
 - add **two** more suggestions of your own → F3
 - remember that the letter is to your younger brother.

Note: For your letter, you will receive **15 marks** for the format and content points, and up to **20 marks** for the quality of your writing.

Practice DW2A

Complete the informal letter below with the content points in Model Question 2.

23, Jalan Tuan Paduka

Lavender Heights,

52323 Kuala Lumpur

13 April 2019

Dear Ikram,

How are you in London? I am fine here. In your last letter you shared your concern on the Internet addiction. I am writing this letter to share about a seminar I attended on the benefits and danger of unregulated Internet usage among teenagers.

C1

The Internet has many benefits. Firstly, the Internet is used to communicate with people virtually. It offers unlimited information. You can find various entertainments. You can also use the Internet for educational purposes.

C2

C3

C4

C5

C6

One of the drawbacks of the Internet is you can become too addicted to it. You will waste time on the Internet. There is _____ . It is an

C7

C8

C9

Here are some suggestions to use the Internet wisely. You have to _____

C10

_____ . You must also

C11

C12

I hope this will be helpful to you. Take care.

Your sister,
Mariya

Practice DW2B

Based on Model Question 2, complete the informal letter below. There are words or phrases to help your with the content points and elaborations. You must provide your own introduction and closing for your letter.

Dear _____,

_____ C1
— Internet has many benefits. Firstly, the Internet — communicate with people virtually.
E1 C2 E2
— use Skype. — offers unlimited information. — helps — with — latest information — Google.

You can find various entertainments. — watch videos — Youtube. — also use the Internet for
C3 E3
educational purposes. — get — resources — studies.

C4 E4 C5 E5
— drawbacks — Internet — can become too addicted to it. — barely move — body —
C6 E6 C7
negative effect — health — waste time — Internet — no benefits — online scamming. — can —
E7 C8 E8
cheated — easy medium to pornography and violent content. — not — good — must avoid.

C9 E9
— suggestions — use — Internet wisely. — set a time limit. — manage — time —
C10 E10
effectively. — be wise when browsing. — only — visit — suitable — websites — knowledge. Use
C11 E11 C12
filter to avoid pornography — violent contents. — not — good — mind. Use it for educational
E12
purposes. — important — learning kit.

Your sister,

DIRECTED WRITING: **ARTICLE**

FORMAT & LAYOUT

<p>_____</p> <p>By: _____</p> <p>_____ (general idea about the topic)</p> <p>_____</p> <p>_____</p> <p>Firstly, _____</p> <p>_____</p> <p>_____</p> <p>Besides, _____</p> <p>_____</p> <p>_____</p> <p>Other than that, _____</p> <p>_____</p> <p>_____</p> <p>On top of that, _____</p> <p>_____</p> <p>_____</p> <p>In conclusion, _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Title (F1) Writer (F2)</p> <p>Introduction</p> <p>Content points and elaboration</p> <p>Conclusion</p>
---	--

USEFUL EXPRESSIONS: OPENING & CLOSING REMARKS

OPENING REMARKS

Ways to write introductions/opening remarks

1. ESORT

E xample	Homework, examinations and school projects are examples of why students are stressed
S cenario	Stress is unhealthy for students
O pinion	Students must avoid stress and be calm.
R equired T ask	There are many ways on how to cope with stress.

2. What? Why? How?

What?	<i>What is the problem?</i> Recently, many students feel stressed.
Why?	<i>Why does this problem happen?</i> Students must study, do homework and do school projects.
How?	<i>How should we solve this problem?</i> Students should know how to cope with stress.

CLOSING REMARKS

Write conclusion/closing remarks by giving **suggestions or advice**.

In conclusion, In a nutshell, Finally,	students should cope with stress/students should avoid stress students should follow the steps given to cope with stress students can relieve their stress by regularly following the steps given it is important for students to not be stressed so that they can be successful.
---	--

EXTRA NOTES

Ways to start a sentence + content point.

Sequence	Subject	Modal	Verb	Content point
First,	Students	must	have	(any content point from the question)
Next,	they	should	do	
In addition,	we	can	make	
Additionally,	you	need to	play	
Furthermore,	everyone	could	eat	
Moreover,		would	ask	
Besides,		will	get	
Also,			talk	
Other than that,			exercise	

Examples:

1. First, students must do regular exercise.
2. Besides, everyone should eat healthy food.
3. Other than that, we could exercise everyday.

MODEL QUESTION 3

DW3
ARTICLE

You find that many of your friends are under a lot of pressure. They spend most of their day studying and appear to be stressed. Your teacher has asked you to write an **article** for your school newsletter on how to cope with stress. Using the information below, write your article.

HOW TO COPE WITH STRESS	
	<ul style="list-style-type: none">• Regular exercise• Play sports• Have hobbies• Listen to music• Do study groups• Make a checklist• Eat balanced meals• Get enough sleep• Ask a counsellor• Talk to your family• [your own idea]• [your own idea]• [your own idea]

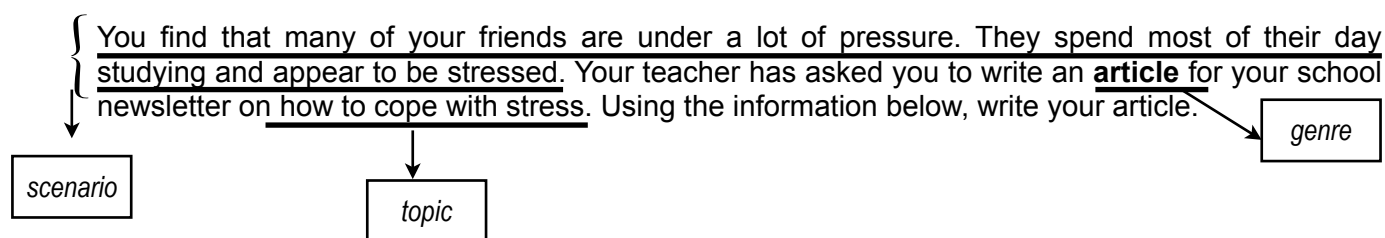
When writing your article, you must:

- give your article a title
- include the name of the writer
- use all the points given
- suggest **three (3) ways** on how friends can help you cope with stress

Note: For your article, you will receive up to **15 marks** for the format and content points, and up to **20 marks** for the quality of your writing.

MODEL QUESTION 3 (TEACHER'S NOTE)

DW3
ARTICLE



HOW TO COPE WITH STRESS

• Regular exercise	→	C1
• Play sports	→	C2
• Have hobbies	→	C3
• Listen to music	→	C4
• Do study groups	→	C5
• Make a check-list	→	C6
• Eat balanced meals	→	C7
• Get enough sleep	→	C8
• Ask a counsellor	→	C9
• Talk to your family	→	C10
• [your own idea]	→	C11
• [your own idea]	→	C12
• [your own idea]	→	C13

When writing your article, you must:

- give your article a title → F1
- include the name of the writer → F2
- use all the points given
- suggest **three (3) ways** on how friends can help you cope with stress

Note: For your article, you will receive up to **15 marks** for the format and content points, and up to **20 marks** for the quality of your writing.

Practice DW3A

Complete the article below with the content points based on Model Question 3.

<p style="text-align: center;"><u>How to Cope with Stress</u> By: Tan Wei Hong</p> <p>Homework, examinations and school projects are examples of why students are stressed. Stress is unhealthy for students. Students must avoid stress and be calm. There are many ways on how to cope with stress.</p>	<p>F1 F2</p> <p>Introduction</p>
<p>Firstly, students should do regular exercise . Next, students should play sports in the evening. Students must also have hobbies. Besides, They should also listen to music.</p>	<p>Body</p> <p>C1 C2 C3 C4</p>
<p>Additionally, students can do study groups with classmates. Students can also make a check-list. Furthermore, students must _____</p> <p>_____</p> <p>_____ Moreover, they _____.</p> <p>_____</p>	<p>Body</p> <p>C5 C6 C7 C8</p>
<p>In addition, students _____.</p> <p>_____</p> <p>They can also _____.</p> <p>_____</p> <p>There are three ways how friends can help you cope with stress. _____</p> <p>_____ and _____</p> <p>_____.</p>	<p>Body</p> <p>C9 C10 C11 C12 C13</p>
<p>In conclusion, it is important for students to cope with stress and follow the steps given. Students should be happy studying in school and not let stress stop their progress.</p>	<p>Conclusion</p>

Practice DW3B

Based on Model Question 3, complete the article below with the content points and elaboration.

<p style="text-align: center;">How to Cope with Stress</p> <p style="text-align: center;">By: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>There are many ways on how to cope with stress.</p>	<p>F1</p> <p>F2</p> <p>Introductory paragraph</p>
<p>Firstly, students should do regular exercise. _____</p> <p>_____</p> <p>Next, students should play sports in the evening. _____</p> <p>_____</p> <p>Students must also have hobbies. _____</p> <p>_____</p> <p>Besides, They should also listen to music. _____</p> <p>_____</p> <p>_____</p>	<p>Body Paragraph</p> <p>C1</p> <p>+ elaboration</p> <p>C2</p> <p>+ elaboration</p> <p>C3</p> <p>+elaboration</p> <p>C4</p> <p>+elaboration</p>

<p>Additionally, students can do study groups with classmates.</p> <hr/> <hr/> <p>Students can also make a check-list.</p> <hr/> <hr/> <p>Furthermore, students must eat _____.</p> <hr/> <hr/> <p>Moreover, they need to _____.</p> <hr/> <hr/>	<p>C5 +elaboration</p> <p>C6 +elaboration</p> <p>C7 +elaboration</p> <p>C8 +elaboration</p>
<p>In addition, students should _____.</p> <hr/> <hr/> <p>They can also _____.</p> <hr/> <hr/> <p>There are two ways friends can help you cope with stress. _____</p> <hr/> <p>_____ and _____</p> <hr/> <p>_____.</p> <hr/> <p>_____.</p>	<p>C9 +elaboration</p> <p>C10 +elaboration</p> <p>C11 C12 C13 +elaboration</p>
<hr/> <hr/> <hr/>	<p>Concluding paragraph</p>

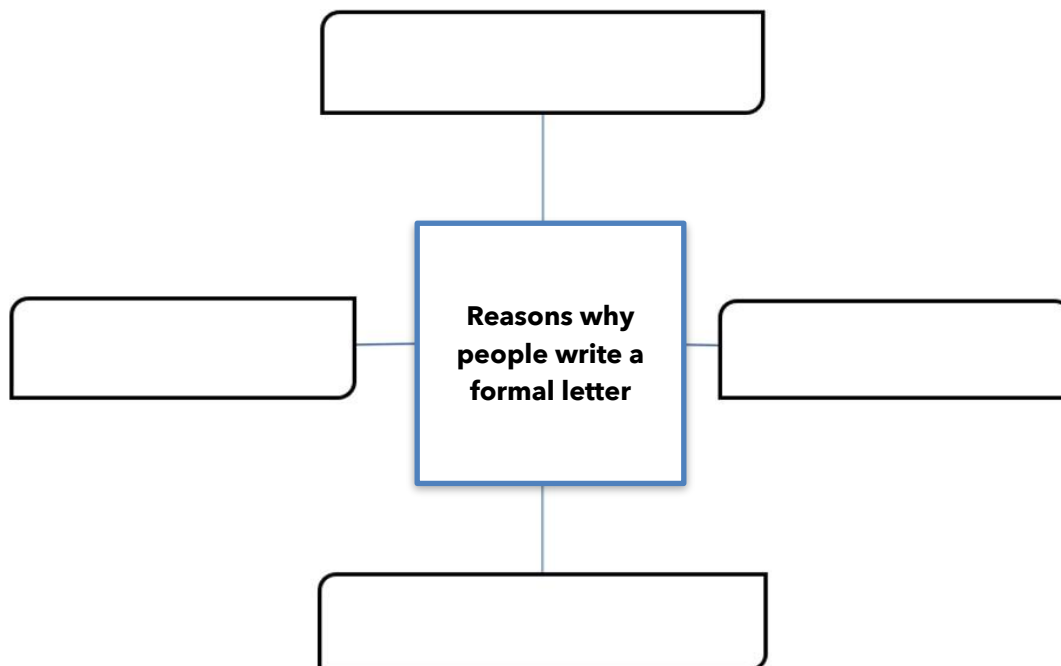
DIRECTED WRITING: FORMAL LETTER

FORMAT & LAYOUT

<p>Yusof Bin Azman, 2, Jalan Cempaka, 56800, Petaling Jaya, Selangor Darul Ehsan.</p>	<p>Sender's address</p>
<p>The Officer, _____ _____ _____.</p>	<p>Receiver's address</p>
<p>Dear Sir/ Madam,</p>	<p>Date</p>
<p>_____</p>	<p>Salutation</p>
<p>With reference to _____.</p>	<p>Subject heading</p>
<p>2. Firstly, _____ _____ _____.</p>	<p>Introduction</p>
<p>3. Besides, _____ _____ _____.</p>	<p data-kind="parent" data-rs="3">Content points and elaboration</p>
<p>4. Other than that, _____ _____ _____.</p>	<p data-kind="ghost"></p>
<p>5. On top of that, _____ _____ _____.</p>	<p data-kind="ghost"></p>
<p>That is all for now. _____ _____.</p>	<p>Closing remark</p>
<p>Yours faithfully, <i>Yusof</i> (YUSOF BIN AZMAN)</p>	<p>Signature Full name</p>

LET'S BRAINSTORM!

Complete the diagram below with reasons why people write a formal letter.



LET'S COMPLAIN

One of the reasons of writing a formal letter is to make complaints. Fill in the speech bubble below with complaints that is appropriate for a formal letter.



Example:

The food sold at the canteen is unhealthy!

USEFUL EXPRESSIONS: OPENING & CLOSING REMARKS

DW4
FORMAL
LETTER

OPENING REMARKS

1. On behalf of _____, I would like to complain about _____
2. I wish to draw your attention to _____
3. I am unhappy because _____



CLOSING REMARKS

1. I hope you will take action to _____
2. We hope that our complaints _____
3. I hope that you will consider our request to _____
4. I suggest that steps can be taken to _____

LOGICAL CONNECTORS

We use logical connectors in a letter to state our complaints or requests clearly. Here are ways we can use the logical connectors writing a letter.

LOGICAL CONNECTORS	FUNCTION	EXAMPLE
Firstly, Secondly, Thirdly,	To show a sequence of events or ideas	Firstly , we are not satisfied with the service provided by the canteen.
Next,	To show the thing or person immediately after the present thing or person.	Next , we should remove the broken furniture from the classrooms.
In addition,	To add another idea	In addition , students feel uncomfortable sitting in that area.
However,	To show a contrasting idea	The canteen is big. However , it cannot accommodate all the students in our school.
Therefore,	To indicate a result	The food is expensive. Therefore , students cannot afford to purchase the food.
Hence,	To summarise or conclude	Hence , I hope that the school can take immediate action to solve the issues.

MODEL QUESTION 4

You are the President of your Student Leaders Board in your school. You have received many complaints from the students about the unsatisfactory state of your school canteen. Using the information given, write a letter to lodge a complaint about the following:

CONDITIONS

- littered with rubbish
- attract flies and insects
- expensive food
- no variety in menu
- plates and cups are oily
- slow service
- rude workers
- workers not properly attired
- poor quality of food

SUGGESTIONS

[suggestion 1]

[suggestion 2]

[suggestion 3]

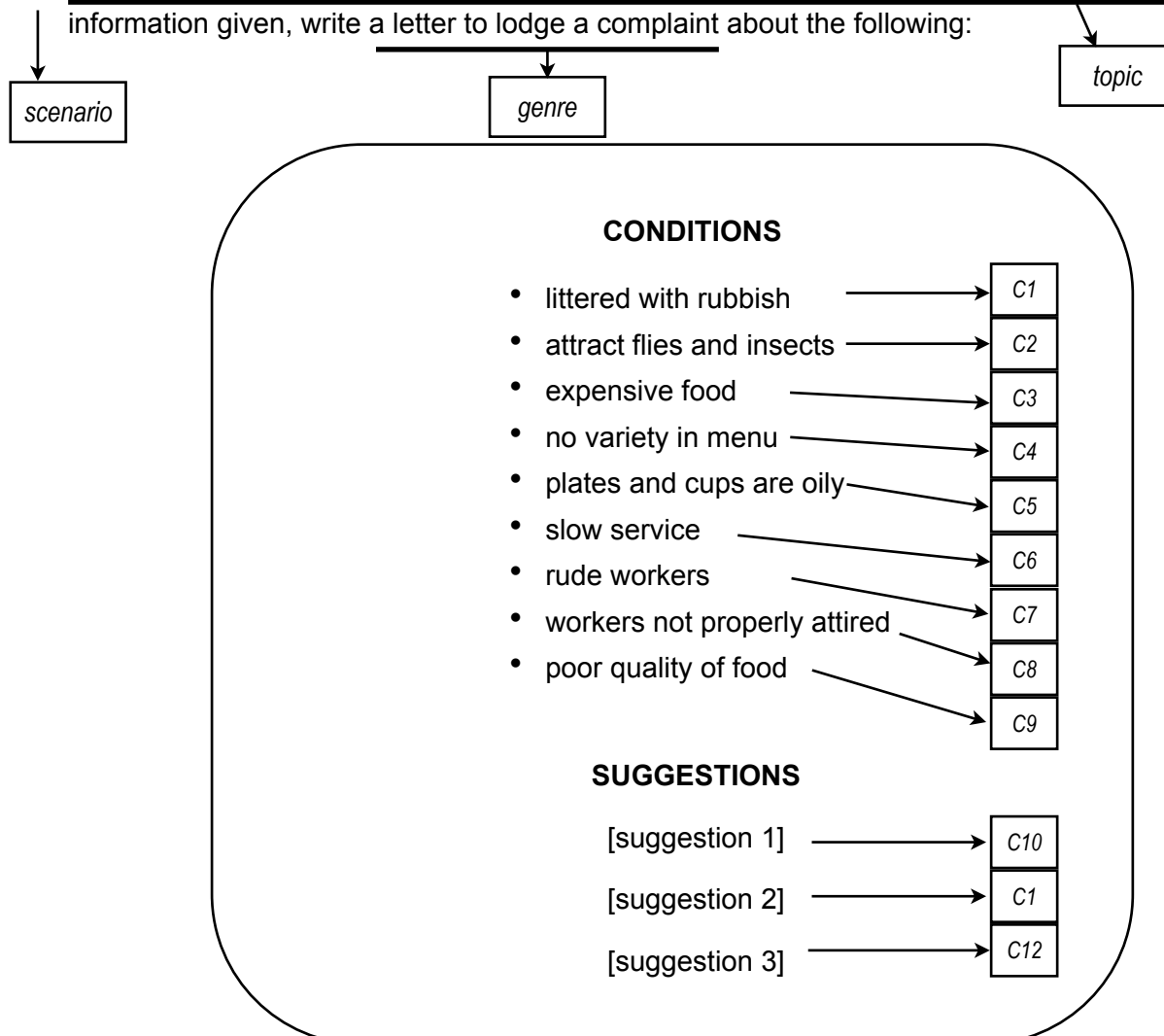
When writing your letter, you should remember

- to lay out the format correctly
- to use all the points provided
- to suggest **three (3)** ways to solve the issue

Note: For your letter, you will receive up to **15 marks** for the format and content points, and up to **20 marks** for the quality of your writing.

MODEL QUESTION 4 (TEACHER'S NOTE)

You are the President of your Student Leaders Board in your school. You have received many complaints from the students about the [unsatisfactory state of your school canteen]. Using the information given, write a letter to lodge a complaint about the following:



When writing your letter, you should remember

- to lay out the format correctly → F1 F2 F3
- to use all the points provided
- to suggest **three (3)** ways to solve the issue

Note: For your letter, you will receive up to **15 marks** for the format and content points, and up to **20 marks** for the quality of your writing.

Practice DW4A

Complete the formal letter below with the content points in Model Question 4.

<div> <div> <div></div> <div></div> <div></div> <div></div> </div> <div></div> </div>	<div>F1: Sender's address</div>
<div> <div></div> </div>	<div>Divider line</div>
<div> <div></div> <div></div> <div></div> <div></div> </div>	<div>Recipient's address</div>
<div> <div></div> <div>17 JULY 2019</div> </div>	<div>Date</div>
<div>Dear sir,</div>	<div>Salutation</div>
<div> <div> <div>UNSATISFACTORY SCHOOL CANTEEN</div> </div> </div>	<div>F2: Title</div>
<div> <div> <div>On behalf of the Student Leaders Board of SMK _____, I would like to lodge a complaint about the _____.</div> </div> </div>	<div>Introduction</div>
<div> <div> <div>2. First and foremost, the canteen is littered with rubbish. As a result, this will attract flies and insects.</div> </div> </div>	<div> <div>C1</div> <div>C2</div> </div>
<div> <div> <div>3. Apart from that, the food is _____. Besides, there are _____.</div> </div> </div>	<div> <div>C3</div> <div>C4</div> </div>
<div> <div> <div>4. Another complaint is that the _____ are oily. Apart from that, the students had issues with the canteen service. The service is _____. Moreover, the workers _____. They are also _____. Moreover, the canteen also serves _____.</div> </div> </div>	<div> <div>C5</div> <div>C6</div> <div>C7</div> <div>C8</div> <div>C9</div> </div>

<p>5. There are a few suggestions. The school authority must _____</p>	<p>C10</p>
<p>_____. They should also _____</p>	<p>C11</p>
<p>In addition, they must _____</p>	<p>C12</p>
<p>We hope that you will look into this matter and take immediate action. Thank you.</p>	<p>Closing</p>
<p>Yours faithfully, <i>Fariz</i> (FARIZ BIN HANAPI) President, Student Leaders Board, SMK Setia Tropika.</p>	<p>F3: Sign off & signature</p>

Practice DW4B

Complete the formal letter below with the content points and elaborations based on Model Question 4.

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>F1: Sender's address</p>
<p>_____</p>	<p>Divider line</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>17 JULY 2019</p>	<p>Recipient's address</p> <p>Date</p>
<p>Dear sir,</p>	<p>Salutation</p>
<p><u>UNSATISFACTORY SCHOOL CANTEEN</u></p>	<p>F2: Title</p>
<p>On behalf of the Student Leaders Board of SMK _____, I would like to lodge a complaint about the _____.</p>	<p>Introduction</p>
<p>2. First and foremost, the canteen is littered with rubbish. This is very unhygienic. As a result, this will attract flies and insects. There are many flies at the food section at the canteen. This may cause food poisoning.</p>	<p>C1 + elaboration</p> <p>C2 + elaboration</p>
<p>3. Apart from that, the food is _____. A small plate of fried rice costs _____ and many poor students cannot afford it. Besides, there are _____.</p> <p>_____</p>	<p>C3 + elaboration</p> <p>C4 + elaboration</p>
<p>4. Another complaint is that the _____ are oily. _____ Apart from that, the students had issues with the canteen service. The service is _____. Moreover, the workers _____. It takes them more than _____ minutes to prepare the food. They are also _____. _____ Moreover, the canteen also serves _____.</p>	<p>C5 + elaboration</p> <p>C6 + elaboration</p> <p>C7 + elaboration</p> <p>C8 + elaboration</p> <p>C9 + elaboration</p>

<p>5. There are a few suggestions. The school authority must _____</p> <p>_____.</p> <p>_____. They should also _____ In</p> <p>addition, they must _____</p> <p>_____</p>	<p>C10 + elaboration</p> <p>C11 + elaboration</p> <p>C12 + elaboration</p>
<p>We hope that you will look into this matter and take immediate action. Thank you.</p>	<p>Closing</p>
<p>Yours faithfully,</p> <p>.....</p> <p>(_____)</p> <p>President, Student Leaders Board, SMK _____.</p>	<p>F3: Sign off & signature</p>

DIRECTED WRITING:
REPORT

FORMAT & LAYOUT

<div><div></div><div>To: <div></div></div><div><div></div><div>(general idea about the report)</div><div></div><div></div></div><div>Firstly, <div></div><div></div><div></div></div><div>Besides, <div></div><div></div><div></div></div><div>Other than that, <div></div><div></div><div></div></div><div>On top of that, <div></div><div></div><div></div></div><div>In conclusion, <div></div><div></div></div><div>Reported by, <i>Razim</i> (RAZIM BIN ROSLI)</div></div>	<div><div>Title (F1) Receiver (F2)</div><div>Introduction</div><div><div></div><div>Content points and elaboration</div><div></div></div><div>Conclusion</div><div>Closing</div></div>
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USEFUL EXPRESSIONS: OPENING & CLOSING REMARKS

DW5
REPORT

Ways to write introductions/opening remarks

Note: Reports usually has short and concise introductions/opening remarks often taken from the question.

For example:

Question:

During the last school holidays, your school hosted a week-long visit for international students. As one of the students involved in organising the visit, you have been asked to write a report to the Teacher Advisor.



In report:

SMK Labis hosted a week-long visit for international students during the mid-year school holiday.

Ways to start a sentence + content point.

Subject/Article	Verb/ Verb-to-be	Content point	
There	was	a reason.	(any content point from the question)
There	were	many reasons for the visit.	
They	took part	in many activities.	
The first activity	was	cooking lessons	
The next activity	was	visiting a fruit orchard	
They	loved	beautiful beaches.	

Ways to write conclusion/closing remarks (suggested conclusions)

*Note: The conclusion of a report usually has **hope** of improvements or suggestions for future events/activities.*

In conclusion,	hopefully next year's visit will be more fun and jam packed with interesting activities
To put it in a nutshell,	this visit is a success and hopefully it will be better next year.
Finally,	this programme was a total success. I hope the next programme will be equally successful. this programme has given a lot of benefits to the participants. I hope that there will be more activities similar to this in the future.

MODEL QUESTION 5

During the last school holidays, your school hosted a week-long visit for a group of international students. As one of the students involved in organising the visit, you have been asked to write a report to the Teacher Advisor.

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

- ◆ International students
 - Number
 - Nationality
 - Age group
- ◆ Reasons for visit
 - Good for international relations
 - [give **one** more reason]
- ◆ Accommodations
 - Where?
- ◆ Activities
 - Cooking lessons
 - Traditional games
 - [give **one** more activity]
- ◆ Opinions from international students
 - Beautiful beaches
 - [give **one** more opinion]
- ◆ Future international student visits
 - [give **one** recommendation]

When writing your **report**, you must:

- Use the appropriate format (write to the Teacher Advisor, provide a title and give your name as the writer)
- Develop **all** the points given
- Give your **own ideas** when needed

Note: For your report, you will receive up to **15 marks** for the format and content points, and up to **20 marks** for the quality of your writing.

MODEL QUESTION 5 (TEACHER'S NOTE)

scenario

During the last school holidays, your school hosted a week-long visit for a group of international students. As one of the students involved in organising the visit, you have been asked to write a

genre

report to the Teacher Advisor.

recipient

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

- ◆ International students
 - Number → C1
 - Nationality → C2
 - Age group → C3
- ◆ Reasons for visit
 - Good for international relations → C4
 - [give **one** more reason] → C5
- ◆ Accommodations
 - Where? → C6
- ◆ Activities
 - Cooking lessons → C7
 - Traditional games → C8
 - [give **one** more activity] → C9
- ◆ Opinions from international students
 - Beautiful beaches → C10
 - [give **one** more opinion] → C11
- ◆ Future international student visits
 - [give **one** recommendation] → C12

When writing your **report**, you must:

F1

F2

F3

- Use the appropriate format (write to the Teacher Advisor, provide a title and give your name as the writer)
- Develop **all** the points given
- Give your **own ideas** when needed

Note: For your report, you will receive up to **15 marks** for the format and content points, and up to **20 marks** for the quality of your writing.

Practice DW5A

Complete the report below with the content points based on Model Question 5.

<p>To: Pn Siti Nursakinah Binti Ab Rashid Teacher advisor of The English Club</p> <p>Title: International Student Visit</p> <p>SMK Labis hosted a week-long visit for a group of international students. There were 30 students. They were South Koreans from Seoul, South Korea. Their age group was from 13 to 17 years old.</p> <p>There are two reasons for their visit. First, this visit is good for international relations. Second, this visit helps to keep good relationship with international students.</p> <p>Their accommodation was VIP Hotel. They took part in many activities. The first activity was _____.</p> <p>The next activity was _____.</p> <p>The final activity was _____.</p> <p>There were a few opinions from the international students. They loved _____. They also liked _____.</p> <p>In conclusion, we hope there will be more future international student visits. We also hope there will be more nationalities of international students taking part in future visits.</p> <p>----- (Teo Yong Shuang) Member of the organising committee SMK Labis</p>	<p>F1</p> <p>F2</p> <p>Introduction paragraph C1 & C2 C3</p> <p>C4 C5</p> <p>C6 C7 C8 C9</p> <p>C10 C11</p> <p>Conclusion paragraph C12</p> <p>F3</p>
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Practice DW5B

Complete the report below with the content points and elaborations based on Model Question 5.

<p>To: _____</p> <p>_____</p>	<p>F1</p>
<p>Title: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>F2</p> <p>Introduction paragraph</p> <p>C1 & C2</p> <p>C3</p> <p>+elaboration</p>
<p>There are two reasons for their visit. First, _____.</p> <p>Second, _____.</p> <p>_____</p>	<p>C4</p> <p>+elaboration</p> <p>C5</p> <p>+elaboration</p>
<p>Their accommodation _____.</p> <p>_____</p> <p>They took part in many activities. The first _____.</p> <p>_____</p> <p>_____</p>	<p>C6</p> <p>+elaboration</p> <p>C7</p> <p>+elaboration</p>
<p>The next activity was _____.</p> <p>_____</p> <p>_____</p>	<p>C8</p> <p>+elaboration</p>
<p>The final activity was _____.</p> <p>_____</p> <p>_____</p>	<p>C9</p> <p>+elaboration</p>
<p>There were a few opinions from the international students. They _____.</p> <p>They also liked _____.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>C1 + elaboration</p> <p>C11 +elaboration</p> <p>C12+elaboration</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Conclusion paragraph</p>

PAPER 1

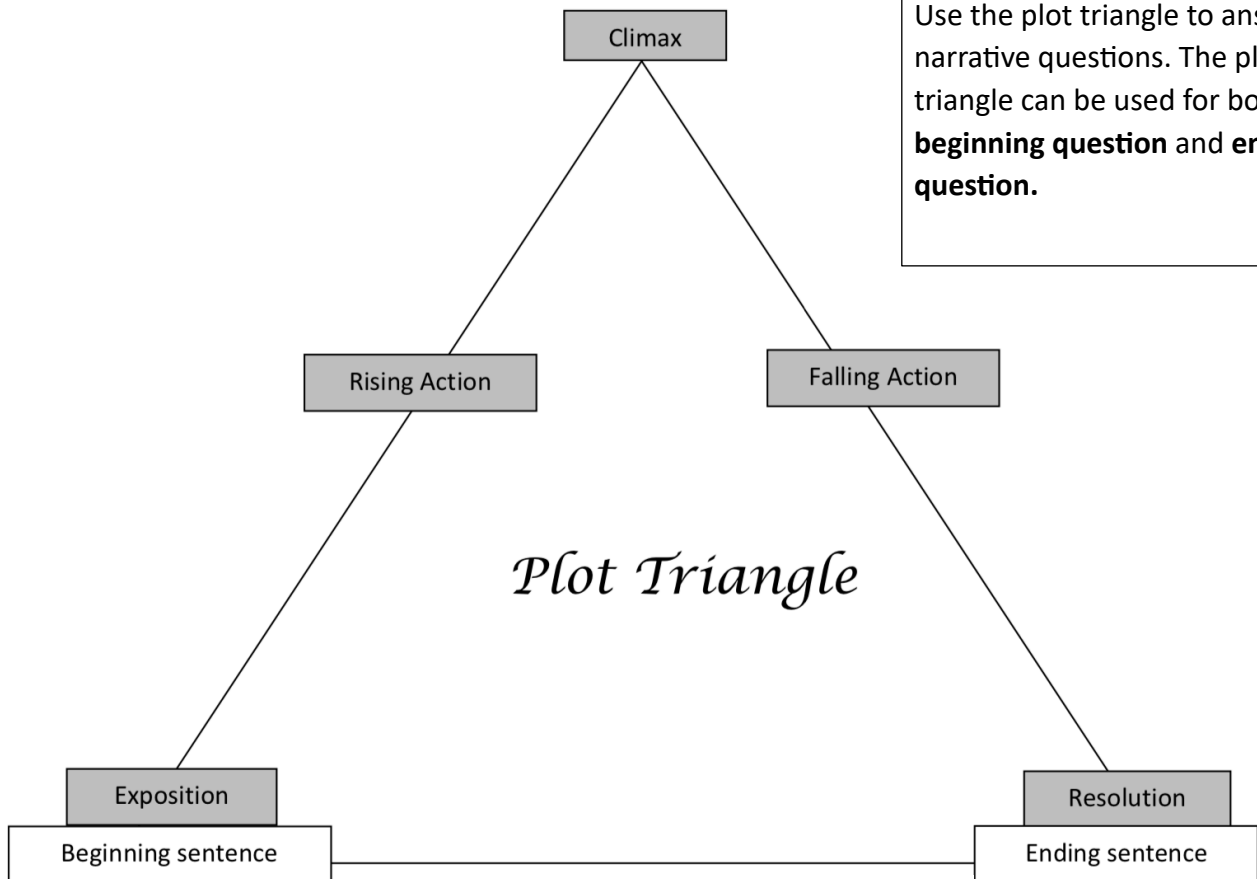
SECTION B:

CONTINUOUS WRITING

NARRATIVE WRITING: PLOT

FUN FACT:

Use the plot triangle to answer narrative questions. The plot triangle can be used for both **beginning question** and **ending question**.



TEACHER'S NOTES

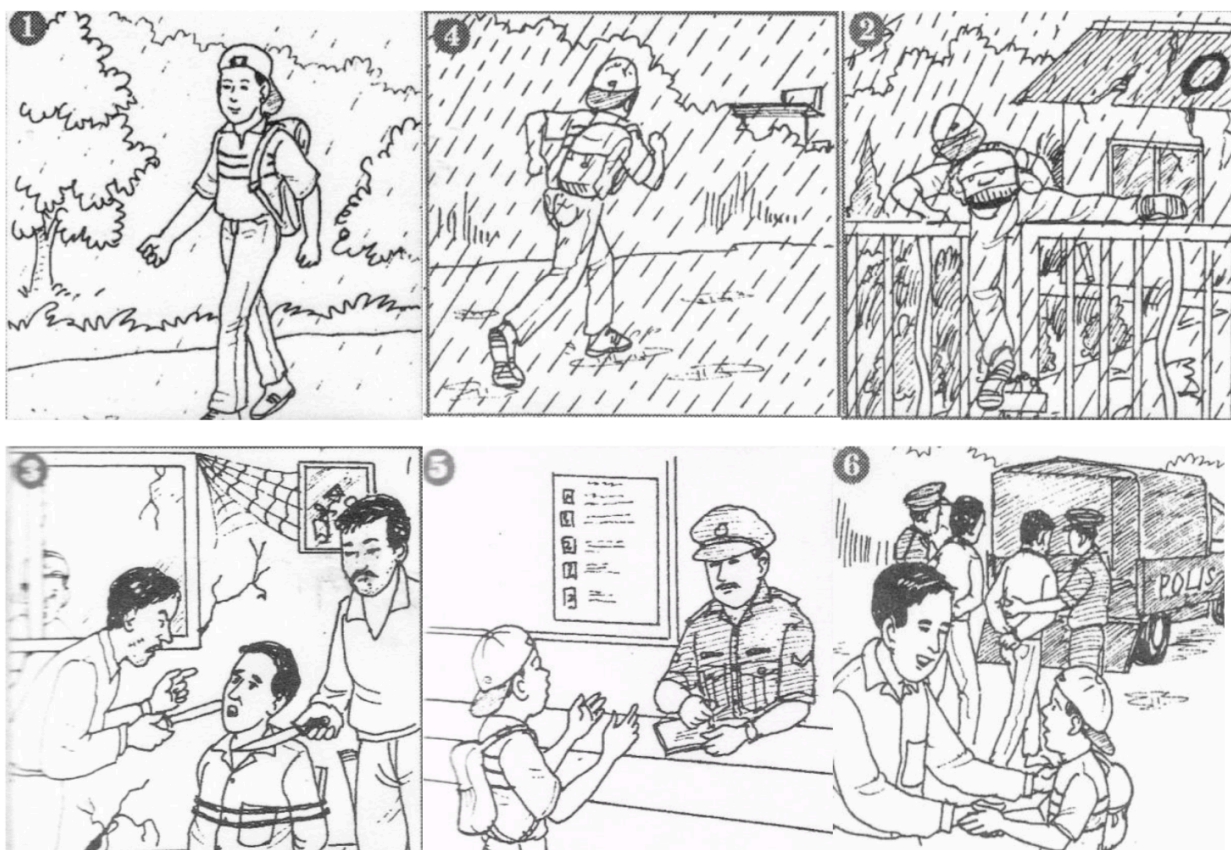
(Before lesson)	<p>Materials needed for lesson:</p> <ul style="list-style-type: none"> • Mahjong papers • Sticky tack/blue tack • Envelopes (to put pictures and sentence strips) • Markers
(During lesson)	<ol style="list-style-type: none"> 1. Draw the plot triangle on the white board 2. Give examples of Cinderella story. Ask students to identify events of each stage. 3. In groups, students draw the plot triangle on mahjong paper. 4. Students rearrange the pictures given in the correct order on the plot triangle. 5. Students rearrange the sentence strips in the correct order under the picture 6. Check their answers. 7. Students read the question (Model 1) 8. Students write the story beginning and ending using sentences given.

Question:

Write about a boy who saw a kidnapping and what he did to save the day. **Begin** your story with “He could see dark clouds forming in the sky...”

Writing – unforgettable/memorable experience/incident

Step 1: Draw a plot triangle on mahjong paper, cut pictures and rearrange in correct sequence

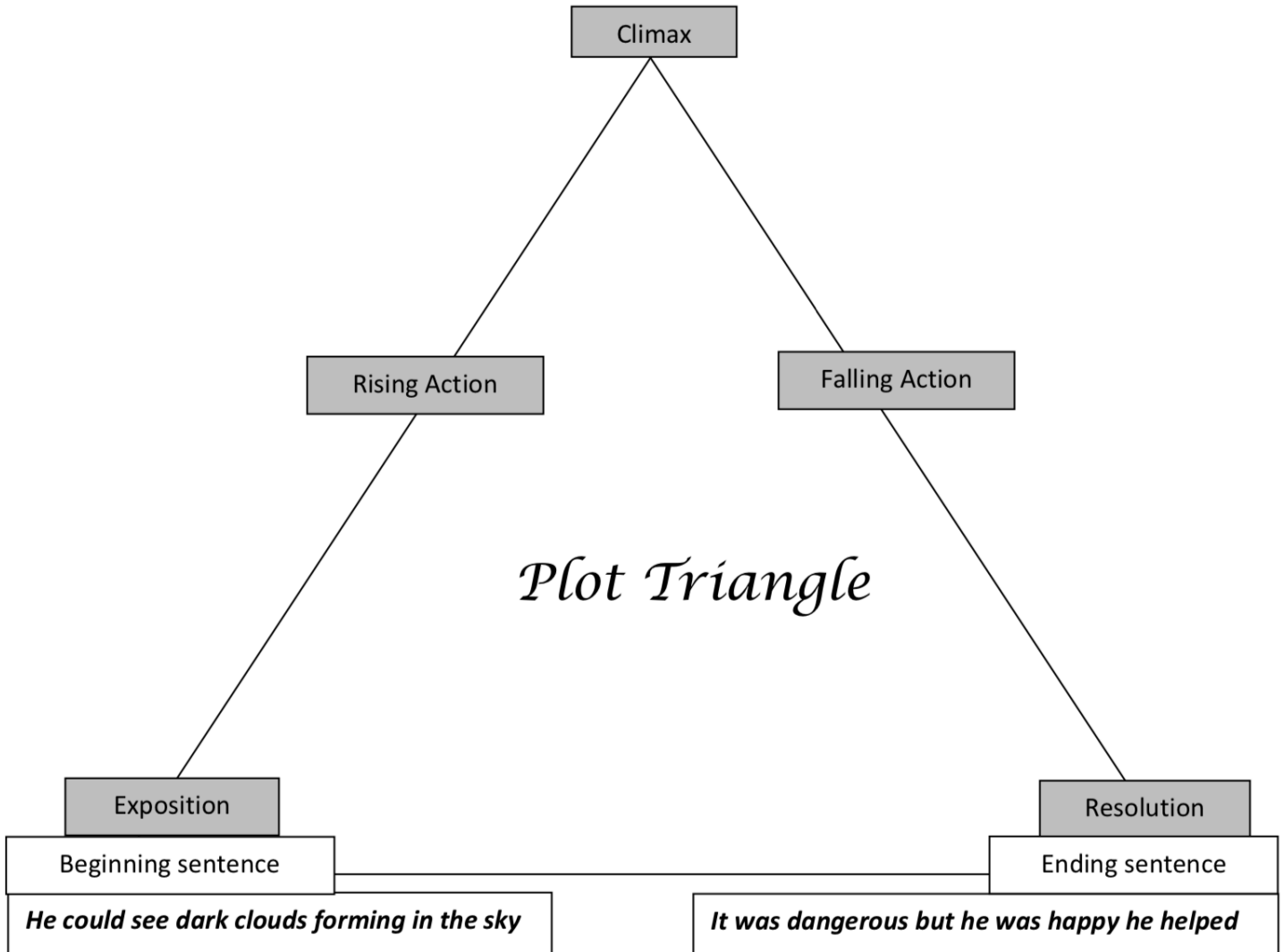


Step 2: Cut sentences and match these sentences with the suitable picture

Ameerul climbed into the compound.	He heard voices.
Ameerul was walking home from tuition.	He thanked Ameerul.
They were holding knives.	He walked faster because it was drizzling.
He was tied up in a chair	The police caught the criminals
Ameerul ran to the police station.	The police released the kidnapped victim
He saw two men in the house.	He saw an old house.
He told the policeman what he saw	Ameerul and the police arrived at the old house.
It began to rain heavily.	He was a rich businessman.
“I need to find help” he said to himself	There was another man

Practice CW1A

Rearrange the pictures and sentence strips to form a story on the plot triangle.



Practice CW1B

Based on the pictures and sentence strips you have put on the plot triangle, write your story.

NARRATIVE WRITING: EMOTIONS & FEELINGS

Sample sentences with feeling and emotions:

Subject	Verb	Feeling/Object/What? How? Why?
Ameerul	felt	shocked.
He	felt	shocked and scared
He	felt	confused because he did not know what to do.
He	felt	worried for the man on the chair.
He	felt	nervous to run and ask for help
The police	felt	confident to catch the criminal
They	felt	relieved because the victim was safe

A List of Emotions

Go beyond the obvious to identify exactly what you're feeling.

Angry	Sad	Anxious	Hurt	Embarrassed	Happy
Grumpy	Disappointed	Afraid	Jealous	Isolated	Thankful
Frustrated	Mournful	Stressed	Betrayed	Self-conscious	Trusting
Annoyed	Regretful	Vulnerable	Isolated	Lonely	Comfortable
Defensive	Depressed	Confused	Shocked	Inferior	Content
Spiteful	Paralyzed	Bewildered	Deprived	Guilty	Excited
Impatient	Pessimistic	Skeptical	Victimized	Ashamed	Relaxed
Disgusted	Tearful	Worried	Aggrieved	Repugnant	Relieved
Offended	Dismayed	Cautious	Tormented	Pathetic	Elated
Irritated	Disillusioned	Nervous	Abandoned	Confused	Confident

SOURCE SUSAN DAVID

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NARRATIVE WRITING: **DIALOGUES**

“I need to find help,” whispered Ameerul.

“I need to find help,” He said to himself

Practice CW1C

Fill in the blanks with appropriate dialogues and write it in your plot triangle.

Example:		
“ <u>Put your hands up!</u> ” shouted the police.		
1	“ <u>We will send officers there immediately.</u> ”	said the police officer
2	“ _____,”	He said to himself
3	“ _____,”	said Amirul to the police officer.
4	“ _____,”	shouted the police.
5	The police officer said,	“ _____” _____
6	“ _____,”	the victim begged.
7	“ _____,”	Ameerul asked.
8	“ _____,”	the police officer explained

Practice CW1D

Develop the essay below by inserting sentences that shows emotion and feelings. You may also insert dialogues to make the story more interesting.

An unforgettable incident

He could see dark clouds forming in the sky. Ameerul was walking home from tuition. It began to rain heavily. He walked faster because it was drizzling.

He saw an old house. Ameerul climbed into the compound. He heard voices.

He saw two men in the house. They were holding knives. There was another man. He was tied up in a chair.

"I need to find help" he said to himself. Ameerul ran to the police station. He told the policeman what he saw. Ameerul and the police arrived at the old house. The police caught the criminals.

The police released the kidnapped victim. He was a rich businessman. He thanked Ameerul.

[illegible]

DESCRIPTIVE WRITING: **PLACE**



Adjectives to describe places.

Place	Adjectives
school	new old small
park	big beautiful clean
playground	green serene peaceful
field	nice famous quiet
library	important ancient wet
town	amazing spacious huge
bungalow	lovely wooden white
kitchen	furnished empty crowded

Practice CW2A

Fill in the blanks with an appropriate adjective.

1.	It is a town.	It is a _____ town. It is a _____ town.
2.	I went to my school yesterday.	I went to my _____ school yesterday. I went to my _____ school yesterday.
3.	Children are playing at the playground.	Children are playing at the _____ playground. Children are playing at the _____ playground.
4.	The park is located near my house.	The _____ park is located near my _____ house. The _____ park is located near my _____ house.
5.	The field is newly built.	The _____ field is newly built. The _____ field is newly built.
6.	I brought my brother to the library.	I brought my brother to the _____ library. I brought my brother to the _____ library.
7.	We stayed in a bungalow.	We stayed in a/an _____ bungalow. We stayed in a/an _____ bungalow.
8.	My mother is happy with her kitchen.	My mother is happy with her _____ kitchen. My mother is happy with her _____ kitchen.

The Bungalow

During the school holidays, you spent a night at a relative's place. It was an old bungalow. Write a description of the bungalow and your stay there.



Adjectives to describe a bungalow.

small	wooden	new	old
modern	large	comfortable	simple
superb	nice	clean	beautiful
furnished	empty	cosy	lovely
scary	ancient	huge	white
concrete	private	ugly	expensive

What to describe?

How does it look or feel?

Practice CW2B

With the help of the pictures and notes below, create complete sentences. This will help you generate ideas for your essay later.



Bungalow

- old
- wooden
- shabby
- big



Room

- large
- clean
- comfortable



Food

- simple
- delicious
- a lot



Light

- yellow
- dim
- beautiful



Cupboard

- old
- wooden
- antique



Compound

- large
- untidy
- beautiful



Activities

- interesting
- fun
- enjoyable

Practice CW2C

Unscrambled the letters to form adjectives and complete the essay.

Last school holidays, my family went to Perak. It was an enjoyable holiday. My father drove us there. My sister and I enjoyed the journey. It was almost dusk when we arrived at our uncle's place. It was an ⁽¹⁾ _____ (**lod**) bungalow. It was situated outside the ⁽²⁾ _____ (**slmal**) town. The bungalow was rather ⁽³⁾ _____ (**gib**) and ⁽⁴⁾ _____ (**bsybah**). It needed a fresh coat of paint.

After we bathed, we had dinner. Aunty prepared a ⁽⁵⁾ _____ (**tol fo**) food for dinner. It was ⁽⁶⁾ _____ (**lepsmi**) but ⁽⁷⁾ _____ (**dilecsuoi**). After eating dinner, my aunty showed us the rooms. I shared my room with my sister.

The room was ⁽⁸⁾ _____ (**egral**) and ⁽⁹⁾ _____ (**obcofmetlar**). However, there was a ⁽¹⁰⁾ _____ (**lewyol**) light. It was ⁽¹¹⁾ _____ (**mid**). It looked ⁽¹²⁾ _____ (**rsyac**). There were two ⁽¹³⁾ _____ (**owdone**) cupboards in the room. They were ⁽¹⁴⁾ _____ (**odl**) and ⁽¹⁵⁾ _____ (**qnauite**). They looked like a big black creature. Frightening! I quickly pulled the blanket over my head.

The next morning, my uncle and aunty planned some ⁽¹⁶⁾ _____ (**etingnitesr**) activities. We played at the ⁽¹⁷⁾ _____ (**ehgu**) compound. We also had treasure hunt. It was quite difficult to move around because the compound was ⁽¹⁸⁾ _____ (**yutndi**).

We were very tired. After talking for a while, we went to sleep. That night we slept with the bathroom light on. Still, I could not sleep. I kept on hearing howls from the forest nearby.

Soon, it was morning. I rushed downstairs. I was eager to leave the place. After breakfast, we left for Penang. Thank goodness. I never want to stay in such places. Big, old bungalows give me the creeps. Give me my small, cosy house in the heart of town anytime!

Practice CW2D

Complete the paragraphs with the correct words in the boxes.

Question:

Describe a place that is famous in Malaysia and why should tourists visit the place.

consists population	beautiful situated	plane tourists
------------------------	-----------------------	-------------------

Malaysia owns among the ⁽¹⁾_____ islands in the world. Langkawi Island is one of them. It is ⁽²⁾_____ in the state of Kedah. It also ⁽³⁾_____ of 99 islands. The ⁽⁴⁾_____ there is about 64,792 people. Langkawi is one of the tourist spots. Many local ⁽⁵⁾_____ and people from all over the world come to experience their best moment here. Tourists can go there by ferry, car or ⁽⁶⁾_____.

village beautiful	accused famous	generations attracted
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Langkawi is ⁽⁷⁾_____ with its history. Like many other legends, Langkawi is famous with its own legend. It is about a ⁽⁸⁾_____ maiden named Mahsuri. Mahsuri was wrongly ⁽⁹⁾_____ for disloyalty. Then, it was said that she cursed Langkawi would not grow for seven ⁽¹⁰⁾_____. Many tourists are ⁽¹¹⁾_____ to this history. Hence, they visit to know more about Langkawi Island. They also gain more knowledge about this ⁽¹²⁾_____ island.

snorkelling picnicking	waterfalls beautiful	clean scuba diving
---------------------------	-------------------------	-----------------------

Langkawi island is so popular with its ⁽¹³⁾_____ beaches. Beaches like Pantai Cenang, Pantai Buray and Pantai Kok are very famous. They give the tourists the best view. The water around the island is ⁽¹⁴⁾_____. It is also rich with marine lives. These beaches are also suitable for activities like ⁽¹⁵⁾_____ and ⁽¹⁶⁾_____. Another place of interest is Telaga Tujuh. There are series of ⁽¹⁷⁾_____ at Telaga Tujuh. It is an ideal place for ⁽¹⁸⁾_____ with family members.

tunnel attractions	types marine	interesting swimming
-----------------------	-----------------	-------------------------

Langkawi Book Village is also one of the ⁽¹⁹⁾_____. Only twelve places in the world have Book Village. Langkawi is one of them. There are about 50 000 books that we can find. Langkawi Crocodile Farm is also famous. Tourists find it ⁽²⁰⁾_____. They can see many ⁽²¹⁾_____ of reptiles. They can also go to Pantai Cenang. There are more than 5000 fish and ⁽²²⁾_____ creatures. Tourists can walk through a glass ⁽²³⁾_____. They can watch the sea creatures ⁽²⁴⁾_____.

explore	attractive	visit
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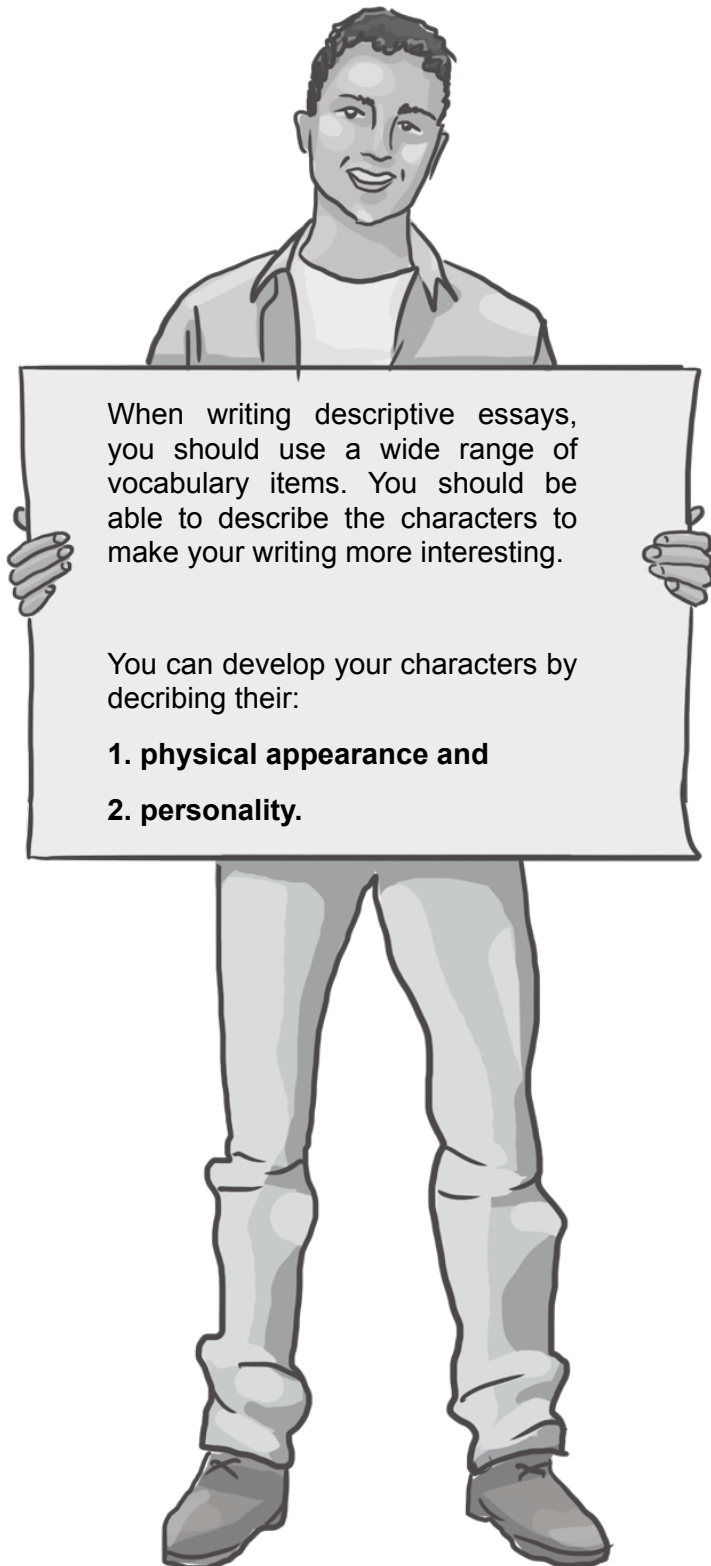
Langkawi is an ⁽²⁵⁾_____ place in Malaysia. Tourists should ⁽²⁶⁾_____ this place. It will never let you down. Just be ready to ⁽²⁷⁾_____ and enjoy God's creation!

Practice CW2E

With the help of the essay outline below, write an essay about Kuala Lumpur Bird Park.

<p style="text-align: center;">Paragraph 1- Introduction</p> <ul style="list-style-type: none">- name of the place – Kuala Lumpur Bird Park- location / situated in – serene Lake Gardens<ul style="list-style-type: none">- home – more than 200 types- how to go there (transportation)
<p style="text-align: center;">Paragraph 2- Body of Content</p> <p style="text-align: center;">Attraction 1</p> <ul style="list-style-type: none">-types of birds – hornbills, flamingos, parrots, pheasants-originated – Australia, Thailand, Indonesia, Tanzania, China, Malaysia <p style="text-align: center;">Birds – fly freely</p>
<p style="text-align: center;">Paragraph 3-Body of Content</p> <p style="text-align: center;">Attraction 2</p> <ul style="list-style-type: none">-visitors – enjoy – walking - park-stop – a few stations – mini gardens – pools – flowering plants<ul style="list-style-type: none">- bird feeding activity
<p style="text-align: center;">Paragraph 4-Body of Content</p> <p style="text-align: center;">Attraction 3</p> <ul style="list-style-type: none">- bird watching – visitors – enjoy – birds resting-visitors – admire – birds flying - freely- visitors – listen – melodic chirps-visitors - view – nest making
<p style="text-align: center;">Paragraph 5-Conclusion</p> <ul style="list-style-type: none">-best place-should be visited-unique birds-memorable experience

DESCRIPTIVE WRITING: **PEOPLE**



When writing descriptive essays, you should use a wide range of vocabulary items. You should be able to describe the characters to make your writing more interesting.

You can develop your characters by describing their:

- 1. physical appearance and**
- 2. personality.**

Physical Appearance

Hair	Complexion/ lips/eyes	Build/body shape
short	fair	short
long	dark	tall
straight	pimpled	muscular
curly	tanned	medium
wavy	wrinkled	big
blonde	smooth	small
grey	red lips	round
bushy	thin lips	large
bald	thick lips	thin
brown	big eyes	skinny
black	small eyes	slender
thick	blue/brown eyes	huge

Sample sentences that show **physical appearance**:

1. She / He / My mother / My father / My friend / My teacher / **is tall**.
2. She / He / My mother / My father / My friend / My teacher / **is big**.
3. She / He / My mother / My father / My friend / My teacher / **has big eyes**.
4. She / He / My mother / My father / My friend / My teacher / **has straight hair**.
5. My father / My brother / My friend **is well-built and muscular**.
6. She / He / My mother / My father / My friend / My teacher / **is small and thin**.
7. He **has thick eyebrows**.

Practice CW3A

Based on the examples above, create your own sentences that describe physical appearance.

1. She/He/My mother/My father/My friend/My teacher/ has _____.
2. She/He/My mother/My father/My friend/My teacher/ is _____.
3. _____ has _____.
4. _____ is _____.
5. _____ has _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

Personality

Positive	Negative
kind	cruel
loving	mean
helpful	selfish
determined	lazy
hardworking	dishonest
honest	cunning
caring	impatient
generous	greedy
sympathetic	jealous
considerate	rude
humble	foolish
patient	clumsy


Sample sentences that show personality:

1. She/He/My father/My mother/My grandmother/My grandfather **is kind**.
2. He/She/My mother/My father/My friend **is helpful**.
3. My mother/My father/My friend/My grandmother/My grandfather **is humble**.
4. She/He/My mother/My father/My friend/My teacher/ **is impatient**.
5. She/He/My mother/My father/My friend/My teacher/ **is clumsy**.
6. He/She/My friend **is rude**.

Practice CW3B

Based on the examples above, create your own sentences that describe personality.


1. She/He/My mother/My father/My friend/My teacher/ is _____.
2. She/He/My mother/My father/My friend/My teacher/ is _____.
3. _____ is _____.
4. _____.
5. _____.
6. _____.

Father		
Name		
Age		
Job	businessman	
Height	178cm	
Weight	72kg	
Hair	short, straight, brown	
Eyes	small, black	
Looks	handsome	
Clothes	smart clothes for work (suit, shirt, tie) casual clothes in free time	
Personality	hardworking, honest, determined	
Sports	football, squash	
Free time	goes fishing, watches movies	
Likes	vegetables, mutton	
Dislikes	junk food, sweets	

Practice CW3C

Complete the paragraph with the information given above.

My father's name is _____. He is _____ years old. He is a _____. He stands about _____ centimetres tall and his weight is _____ kilograms. His hair is _____, _____ and _____. His eyes are _____ and _____. He looks _____. He wears _____ clothes for work such as _____, _____ and tie. On the other hand, he wears _____ in free time. I always admire his personality. He is _____, _____ and _____. He loves to play _____ and squash. During free time, he goes _____ and watches _____. He likes _____ and beef and dislikes _____ and sweets.

Mother		
Name		
Age		
Job	fashion designer	
Height	160cm	
Weight	54kg	
Hair	short, wavy, brown	
Eyes	big, green	
Looks	beautiful	
Clothes	fashionable, dresses, skirts	
Personality	helpful, honest, friendly	
Sports	aerobics and swimming	
Free time	does crosswords, reads books	
Likes	vegetables, fruits	
Dislikes	meat, chocolates	

Practice CW3D

Complete the paragraph with the information given above.

My mother's name is _____. She is _____ years old. She is a _____. She stands about _____ centimetres tall and her weight is _____ kilograms. Her hair is _____, _____ and _____. Her eyes are _____ and _____. She looks _____. She wears _____ clothes for work. I always admire her personality. She is _____, _____ and _____. She always makes everyone happy. She loves _____ and swimming. During free time, she does _____ and reads _____. She likes _____ and fruits and dislikes _____ and chocolates.

Brother		
Name		
Age		
Job	- (student)	
Height	160cm	
Weight	50kg	
Hair	short, black	
Eyes	small, blue	
Looks	freckled	
Clothes	T-shirts, jeans	
Personality	clever, wilful	
Sports	skateboarding	
Free time	plays computer games	
Likes	hamburgers, pizzas	
Dislikes	fruits, vegetables	

Practice CW3E

Complete the paragraph with the information given above.

My brother's name is _____. He is _____
 years old. He is a _____. He stands about _____ centimetres tall and
 his weight is _____ kilograms. His hair is _____ and _____. His eyes
 are _____ and _____. He looks _____. He wears _____
 _____ and _____.

 _____.

Sister	
Name	
Age	
Job	- (pre-school girl)
Height	105cm
Weight	28kg
Hair	long, straight, brown
Eyes	small, brown, short eyelashes
Looks	beautiful
Clothes	dresses, skirts
Personality	lovely, cheerful, cute, shy
Sports	swimming, dancing
Free time	plays with her teddy & dolls
Likes	dairy products, pancakes
Dislikes	spinach, broccoli




Practice CW3F

Complete the paragraph with the information given above.

My sister's name is _____. She is _____ years old. She is a _____. She stands about _____ centimetres tall and her weight is _____ kilograms. Her hair is _____, _____ and _____. Her eyes are _____ and _____ with short _____. She looks _____. She wears _____ and _____.

Grandmother	
Name	
Age	
Relation	maternal grandmother
Job	retired
Height	160cm
Weight	54kg
Hair	short, curly, grey
Eyes	small, brown
Looks	wrinkled
Clothes	dresses
Personality	kind, friendly, devoted
Sports	does not like it
Free time	knits, watches television, meets friends
Likes	chicken, candy
Dislikes	fish, carrots

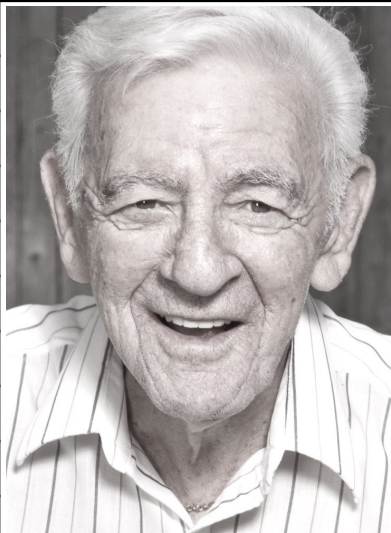


Practice CW3G

Complete the paragraph with the information given above.

My grandmother's name is _____. She is _____ years old. She is my maternal _____. She is _____. She stands about _____ centimetres tall and her weight is _____ kilograms. Her hair _____

Grandfather	
Name	
Age	
Relation	paternal grandfather
Job	retired
Height	170cm
Weight	70kg
Hair	bald
Eyes	small, black
Looks	wrinkled and old
Clothes	shirts , trousers
Personality	helpful, warm-hearted
Sports	nothing
Free time	plays board games, reads books
Likes	bread, porridge
Dislikes	turkey, cabbage



Practice CW3H

Complete the paragraph with the information given above.

My grandfather's name is _____ . He is _____ years old. He is my paternal _____. He is _____ . He stands about _____ .

Question:

Write an essay about a **person** who **has an impact in your life** and explain **how the person has influenced you**.

You may use the outline below as a guide for your essay.

Paragraph 1- Introduction

Who

- person involved – name – relationship with you- age
- physical description- height and built – hair – face- body

Paragraph 2

Personality traits

- e.g. kind, helpful, loving, caring, honest, hardworking, cheerful

Paragraph 3

Lesson you have learnt from the person

- give example of situations to support personality traits (elaborate)

Paragraph 4

Contribution to society/awards won

- good deeds the person has done to help others (elaborate)

Conclusion

Your hope for the person/yourself

- what you hope/wish for the person
- your feelings about the person

Practice CW3I

Describe a **person who has an impact in your life** and explain **how the person has influenced you**.

The person who has an impact in my life is _____. She is my mother's mother. She is _____ old. My grandmother has many _____ on her face. She is short and hunched. Her height is _____ and she is a _____ person. Her hair is all _____. She likes to smile all the time. When she is free, she likes to _____. She also likes _____. She has influenced me in many ways.

I like my _____ because she is very _____. She is kind to _____ and animals too. I remember when I was small, I used to see her feed the _____ and _____. She would tell me to be kind to _____. She said they have feelings too. She would also give _____ and _____ to the poor. She would let the neighbours' children eat the _____ and _____ in my garden. She is loving to all her _____. She would not scold us if we were _____. I learnt to be _____ and _____ from her.

Another time she took care of _____ and me when my parents had an _____. They were in hospital for two months. She would wake up _____ to _____ breakfast for four of us. Then, she would comb our _____ and make us put on our _____. Grandmother _____ with us to school. After school, she waited for us at the _____. She is very kind and loving.

Everyone _____ my grandmother very much because she is always ready to _____ the neighbours when they need her help. She will help to _____ during weddings. Last week my neighbour's _____ got _____. My grandmother went there to help to _____ some dishes. Although she is old, she is still _____.

I love my grandmother very much. I hope she will be healthy and live longer. I hope I can be like her.

Practice CW3J

Describe a **person** who **has an impact in your life** and explain **how the person has influenced you**.

<p>The person - an impact - life is -. He - teacher. - is-years -. He - wrinkles - his face - tall - big-sized. - height - large-. - hair - straight. - likes - smile -. - free, - likes - read. - also likes jogging. - influenced - in many ways.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>- like -- because - very - and -. is - to - students - also helpful-students. - remember - I - Form 2 - saw - give extra classes - weak students. - tell me - others. - would - help - poor students. - books - money - poor students. - would - give students - free uniforms-shoes - would not - scold - naughty. I - learnt - patient-him.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>- time - took care - my classmate - parents - accident. - classmate's parents - hospital - two months. - would wake up - prepare breakfast - Then - to school. After school - would - send - tuition classes.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Everyone - teacher - much - help - students - need help. - help - during - floods. Last - semester - flood - housing area. - helped - collect donations-flood victims.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>I admire - very much. I hope - healthy - help- people. I hope - like him.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

DESCRIPTIVE WRITING: EVENT

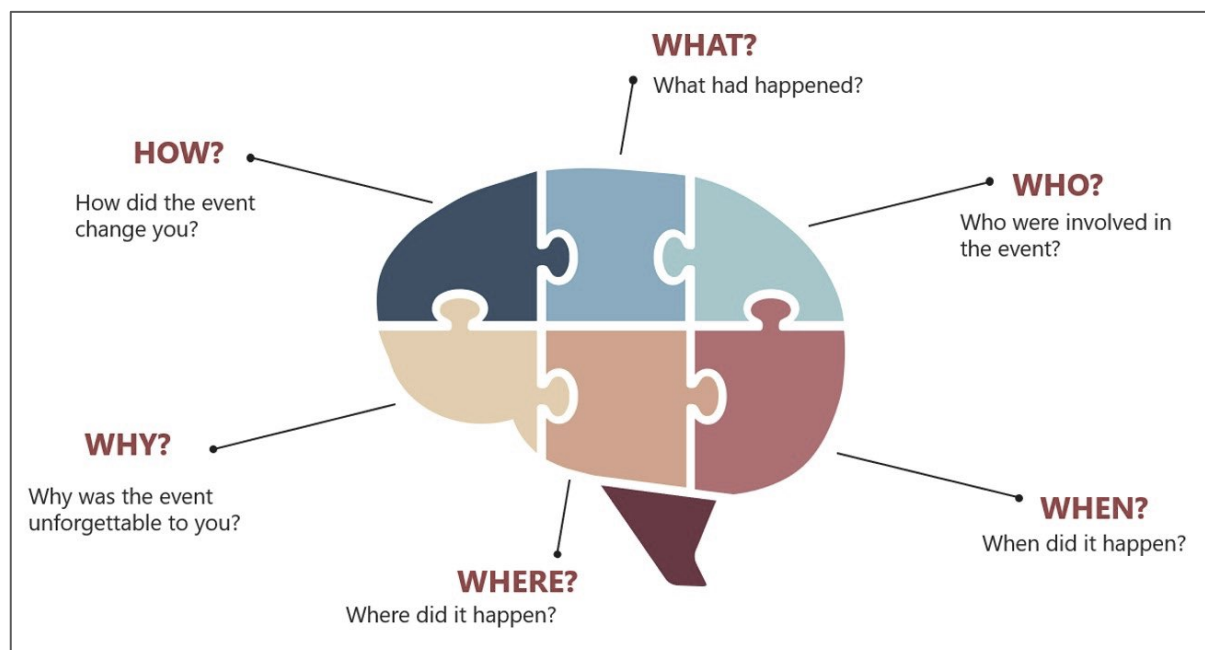
TIPS:

When describing an event, it is best to **imagine or create the scene in your mind**. It is also helpful if you are writing **events that you have experienced yourself!**

You can use **WH-Questions** to develop your essay.



WHAT	<ul style="list-style-type: none"> Name of the event
WHO	<ul style="list-style-type: none"> People involved in the event
WHEN	<ul style="list-style-type: none"> Time of the event
WHERE	<ul style="list-style-type: none"> Location of the event
WHY	<ul style="list-style-type: none"> Reasons why the event is significant
HOW	<ul style="list-style-type: none"> Ways the event affected you





In order to describe an event, you can use **the five senses** to help you write more effectively. The five senses are as follow:

SENSE	WORDS DESCRIBING SENSES
SIGHT	bright, brilliant, dark, dazzling, glowing, hazy, twinkling
TOUCH	chilly, hot, slippery, moist, icy, hard, smooth
TASTE	delicious, refreshing, tasteless, bad
SMELL	aromatic, sweet, odourless, smelly
SOUND	loud, deafening, quiet, buzz, roar,

Practice CW4A

Complete the sentences below using the word that describes the senses.

Example:

I cannot see anything in the cave because it is too **dark**. (sight)

1. The stadium is loud with _____ (sound)
2. I shivered on my way to the stadium because I felt _____ (touch)
3. The sunlight was _____ (sight)
4. The aroma of popcorn was _____ (smell)
5. I felt full after _____ (taste)

Can you think of an **unforgettable event** in your life? What makes it unforgettable to you?



Practice CW4B

Look at the photos and write sentences to describe them. You may use WH-Questions and the five senses to help you plan your writing.



Last Monday, my school held the annual sports day. _____




Last school holidays, _____


Planning

Describe an event that you enjoyed so much and how it had changed your life.


INTRODUCTION
Name of event: _____
Venue of the event: _____
Date of the event: _____




BODY PARAGRAPH 1
Preparation for the event:



BODY PARAGRAPH 2
Description of the event:



BODY PARAGRAPH 3
Activities : _____
Feelings: _____



CONCLUSION
How the event affected you:

Wish to attend the event again:

Practice CW4C

Fill in the blanks with the words or phrases from the table.

shining	blessed	the tents	go home	a clearing of a forest	icy cold	9.30 a.m
delicious	so excited	8 a.m	refreshing	a 3-day camp at Mount Pulai, Johor		
gained some knowledge		boosted my self-confidence			clothes, canned food, sleeping bag as well as toiletries	
chatting and playing games						

CAMPING TRIP AT MOUNT PULAI

Everyone had experienced a lot of interesting memories in school. For me, there is one activity which totally changed my life. It happened during the school holiday last year. I participated in ⁽¹⁾_____. The camp was organised by the Kadet Remaja Sekolah (KRS) Association. It was my first camping trip ever, so I felt ⁽²⁾_____!

I packed my bag two days earlier to ensure I brought all the important things. I brought ⁽³⁾_____. We left our school at ⁽⁴⁾_____ and arrived at the foot of Mount Pulai at ⁽⁵⁾_____. When we arrived there, we saw a lot of students. There were about 100 campers altogether.

We hiked slowly up to Mount Pulai and reached our campsite. The campsite was ⁽⁶⁾_____. There was a clear stream nearby. We arrived on the site early in the morning of the first camping day. After that, we were divided into 10 patrols. Our first task was to set up camps. Our patrol leaders taught us how to pitch ⁽⁷⁾_____. After the tents had been pitched, we prepared lunch. All of us helped to cut firewood. We also fetched water from the stream and cooked our meal. Even though the food was not well prepared, we finished all of it as we were very hungry.

In the afternoon, we learnt knot-tying, a skill that is extremely useful in our daily lives. That evening after dinner, we were free to mingle with one another. We had a good time ⁽⁸⁾_____. We also slept soundly that night as we were very tired from the activities all day long.

The next morning, we hiked through the forest and reached a waterfall. The air was ⁽⁹⁾_____ although the sun was ⁽¹⁰⁾_____ brightly. We took the opportunity to swim and refresh ourselves. The water was ⁽¹¹⁾_____. It made our stomachs grumbled with hunger. I prepared sandwiches for lunch. It was so ⁽¹²⁾_____ and I finished it within seconds!

The next morning, all of us prepared to ⁽¹³⁾_____. My friends and I cleaned the camping site before we headed home. I felt ⁽¹⁴⁾_____ to take part in the camp. It was a real eye-opener for me. I had acquired new skills and ⁽¹⁵⁾_____. I made quite a lot of new friends too. Moreover, this camping trip is an unforgettable event because ⁽¹⁶⁾_____ and deepen my knowledge. I hope I can attend another camp in the near future.

PAPER 2

SECTION C:

**READING
COMPREHENSION
AND
SUMMARY**

READING COMPREHENSION PRACTICE 1

TEACHER'S NOTE

To help students gain confidence answering actual SPM Section C comprehension and summary questions, they are encouraged to try out Warm-Up activities based on the adapted text taken from the actual SPM comprehension passage.

Texts below are extracts from the adaptation of 2018 SPM comprehension passage

WARM-UP ACTIVITIES

EXTRACT 1

Three years ago, Selena and her husband, Justin, gave up watching television. They agreed that television did more than just emit low-grade radiation: it cast a shadow over their lives. Even though they did not watch television for more than a couple of hours a day, it seemed to influence when they ate, how they spoke, and even how they thought. They felt robbed of time for each other and the things they wanted to do. Their passion for reading had gone and the stack of new unread books had grown. Their dream of creating an organic vegetable garden remained a dream. However, the deciding factor was the worrying cholesterol results from a routine check-up they had at the local clinic.

PRACTICE 1A :VOCABULARY - Find the word/phrase from the extract

	Meaning	Word/Phrase
1	produce and discharge	_____ (1 word) (Line 2)
2	strong interest	_____ (1 word) (Line 5)
3	something that causes someone/people to make a particular decision	_____ (2 words) (Line 7)

PRACTICE 1B :COMPREHENSION - Complete sentences with suitable answers based on the extract

- 1, Selena and her husband gave up watching television since _____ (3 words)
2. Television had influenced three aspects of their lives:
 - (i) _____ (3 words)
 - (ii) _____ (3 words)
 - (iii) how they thought
3. Watching television had stopped them from doing activities like reading and _____ (5 words)
4. The main factor they gave up watching television was their _____ (3 words) from a routine check-up.

EXTRACT 2

Their first attempt to reduce their TV habit to one show a day failed, as within days they were back to their normal pattern. This disappointed them, but after a while, they were filled with a renewed determination and gave the television away.

PRACTICE 2A: VOCABULARY - Find the word/phrase from the extract

	Meaning	Word/Phrase
1	an effort to achieve or complete a difficult task	_____ (1 word) (Line 1)
2	failed to fulfil the hopes or expectation	_____ (1 word) (Line 2)
3	ability to continue trying to do something with more energy although it is difficult	_____ (2 words) (Line 2-3)

PRACTICE 2B: COMPREHENSION - Complete sentences with suitable answers based on the extract

- Their first attempt to reduce their TV habit to one show failed because they _____ (6 words)
- They finally gave the television away as they _____ (6 words)

EXTRACT 3

As the first television-free week began, doubts crept in: what would they do on popcorn, mini drama series and nature documentaries? Fortunately, it was just a brief period of adjustment. Soon they found new ways of spending their time. They began tidying up their overgrown garden revealing some stunning flowers that had been previously hidden. These soon became the envy of the neighbourhood. The couple were previously proud of their achievement and this provided them with a springboard for other projects. It gave them a different perspective on what might be possible.

PRACTICE 3A: VOCABULARY – Find the word/phrase from the extract

	Meaning	Word/Phrase
1	feelings of uncertainty	_____ (1 word) (Line 1)
2	extremely impressive or attractive	_____ (1 word) (Line 4)
3	an encouragement to start something new	_____ (1 word) (Line 6)

PRACTICE 3B: COMPREHENSION - Complete sentences with suitable answers based on the extract

- They spent their television-free time by _____ garden. (4 words)
- Local residents were impressed with some _____ (7 words) at Justin and Selena's garden.

3. Their achievement of tidying up their overgrown garden had become a _____ (4 words)

EXTRACT 4

In the evenings, they now had time to go on long bicycle rides. In place of television news, Justin had to think of how he could catch up with the latest happenings in the country and around the globe. He opted for other news sources like online newspapers and magazines, and realised that it was actually better to get what he needed in these different ways. However, for Selena, it was not all plain sailing. The absence of the sounds of the television appealed to her. But missing them, Justin played loud rock music instead. Selena struggled to get used to this. On the other hand, their social life exploded. They gathered friends together for parties. Meanwhile, with more time on their hands and wanting to raise their standard of living, they started investing their income in the stock market.

PRACTICE 4A: VOCABULARY - Find the word/phrase from the extract

	Meaning	Word/Phrase
1	chose , decided	_____ (1 word) (Line 3)
2	simple, easy	_____ (2 words) (Line 5)
3	had been attractive or interesting	_____ (1 word) (Line 5)
4	fought, had difficulty	_____ (1 word) (Line 6)
5	a place where shares of public listed companies are traded	_____ (2 words) (Line 8-9)

PRACTICE 4B: COMPREHENSION - Complete sentences with suitable answers based on the extract

- They spent their evenings by going _____ (4 words)
- Justin chose for _____ (3 words) to replace television news.
- For Selena, it was not easy because Justin _____ (4 words)
- Their social life exploded as they _____ (5 words)
- They improved their standard of living by _____ (7 words)

EXTRACT 5

They were soon half a year into life without television. The days became more leisurely, and they paid more attention to the sounds of nature like the rhythm of the falling rain against the window and the merry chirping of birds in the early mornings. Justin started walking more as he was not in so much of a hurry. He drove less so the hassles of traffic jams and finding parking spaces seemed to be a thing of the past. There were fewer arguments about undone chores, simply because there was more time to do them.

PRACTICE 5A: VOCABULARY - Find the word/phrase from the extract

	Meaning	Word/Phrase
1	relaxed, unhurried	_____ (1 word) (Line 1)

2	cheerful and lively	_____ (1 word) (Line 3)
3	Inconveniences	_____ (1 word) (Line 4)

PRACTICE 5B: COMPREHENSION - Complete sentences with suitable answers based on the extract

- They had survived without television for _____ months. (1 word)
- As they gave up watching television,
 - their days became more cheerful and lively
 - _____ (9 words)
 - Justin started walking more
 - _____ (3 words)
 - _____ (7 words)
 - there was more time to do chores
- Justin did not have to face the problems of being in traffic jams and getting parking spaces because _____ (3 words)
- The relationship between Selena and Justin had improved as there were _____ (5 words)
- They argued less about unfinished household tasks because there was _____ (5 words)

EXTRACT 6

With this physical activity in and – around the house – which, by the way, looked much tidier and more comfortable to live in – Selena started to look a lot healthier. Even their pet dog, Buddy, benefitted from the changes as it was taken for walks around the nearby park, unheard of during days of television addiction. Freed from the late night mini-series, Justin and Selena both managed to get more sleep. Television simply faded from their lives. The space left in their lives that television used to occupy is now filled with more meaningful activities. They are doing things that build real memories.

PRACTICE 6A: VOCABULARY - Find the word/phrase from the extract

	Meaning	Word/Phrase
1	gained, received an advantage	_____ (1 word) (Line 3)
2	an inability to stop doing or using something	_____ (1 word) (Line 4)
3	gradually disappeared	_____ (1 word) (Line 5)
4	engage	_____ (1 word) (Line 6)

PRACTICE 6B: COMPREHENSION - Complete sentences with suitable answers based on the extract

- The benefits of living without television:
 - The house _____ (3 words)

- (ii) The house was _____ (5 words)
- (iii) _____ (7 words)
- (iv) Buddy was _____ (7 words)
- (v) They were able to _____ (3 words)
2. Selena became fit after giving up television with the help of _____ (7 words)
3. Justin and Selena are doing more _____ (2 words) that build real memories.

SPM COMPREHENSION QUESTIONS

1	Three years ago, Maria and her husband, Jeffrey, gave up watching television. They agreed that television did more than just emit low-grade radiation: it cast a shadow over their lives. Even though they did not watch television for more than a couple of hours a day, it seemed to influence when they ate, how they spoke, and even how they thought. They felt robbed of time for each other and the things they wanted to do. Their passion for reading had gone and the stack of new unread books had grown. Their dream of creating an organic vegetable garden remained a dream. However, the deciding factor was the worrying cholesterol results from a routine check up they had at the local clinic.	5
2	Their first attempt to reduce their TV habit to one show a day failed, as within days they were back to their normal pattern. This disappointed them, but after a while, they were filled with a renewed determination and gave the television away.	10
3	At the first television-free week began, doubts crept in: what would they do on boring weekends without popcorn, mini drama series and nature documentaries? Fortunately, it was just a brief period of adjustment. Soon they found new ways of spending their time. They began tidying up their overgrown garden revealing some stunning flowers that had been previously hidden. These soon became the envy of the neighbourhood. The couple were previously proud of their achievement and this provided them with a springboard for other projects. It gave them a different perspective on what might be possible.	15 20
4	In the evenings, they now had time to go on long bicycle rides. In place of television news, Jeffrey had to think of how he could catch up with the latest happenings in the country and around the globe. He opted for other news sources like online newspapers and magazines, and realised that it was actually better to get what he needed in these different ways. However, for Maria, it was not all plain sailing. The absence of the sounds of the television appealed to her. But missing them, Jeffrey played loud rock music instead. Maria struggled to get used to this. On the other hand, their social life exploded. They gathered friends together for parties. Meanwhile, with more time on their hands and wanting to raise their standard of living, they started investing their income in the stock market.	25 30
5	They were soon half a year into life without television. The days became more leisurely, and they paid more attention to the sounds of nature like the rhythm of the falling rain against the window and the merry chirping of birds in the early mornings. Jeffrey started walking more as he was not in so much of a hurry. He drove less so the hassles of traffic jams and finding parking spaces seemed to be	35

	a thing of the past. There were fewer arguments about undone chores, simply because there was more time to do them.	
6	With this physical activity in and – around the house – which, by the way, looked much tidier and more comfortable to live in – Maria started to look a lot healthier. Even their pet dog, Dobby, benefitted from the changes as it was taken for walks around the nearby park, unheard of during those days of television addiction. Freed from the late night mini-series, Jeffrey and Maria both managed to get more sleep. Television simply faded from their lives.	40
7	The space left in their lives that television used to occupy is now filled with more meaningful activities. They are doing things that build real memories.	45
<i>Buku Kertas Soalan Peperiksaan Sebenar SPM BAHASA INGGERIS – Pustaka Yakin Pelajar Sdn Bhd</i>		

26. From paragraph 1,
- (a) What **two** activities Jeffrey and Maria had neglected as a result of spending too much time on watching television?
- Activity 1: _____ [1 mark]
- Activity 2: _____ [1 mark]
- (b) What finally made them give up television?
- _____ [1 mark]
27. From paragraph 3,
- (a) Why were the local residents impressed with Jeffrey and Maria's garden?
- _____ [1 mark]
- (b) Which **one** word means 'an encouragement to start something new'?
- _____ [1 mark]
28. "However, for Maria, it was not all plain sailing." (Lines 26-27)
- Why was this true?
- _____ [1 mark]
29. (a) From paragraph 5, how do we know that the relationship between Maria and Jeffrey had improved?
- _____ [1 mark]
- (b) From paragraph 6, what helped Maria get fit after giving up watching TV?
- _____ [1 mark]

30. How do you think Maria and Jeffrey's friends reacted when they first decided to give up watching television? Give **one** reason.

Friend's reaction: _____ [1 mark]

Reason : _____ [1 mark]

SUMMARY

31. Maria and Jeffrey decided to stop watching television.

Based on the passage, write a summary on **what they did which improved their lifestyle**.

Credit will be given for use of own words but care must be taken not to change the original meaning.

Your summary must:

- be in continuous writing form (not note form)
- use material **from line 16 to line 42**
- not be longer than **130 words, including the 10 words** given below.

Begin your summary as follows:

After giving up watching the television, Maria and Jeffrey started ...

CONTENT POINTS (w= words, L=line)

1	They began	5 w L 16
2	They were	5w L 19
3	They went	4w L 21
4	He opted	4w L 23
5	He played	3w L 27

6	They gathered	4w L28
7	They started	7w L29- L30
8	They paid	7w L32
9	He started	2w L34
10	He drove	1w L34
11	There were	5w L36
12	There was	5w L36- L37
13	Dobby was	7w L40- L41
14	They managed	4w L42

SUMMARY WRITING

[illegible]

(words)

READING COMPREHENSION PRACTICE 2

WARM-UP ACTIVITIES

Answer the following questions

1. *Have you ever met* someone (of the opposite sex) who attracts you straightaway at first sight?

_____ (Yes / No)

2. (i) *How* would you *feel* if someone (of the opposite sex) whom you are attracted to is standing right in front of you? Circle any possible answers (can be more than one)

Nervous / Sad / Happy / Excited / Anxious / Disappointed / Angry / Upset / Restless / In high spirits / Panicky / Furious

(ii) *What* would you *say* to him / her?

3. *State three qualities* that you look for in someone whom you are attracted to.

(quality – a thing that is part of a person's character, especially something good

e.g. honesty, generosity)

(i) _____

(ii) _____

(iii) _____

LEAD-IN ACTIVITIES

Read the extracts carefully, then answer the questions that follow.

Extract 1

It was a lovely day in June and after a challenging semester at Starway College, the prospect of being home filled Iskandar with excitement. Within an hour of leaving his hostel, he was at the train station ready to begin his long, tedious journey.

1. The main character was _____ (line 2)
2. It was a lovely day in the month of _____ (line 1)
3. Iskandar had just completed a challenging semester at _____ (lines 1-2)
4. He was at the _____ ready to begin his long, tedious journey (line 3)

Extract 2

Iskandar joined the impatient passengers elbowing their way onto the train. The coach was packed with people trying to get to their seats. If any similarity was to be found between ants and human beings, this was the place! Iskandar closed his eyes and started thinking of home: the local food he would relish, the childhood friends he would meet and the hours he would spend playing online games.

1. Based on the first sentence in Extract 2 (line 1), *what* did Iskandar *do*?

2. The coach was the place which could show the similarity between _____ and _____ (line 3)
3. *State three aspects* about *home* that Iskandar started thinking of after closing his eyes (lines 4-6).
 - (i) _____ he would _____
 - (ii) _____ he would _____
 - (iii) _____ he would _____

Extract 3

After about twenty minutes, the train hooted and pulled out of the station. Iskandar noticed that the seat opposite him remained vacant. Expecting the long journey to be dreadfully boring, Iskandar took off his spectacles and tried to sleep. Some time later, the train stopped at a station before moving on again. Out of a sudden, his rest was disturbed by a movement. He could vaguely see the shape of a suitcase, followed by a human silhouette. His eyesight was extremely poor so he put on his spectacles, and what he saw took his breath away. There, in the opposite seat, was a girl. She was at about the same age as Iskandar, with all the features that a teenage boy would look for in his dream girl.

1. *Why* did Iskandar take off his spectacles and try to sleep? (lines 2-3)

2. *Why* could Iskandar only vaguely see the shape of a suitcase, followed by a human silhouette? (line 6)

3. *Who* did Iskandar see in the opposite seat after wearing his spectacles? (lines 8-9)

Iskandar saw a _____ who was at about the same _____ as him. She had all the _____ that a teenage _____ would look for in his _____.

Extract 4

Of course, the girl did not notice Iskandar, but other passengers glanced at him curiously – what was the teenager doing sleeping with his spectacles on? Iskandar may have looked as if he was asleep but he slept very little that night.

The next day, Iskandar was very energetic, or as most teenagers often say, ‘hyperactive’ – one of the primary symptoms of trying to impress a girl. It was the first time in his life that he had ever gone to the bathroom on a train to freshen up and make himself look more presentable. Funnily enough, the person opposite did the same. Minutes later, she was back in her seat.

1. *Why* did other passengers glance at Iskandar curiously? (line 2)

They were wondering _____

2. *Why* was Iskandar very energetic on the next day? (line 5)

He was _____

3. *What* did Iskandar do for the first time in his life? (lines 6-7)

4. “Funnily enough, the person opposite did the same.” (lines 7-8)

Who was “the person opposite”? _____

Extract 5

There was no eye contact yet. His mind was racing fast, planning his next move while the train thundered along. A line from his favourite song popped into his head, ‘It’s Now or Never...’ Plucking up courage, Iskandar asked her, “Tea?” Short and sweet to begin with. First, silence, then a nod. That was the start that Iskandar had been hoping for. He behaved like a perfect gentleman. Then he began to tell her about himself. She, on the other hand, was somewhat shy and said very little. Lunch and dinner were at his invitation and, eventually, it was time to go to bed. Just because she had said goodnight did not mean that Iskandar was to have a good night’s sleep. He spent the whole night planning how he would impress her further.

1. *Who* was planning his next move while the train thundered along? (lines 1-2)

2. *What* was the start that Iskandar had been hoping for? (line 4)

3. *What* did Iskandar do to impress the girl? (lines 5,6,7,9)

(i) _____ (behaved)

(ii) _____ (tell)

(iii) _____ (invitation)

(iv) _____ (planning)

Extract 6

It was shortly after dawn when they arrived at their destination. Iskandar saw his parents waiting on the platform. Waving happily, they came towards him and hugged him. Iskandar's mother said, "We are so ..." Before she could finish her sentence, she noticed the girl who was standing behind him.

"Hello Madam Rozana, how are you? Remember me? I'm Atikah, your ex-student from Class 2009."

"Yes, of course! You were my favourite student. You've grown into a beautiful young lady! Were you two in the same coach?" Iskandar turned and saw Atikah nodding with a faint blushing smile. "Iskandar, remember Atikah? You used to play with her when she came over for tuition," his mother said. Iskandar was so embarrassed that he could hardly speak. His heart was beating fast and he wished the ground beneath him would swallow him up.

1. *When* did they arrive at their destination? (line 1)

2. *Where* were Iskandar's parents waiting for him? (line 2)

3. *What* was Iskandar's mother's name? (line 5)

4. The girl who was in the same coach as Iskandar was _____ (the girl's name) (line 5) and she was _____'s (line 5) ex-student from Class 2009.

5. _____ used to play with Atikah when she came over for tuition. (lines 9-10)

6. *Why do you think Iskandar was so embarrassed that he could hardly speak?* (lines 10-11)
(HOTS)

SPM COMPREHENSION QUESTIONS

Read the following passage carefully, then answer questions 26 – 30.

1	It was a lovely day in June and after a challenging semester at Starway College, the prospect of being home filled Iskandar with excitement. Within an hour of leaving his hostel, he was at the train station ready to begin his long, tedious journey.	
2	Iskandar joined the impatient passengers elbowing their way onto the train. The coach was packed with people trying to get to their seats. If any similarity was to be found between ants and human beings, this was the place! Iskandar closed his eyes and started thinking of home: the local food he would relish, the childhood friends he would meet and the hours he would spend playing online games.	5
3	After about twenty minutes, the train hooted and pulled out of the station. Iskandar noticed that the seat opposite him remained vacant. Expecting the long journey to be dreadfully boring, Iskandar took off his spectacles and tried to sleep. Some time later, the train stopped at a station before moving on again. Out of a sudden, his rest was disturbed by a movement. He could vaguely see the shape of a suitcase, followed by a human silhouette. His eyesight was extremely poor so he put on his spectacles, and what he saw took his breath away. There, in the opposite seat, was a girl. She was at about the same age as Iskandar, with all the features that a teenage boy would look for in his dream girl.	10 15
4	Of course, the girl did not notice Iskandar, but other passengers glanced at him curiously – what was the teenager doing sleeping with his spectacles on? Iskandar may have looked as if he was asleep but he slept very little that night.	20
5	The next day, Iskandar was very energetic, or as most teenagers often say, ‘hyperactive’ – one of the primary symptoms of trying to impress a girl. It was the first time in his life that he had ever gone to the bathroom on a train to freshen up and make himself look more presentable. Funnily enough, the person opposite did the same. Minutes later, she was back in her seat.	25
6	There was no eye contact yet. His mind was racing fast, planning his next move while the train thundered along. A line from his favourite song popped into his head, ‘It’s Now or Never...’ Plucking up courage, Iskandar asked her, “Tea?” Short and sweet to begin with. First, silence, then a nod. That was the start that Iskandar had been hoping for. He behaved like a perfect gentleman. Then he began to tell her about himself. She, on the other hand, was somewhat shy and said very little. Lunch and dinner were at his invitation and, eventually, it was time to go to bed. Just because she had said goodnight did not mean that Iskandar was to have a good night’s sleep. He spent the whole night planning how he would impress her further.	30 35
7	It was shortly after dawn when they arrived at their destination. Iskandar saw his parents waiting on the platform. Waving happily, they came towards him	

8	and hugged him. Iskandar's mother said, "We are so ..." Before she could finish her sentence, she noticed the girl who was standing behind him.	40
9	<p>"Hello Madam Rozana, how are you? Remember me? I'm Atikah, your ex-student from Class 2009."</p> <p>"Yes, of course! You were my favourite student. You've grown into a beautiful young lady! Were you two in the same coach?" Iskandar turned and saw Atikah nodding with a faint blushing smile. "Iskandar, remember Atikah? You used to play with her when she came over for tuition," his mother said. Iskandar was so embarrassed that he could hardly speak. His heart was beating fast and he wished the ground beneath him would swallow him up.</p> <p><i>(Adapted from SPM 1119/2 Actual Exam Question Papers (SPM 2016) Published by Pustaka Yakin Pelajar Sdn. Bhd.)</i></p>	45

26. From paragraph 1, what was Iskandar looking forward to?

_____ (1 mark)

27. From paragraph 2,

(a) Why do you think the passengers were compared to ants?

_____ (1 mark)

(b) State **one** reason why Iskandar was eager to get home.

_____ (1 mark)

28. (a) From paragraph 3,

(i) why did Iskandar find it difficult to see the suitcase?

_____ (1 mark)

(ii) which **phrase** tells the reader that Iskandar was very surprised?

_____ (1 mark)

(b) From paragraph 4, why did people on the train look at Iskandar?

_____ (1 mark)

29. (a) From paragraph 6, lines 30 to 31,

"That was **the start** that Iskandar had been hoping for."

What does the expression **the start** refer to?

_____ (1 mark)

(b) From paragraph 9, why was Iskandar embarrassed?

_____ (1 mark)

30. What do you think Iskandar and Atikah did after leaving the train station?

Give a reason for your answer.

Action: _____ (1 mark)

Reason: _____ (1 mark)

SUMMARY

STEPS:

1. Read and understand the topic of the summary

2. Identify the prescribed area

3. Look at the 10 words given – Begin your summary using the 10 words

31. Iskandar had an interesting encounter with Atikah during the train journey.

Based on the passage, write a summary on:

- **why Iskandar was attracted to Atikah, and**
- **what he did as a result of meeting her**

1. Read and understand the topic

Credit will be given for use of own words but care must be taken not to change the original meaning.

Your summary must:

- be in continuous writing form (not in note form)
- use materials **from line 16 to line 40**
- not be longer than **130 words, including the 10**

words given below

2. Identify the prescribed area

Begin your summary as follows

During the journey, Iskandar was attracted to a girl who ...

3. Look at the 10 words given – Begin with them

(15 marks)

Activity 1: Locating Content Points within Prescribed Area: Line 16 to line 40

Read each sentence/ clause carefully and decide whether it is a content point based on the topic of the summary. Put a tick (/) next to the sentence/ clause which you think is a content point and put a cross (x) if you think it is not. Number the content points. You should have at least 10.

Line	Sentence/ Clause	/ or X	No.
Why Iskandar was attracted to Atikah			
16	put on his spectacles, and what he saw took his breath away.		
16 / 17	There, in the opposite seat, was a girl.		
17	She was at about the same age as Iskandar,		
17 / 18	with all the features that a teenage boy would look for in his dream girl.		
What Iskandar did as a result of meeting Atikah			
19	Of course, the girl did not notice Iskandar,		
19 / 20	but other passengers glanced at him curiously		
20	– what was the teenager doing sleeping with his spectacles on?		
21	Iskandar may have looked as if he was asleep		
21	but he slept very little that night.		
22 / 23	The next day, Iskandar was very energetic, or as most teenagers often say, ‘hyperactive’ – one of the primary symptoms of trying to impress a girl.		
23 / 24	It was the first time in his life that he had ever gone to the bathroom on a train to freshen up		
25	and make himself look more presentable.		
25/26	Funnily enough, the person opposite did the same.		
26	Minutes later, she was back in her seat.		
27	There was no eye contact yet.		
27 / 28	His mind was racing fast, planning his next move while the train thundered along.		
28 / 29	A line from his favourite song popped into his head, ‘It’s Now or Never...’		
29 / 30	Plucking up courage, Iskandar asked her, “Tea?” Short and sweet to begin with.		
30	First, silence, then a nod.		

30 / 31	That was the start that Iskandar had been hoping for.		
31	He behaved like a perfect gentleman.		
31 / 32	Then he began to tell her about himself.		
32 / 33	She, on the other hand, was somewhat shy and said very little.		
33	Lunch and dinner were at his invitation		
33 / 34	and, eventually, it was time to go to bed.		
34 / 35	Just because she had said goodnight did not mean that Iskandar was to have a good night's sleep.		
35 / 36	He spent the whole night planning how he would impress her further.		
37	It was shortly after dawn when they arrived at their destination.		
37 / 38	Iskandar saw his parents waiting on the platform.		
38 / 39	Waving happily, they came towards him and hugged him.		
39	Iskandar's mother said, "We are so ..."		
39 / 40	Before she could finish her sentence, she noticed the girl who was standing behind him.		

Activity 2: Combining Content Points to Produce a Summary

Complete the summary below by using content points located in Activity 1

During the journey, Iskandar was attracted to a girl who (1) _____
 _____ and she had (2) _____
 _____. Iskandar was (3) _____.
 He may have (4) _____ but (5) _____
 _____. The next day, Iskandar was (6) _____
 _____. It was (7) _____
 _____ and (8) _____. He planned (9) _____
 _____ and (10) _____. Then, he (11) _____
 _____ and (12) _____. Later, (13) _____
 _____ and he (14) _____.

(130 words)

READING COMPREHENSION PRACTICE 3

WARM-UP ACTIVITIES

Can you name the pictures below? Use the words from the box below to help you.

Wave	jet-ski	weather
beach		



Read the text below and answer the questions that follow.

1	Fendi was just 15 when he rode his first wave and fell in love with jet-skiing. He was probably among the first teenagers to jet-ski along the beaches of Malaysia.	
2	Fendi had an early introduction to skiing. He grew up watching his uncle, a pioneer of the Malaysian jet-ski scene some 17 years ago, skiing with the members of his club. It was not long before he had a go at jet-skiing himself. A great promoter of the sport he loved, Fendi's uncle was proud to see that Fendi progressed quickly through all the learning processes.	5
3	Fendi shares his uncle's passion for the sport. "I really enjoy futsal and online games but, for me, nothing beats jet-skiing," he says. Jet-ski has always been an important aspect of Fendi's life. When his uncle realized that Fendi had special interest in jet-skiing, he began to bring him regularly on his ski trips. "so skiing was not really unusual to me," he says, now a student at UIA. "For a few years, I even had intensive coaching from my uncle."	10
4	Fendi belongs to a growing circle of young skiers who are bold and daring. They are not intimidated by the waves that sometimes tower over them. In fact, the more towering the waves, the better. It is the intense feeling they give that the jet-skiers seek. Skiing is not the easiest of sports, of course. The waves pounding against you can be painful. And that is by no means the end of it. The scorching sun can also burn your skin.	15
5	"One day, I came back from the beach bright red because I'd forgotten to use my sunblock," says Fendi with a laugh. "My mom was horrified and wanted me to stop skiing. There was no way I was going to agree to that. I tried to convince her how much I loved skiing, but it didn't make any difference. It was only after I won a couple of competitions that she gave in."	20
6	One issue faced by ski fanatics is the lack of public awareness about the sport, which is why it has not really become popular in Malaysia. Besides, they also have to handle the general perception that skiing is dangerous as it is an extreme sport.	25
7	While most Malaysians avoid the beaches during the monsoon season, jet-skiers wait impatiently for it to arrive each year. That is the only time when they are guaranteed the really big waves that they love. During the rest of the year, top skiers find themselves having to travel to neighbouring surf spots in Thailand and Indonesia in search of the same conditions.	30
8	"Before we go skiing, we're always on our phones, checking the weather forecast," Fendi explains. "We're interested in when it's going to rain and how much rain there'll be. The temperature tends to drop, too. Knowing the wind conditions is what really makes the difference for us, though. We know that's what affects what the waves will be like. When we think the waves are ideal for surfing at certain beaches, we'll arrange a road trip to those places. There's usually a two-or three-car convoy in case of emergency. We make stops along the coast in search of the best spot"	35
9	"Jet-skiing is tiring because you have to go against the current and keep your control and balance against the waves at all time. All skiers need energy and patience but for me, it's sheer determination that gets me back on the jet-ski again and again", Fendi insists. "there's a common misconception that jet-skiers are all young guys. Quite a few are, but the thing about jet-skiing is that it's for everyone. We mix with men	40

	and women of all ages – from teens to those in their 40s and 50s.” She says emphatically, “jet-ski unites people.”	45
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SPM COMPREHENSION QUESTIONS

Now let's focus on each question and the paragraph it refers to. Highlight the words that will help you to understand the question. Write your answer in the space provided. The first one has been done for you.

26. Which one word in paragraph 2 tells us that Fendi's uncle was one of the earliest jet-skiers in Malaysia?

Paragraph 2 ▲

Fendi had an early introduction to skiing. He grew up watching his uncle, a pioneer of the Malaysian jet-ski scene some 17 years ago, skiing with the members of his club. It was not long before he had a go at jet-skiing himself. A great promoter of the sport he loved, Fendi's uncle was proud to see that Fendi progressed quickly through all the learning processes.

Answer :pioneer.....

27. a) From paragraph 3, which two-word phrase tells us that Fendi really likes this activity?

Fendi shares his uncle's passion for the sport. "I really enjoy futsal and online games but, for me, nothing beats jet-skiing," he says. Jet-ski has always been an important aspect of Fendi's life. When his uncle realized that Fendi had special interest in jet-skiing, he began to bring him regularly on his ski trips. "so skiing was not really unusual to me," he says, now a student at UIA. "For a few years, I even had intensive coaching from my uncle."

Answer : _____

b) From paragraph 4, what is it about larger waves that attracts the jet-skiers?

Fendi belongs to a growing circle of young skiers who are bold and daring. They are not intimidated by the waves that sometimes tower over them. In fact, the more towering the waves, the better. It is the intense feeling they give that the jet-skiers seek. Skiing is not the easiest of sports, of course. The waves pounding against you can be painful. And that is by no means the end of it. The scorching sun can also burn your skin.

Answer : _____

c) From paragraph 5, what made Fendi's mother change her mind about his involvement in jet-skiing?

"One day, I came back from the beach bright red because I'd forgotten to use my sunblock," says Fendi with a laugh. "My mom was horrified and wanted me to stop skiing. There was no way I was going to agree to that. I tried to convince her how much I loved skiing, but it didn't make any difference. It was only after I won a couple of competitions that she gave in."

Answer : _____

28. a) From paragraph 7, why do Malaysian jet-skiers go to other countries to surf?

While most Malaysians avoid the beaches during the monsoon season, jet-skiers wait impatiently for it to arrive each year. That is the only time when they are guaranteed the really big waves that they love. During the rest of the year, top skiers find themselves having to travel to neighbouring surf spots in Thailand and Indonesia in search of the same conditions.

Answer :

b) From paragraph 8, i) what is the most useful information the skiers get from weather forecasts?

“Before we go skiing, we’re always on our phones, checking the weather forecast,” Fendi explains. “We’re interested in when it’s going to rain and how much rain there’ll be. The temperature tends to drop, too. Knowing the wind conditions is what really makes the difference for us, though. We know that’s what affects what the waves will be like. When we think the waves are ideal for surfing at certain beaches, we’ll arrange a road trip to those places. There’s usually a two-or three-car convoy in case of emergency. We make stops along the coast in search of the best spot”

Answer :

**ii) “there’s usually a two- or three-car convoy in case of emergency.” (Line 38 to 39)
What type of emergency do you think they might face?**

* For this question, you need to give your own idea.

“Before we go skiing, we’re always on our phones, checking the weather forecast,” Fendi explains. “We’re interested in when it’s going to rain and how much rain there’ll be. The temperature tends to drop, too. Knowing the wind conditions is what really makes the difference for us, though. We know that’s what affects what the waves will be like. When we think the waves are ideal for surfing at certain beaches, we’ll arrange a road trip to those places. There’s usually a two-or three-car convoy in case of emergency. We make stops along the coast in search of the best spot”

Answer :

29. From paragraph 9, according to Fendi, what false impression do many people have of jet-skiers?

“Jet-skiing is tiring because you have to go against the current and keep your control and balance against the waves at all time. All skiers need energy and patience but for me, it’s sheer determination that gets me back on the jet-ski again and again”, Fendi insists. “there’s a common misconception that jet-skiers are all young guys. Quite a few are, but the thing about jet-skiing is that it’s for everyone. We mix with men and women of all ages – from teens to those in their 40s and 50s.” She says emphatically, “jet-ski unites people.”

30. Suggest one way to encourage your classmates to take up jet-skiing. Give a reason why you think this would be effective. (* For this question, you need to give your own idea.)

How to encourage classmates : _____

Reason : _____

SUMMARY

READ THE QUESTION CAREFULLY AND HIGHLIGHT THE IMPORTANT INFORMATION

31. based on the passage, write a summary on :

- ***What Fendi did*** to become one of the best young jet-skier in Malaysia, and
- ***The challenges*** Fendi and other surfers experience.

Credit will be given for use of own words but care must be taken not to change the original meaning.

Your summary must:

- Be in continuous writing form (not note form)
- Use materials from ***line 3 to line 27***
- Not be longer than 130 words, including the 10 words given below.

Begin your summary as follows:

- Fendi's successful jet-skiing career began at an early age when..

Now let's look at the paragraphs closer and see whether you can find the relevant points. Let's start with the first part : (the first content point has been underlined for you)

1. *What Fendi did* to become one of the best young jet-skier in Malaysia (*clue : action words*)

Fendi had an early introduction to skiing. He grew up watching his uncle, a pioneer of the Malaysian jet-ski scene some 17 years ago, skiing with the members of his club. It was not long before he had a go at jet-skiing himself. A great promoter of the sport he loved, Fendi's uncle was proud to see that Fendi progressed quickly through all the learning processes.

Fendi shares his uncle's passion for the sport. "I really enjoy futsal and online games but, for me, nothing beats jet-skiing," he says. Jet-ski has always been an important aspect of Fendi's life. When his uncle realized that Fendi had special interest in jet-skiing, he began to bring him regularly on his ski trips. "so skiing was not really unusual to me," he says, now a student at UIA. "For a few years, I even had intensive coaching from my uncle."

2. *The challenges* Fendi and other surfers experience. (*things that give them a challenge*)

Fendi belongs to a growing circle of young skiers who are bold and daring. They are not intimidated by the waves that sometimes tower over them. In fact, the more towering the waves, the better. It is the intense feeling they give that the jet-skiers seek. Skiing is not the easiest of sports, of course. The waves pounding against you can be painful. And that is by no means the end of it. The scorching sun can also burn your skin.

“One day, I came back from the beach bright red because I’d forgotten to use my sunblock,” says Fendi with a laugh. “My mom was horrified and wanted me to stop skiing. There was no way I was going to agree to that. I tried to convince her how much I loved skiing, but it didn’t make any difference. It was only after I won a couple of competitions that she gave in.”

One issue faced by ski fanatics is the lack of public awareness about the sport, which is why it has not really become popular in Malaysia. Besides, they also have to handle the general perception that skiing is dangerous as it is an extreme sport.

Did you find at least 10 content points? Count how many you have got. Now check your answer with the answer scheme below:

2. What Fendi did to become one of the best young jet-skier in Malaysia (clue : action words)

Fendi had an early introduction to skiing. He grew up watching his uncle, a pioneer of the Malaysian jet-ski scene some 17 years ago, skiing with the members of his club. It was not long before he had a go at jet-skiing himself. A great promoter of the sport he loved, Fendi’s uncle was proud to see that Fendi progressed quickly through all the learning processes.

Fendi shares his uncle’s passion for the sport. “I really enjoy futsal and online games but, for me, nothing beats jet-skiing,” he says. Jet-ski has always been an important aspect of Fendi’s life. When his uncle realized that Fendi had special interest in jet-skiing, he began to bring him regularly on his ski trips. “so skiing was not really unusual to me,” he says, now a student at UIA. “For a few years, I even had intensive coaching from my uncle.” (change I and my – he and his)

2. The challenges Fendi and other surfers experience. (things that give them a challenge)

Fendi belongs to a growing circle of young skiers who are bold and daring. They are not intimidated by the waves that sometimes tower over them. In fact, the more towering the waves, the better. It is the intense feeling they give that the jet-skiers seek. Skiing is not the easiest of sports, of course. The waves pounding against you can be painful. And that is by no means the end of it. The scorching sun can also burn your skin.

“One day, I came back from the beach bright red because I’d forgotten to use my sunblock,” says Fendi with a laugh. “My mom was horrified and wanted me to stop skiing. There was no way I was going to agree to that. I tried to convince her how much I loved skiing, but it didn’t make any difference. It was only after I won a couple of competitions that she gave in.”

One issue faced by ski fanatics is the lack of public awareness about the sport, which is why it has not really become popular in Malaysia. Besides, they also have to handle the general perception that skiing is dangerous as it is an extreme sport.

Now rewrite the answer in the answering space provided.

READING COMPREHENSION PRACTICE 4

(The following passage is about Daniel's experience when he went on a mountain-climbing trip and disaster struck on the last day when he was in a chalet.)

1	It was the beginning of the wet season. After a tiring descent from the mountain, Daniel decided to spend a night at a chalet before continuing his journey home the next morning. There were not many mountaineers at that time because of the unfavourable weather conditions.	
2	That night Daniel woke up by a loud roar of thunder. Suddenly, it dawned on him that there was a terrible storm outside. The sound of a howling wind echoed through an open window. As he was about to get up to close it, his bed started trembling. He screamed as the windows, walls and ceilings crashed around without any warning. Seconds later, when the chaos had subsided, he tried to sit up but instead bashed his head against something hard. It felt like concrete. It was then, he realised with horror that the chalet had collapsed and he was trapped!	5 10
3	Not long after, he heard a rumbling, gushing sound. <i>Water!</i> Just then a mixture of water and mud rushed through the gaps above his head, filling the small space. Instinctively, he knew that he was in the midst of landslide. Desperately, he tried to lift himself up but was unable to do so. Feeling completely helpless, he knew that he had no choice but to wait for help. Time seemed to pass very slowly and he was beginning to lose all his hope of ever being rescued. He thought of his loving wife and his baby son who would be waiting for his return.	15
4	It had been ten hours since his last meal and he was tired, hungry and thirsty. He knew he had to keep warm. He felt a cotton cover at the end of the bed. Stretching down, he ripped a piece of the material free. It just covered his stomach and thighs. Next he found a jacket he had left on the bed and struggled into it. He felt warmer and more comfortable after that.	20
5	Meanwhile, rescue operations were underway. Eleven hours after the accident, workers and volunteers were still clearing the rubble – pieces of shattered concrete, furniture, bricks and timber. Firefighters crawled over the rubble and peered into gaps, yelling, “Rescue team above – can you hear me?” initially, the only sounds were from the birds overhead and the gurgle of water beneath the rubble. Just as they were about to give up and leave that spot, suddenly they heard Daniel’s faint voice, “Help! Help!” coming from beneath.	25 30
6	News of the survivor spread quickly and the recovery team worked tirelessly to save him. After an hour, workers exposed huge slab of concrete just above Daniel. Through a jagged half-metre-wide opening, they heard Daniel’s voice sounded more clearly now. The rescuers realised he was just beneath them. They wriggled into a small chamber and began clearing more rubble. Soon, they discovered another concrete slab two metres lower. After three hours digging, a rescuer’s light lit up a crack in the lower slab.	35
7	Against a dim light, Tony, a fireman, saw a hand emerging through a crack. “There’s someone down there,” he shouted. The rescue workers started digging in that particular area immediately. They knew that they were racing against time. Despite feeling exhausted, they continued digging. After removing two boulders,	40

	they could hear a voice. Realising that they had to rescue the victim quickly, the team took prompt action.	
8	The rescuers started cutting a hole through the slab above the victim using a circular saw. Once that was done, the hole was now large enough for Jim, a paramedic, to enter. Jim quickly slid into the cavity to prepare his <i>patient</i> so that he could be moved to safety. He carefully placed a harness around Daniel's waist, making sure that Daniel would not feel any discomfort. He gently pulled Daniel until his head was just beneath the hole. Then, all the other rescue workers above the hole slowly hoisted Daniel to the surface.	45 50
9	Just before he was airlifted to a nearby hospital, Daniel thanked the rescue team for having saved his life. The doctors at the hospital were astonished to discover that he suffered only dehydration and superficial cuts. Daniel was hospitalised for three days. Despite the ordeal he had gone through, he had this to say: "Mountain-climbing has always been my passion. I can't wait for my next mountain-climbing expedition."	55
Adapted from <i>Reader's Digest</i> , June 2000		

SPM COMPREHENSION QUESTIONS

Paragraph 1

It was the beginning of the wet season. After a tiring descent from the mountain, Daniel decided to spend a night at a chalet before continuing his journey home the next morning. There were not many mountaineers at that time because of the unfavourable weather conditions.

If you can't understand the paragraph above, try changing the underlined words with the words below.

wet : rainy
descent : climb down
mountaineers : hikers / climbers

1. Why were there not many mountaineers at the chalet?
-

Paragraph 2

That night Daniel woke up by a loud roar of thunder. Suddenly, it dawned on him that there was a terrible storm outside. The sound of a howling wind echoed through an open window. As he was about to get up to close it, his bed started trembling. He screamed as the windows, walls and ceilings crashed around without any warning. Seconds later, when the chaos had subsided, he tried to sit up but instead bashed his head against something hard. It felt like concrete. It was then, he realised with horror that the chalet had collapsed and he was trapped!

Let's answer some questions to check your understanding of paragraph 2.

2. What causes Daniel to wake up?
-

Paragraph 3

Not long after, he heard a rumbling, gushing sound. *Water!* Just then a mixture of water and mud rushed through the gaps above his head, filling the small space. Instinctively, he knew that he was in the midst of landslide. Desperately, he tried to lift himself up but was unable to do so. Feeling completely helpless, he knew that he had no choice but to wait for help. Time seemed to pass very slowly and he was beginning to lose all his hope of ever being rescued. He thought of his loving wife and his baby son who would be waiting for his return.

Vocabulary check

gaps	:	slits / cracks / holes
landslide	:	landslip
helpless	:	powerless / hopeless
rescued	:	saved

If you answer the following questions, you will have a better understanding of paragraph 3.

3. How did Daniel know that there was a landslide?
-

Paragraph 4

It had been ten hours since his last meal and he was tired, hungry and thirsty. He knew he had to keep warm. He felt a cotton cover at the end of the bed. Stretching down, he ripped a piece of the material free. It just covered his stomach and thighs. Next he found a jacket he had left on the bed and struggled into it. He felt warmer and more comfortable after that.

4. What two things did Daniel use to keep him warm?
-

Paragraph 5

Meanwhile, rescue operations were underway. Eleven hours after the accident, workers and volunteers were still clearing the rubble – pieces of shattered concrete, furniture, bricks and timber. Firefighters crawled over the rubble and peered into gaps, yelling, "Rescue team above – can you hear me?" Initially, the only sounds were from the birds overhead and the gurgle of water beneath the rubble. Just as they were about to give up and leave that spot, suddenly they heard Daniel's faint voice, "Help! Help!" coming from beneath.

Vocabulary check

underway : happening

5. Why do you think the firefighters looked into cracks and yelled?
-

Paragraph 6

News of the survivor spread quickly and the recovery team worked tirelessly to save him. After an hour, workers exposed a huge slab of concrete just above Daniel. Through a jagged half-metre-wide opening, they heard Daniel's voice sounded more clearly now. The rescuers realised he was just beneath them. They wiggled into a small chamber and began clearing more rubble. Soon, they discovered another concrete slab two metres lower. After three hours digging, a rescuer's light lit up a crack in the lower slab.

Vocabulary

exposed : opened
huge : very big
wiggled : to move in a twisting motion
chamber : space

6. How did the rescuers know Daniel was just beneath them?
-

Paragraph 7

Against a dim light, Tony, a fireman, saw a hand emerging through a crack. "There's someone down there," he shouted. The rescue workers started digging in that particular area immediately. They knew that they were racing against time. Despite feeling exhausted, they continued digging. After removing two boulders, they could hear a voice. Realising that they had to rescue the victim quickly, the team took prompt action.

Vocabulary

dim : unclear
emerging : coming out
exhausted : tired
prompt : quick

'They knew that they were racing against time.'

7. Why were the survivors racing against time?
-

Paragraph 8

The rescuers started cutting a hole through the slab above the victim using a circular saw. Once that was done, the hole was now large enough for Jim, a paramedic, to enter. Jim quickly slid into the cavity to prepare his *patient* so that he could be moved to safety. He carefully placed a harness around Daniel's waist, making sure that Daniel would not feel any discomfort. He gently pulled Daniel until his head was just beneath the hole. Then, all the other rescue workers above the hole slowly hoisted Daniel to the surface.

8. Who was the *patient*?

Paragraph 9

Just before he was airlifted to a nearby hospital, Daniel thanked the rescue team for having saved his life. The doctors at the hospital were astonished to discover that he suffered only dehydration and superficial cuts. Daniel was hospitalised for three days. Despite the ordeal he had gone through, he had this to say: "Mountain-climbing has always been my passion. I can't wait for my next mountain-climbing expedition."

Vocabulary

astonished	:	surprised
dehydration	:	dryness
ordeal	:	trouble
passion	:	desire

"Mountain-climbing has always been my passion. I can't wait for my next mountain-climbing expedition."

9. Based on the statement above, how would you describe Daniel?

Characteristic : _____

Reason : _____

SUMMARY

Daniel was trapped in his room during a landslide. Based on the passage given, write a summary on **what the rescuer did to save him**.

Your summary must

- be in continuous form
- not more than 130 words, including the 10 words given below.
- Use materials from line 25 to 49

Read the paragraphs below and answer the questions to help you find the points.

From paragraph 8

10. Why did they cut a hole?

11. How did the paramedic make sure that Daniel would not feel any discomfort?

12. Finally, what did other rescue workers above the hole do to save Daniel?

Write the answers above in a paragraph.

Begin your summary as follows:

Rescue workers and volunteers started by clearing the rubble and

[illegible]

READING COMPREHENSION PRACTICE 5

Read the passage and answer the questions that follow.

1	The passengers watched sympathetically as the young woman with the white stick made her way carefully up the steps of the bus. She paid the driver and used her hands to feel for a seat. Then, she sat down with the stick resting against her leg.
2	It had been a year since Misha, thirty-four, became blind. Because of a medical problem, she was suddenly thrown into a world of darkness. Misha, who was once an independent woman, felt condemned to be a burden on everyone around her. All she had to cling to was her husband, Malik, an army officer who loved her dearly.
3	When Misha first lost her sight, she sank into despair, but Malik was determined to help her become independent again. After a few months, she was finally ready to return to her job. She used to take the bus, but was now too frightened to get around the city by herself. So, how would she get there? Malik volunteered to drive her to work each day, even though they worked at opposite ends of the city.
4	At first, this comforted Misha and fulfilled Malik's need to protect his wife, who had lost confidence in doing even the simplest task. Soon, however, this transport arrangement was becoming too tiring for him. He realised that she would have started taking the bus again, but just the thought of mentioning this to her upset him. She was still so fragile, so angry. How would she react?
5	Just as Malik had expected, Misha was horrified at the idea of taking the bus again. Her heart was full of anger. "How could you do this to me? I am blind!" She responded bitterly. "How am I supposed to know where I am going? I feel as if you are abandoning me. Don't you love me anymore?"
6	Malik's heart broke when he heard those words, but he knew what he had to do. He promised her that, each morning and evening, he would ride the bus with her, for as long as it took for her to get used to it. And that was exactly what happened. For two whole weeks, Malik, in full military uniform, accompanied Misha to and from work each day. He taught her how to rely on her other senses, especially her hearing, and how to adapt to her new situation.
7	Malik helped her make friends with the bus drivers, who would watch out for her. They even saved her a seat. Malik made her laugh, even on those bad days when she tripped as she left the bus or dropped her briefcase. Each morning, they made the journey together and Malik would take a taxi back to his office. Although his routine was even more expensive and more tiring than the previous one, he knew it was just a matter of time before she would be able to ride the bus on her own. He believed in her, in the Misha he used to know, who was not afraid of any challenges and who would never, ever quit.
8	Indeed, she soon became confident enough to start traveling on her own. One day, as she was about to get off the bus, the driver said, "Madam, I really envy you. It must feel so good to be taken care of and protected like you are."
9	Misha had no idea what the driver was talking about, and asked, "What do you mean?" The driver answered, "You know, every morning, a gentleman in a military uniform stands on the other side of the road watching you as you leave the bus. He makes

10	<p>sure you cross the road safely and he watches you until you enter your office building. Then he blows you a kiss and walks away. You are a fortunate woman.”</p> <p>Tears of happiness flowed down her cheeks. Although she could not see her husband, she had always felt his presence. Misha was lucky, so lucky, for he had given her a gift more powerful than sight, a gift she did not need to see to believe – a gift of love that can bring light where there has been darkness.</p> <p>(Adapted from SPM 2009)</p>	
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WARM-UP ACTIVITIES

Understanding words

A. Fill in the blanks with the correct words from the box.

abandoning	darkness	expected	fragile	saved
adapt	expensive	fortunate	protect	quit
challenges	envy	horrified	routine	volunteered

1. The scouts _____ to clean the house of an old man.
2. To achieve success, you have to go through lots of _____.
3. We need to _____ the tigers.
4. Fatimah bought a very _____ handbag.
5. Hassan has to _____ his job to look after his sick father.
6. The fireman _____ the two children from the burning house.
7. The farmers were _____ to see their dead cows.
8. The two step sisters always _____ at Cinderella's beauty and charm.
9. An aircraft crashed landed. Ali is the most _____ person to be alive.
10. Every three months my mother goes for _____ check-ups for her hypertension.
11. There was a power failure and the whole city was in _____ for a few hours.
12. The fishermen were _____ their boats as the storm was very violent.
13. Dinosaurs died because they could not _____ to the climate change.
14. You have to be really careful when handling crystals as they are _____

15. As _____ he did not do his homework.

Understanding the text

B. Put a ✓ for true statements and × for false statements

No	Statements	✓ / ×
----	------------	-------

From paragraph 1

1.	A young lady boarded the bus.	
2.	An old lady with a stick carefully made her way up the bus.	
3.	The man used his hands to feel the seat.	
4.	The lady then sat down with a stick resting on her.	

From paragraph 2

5.	Misha became blind at the age of 34.	
6.	Misha's world became dark when she became blind.	
7.	Misha travelled to work by bus.	
8.	Misha was now not too frightened to go around the city by herself.	
9.	Malik sent her to work by a Grab car daily.	

From paragraph 3

10.	Misha was happy with the arrangement Malik made.	
11.	Misha had lost her confidence after becoming blind.	
12.	Malik was overjoyed with this arrangement.	
13.	He realised that his wife was not ready.	
14.	He realised that his wife would be angry.	

From paragraph 4

15.	Misha was terrified of taking the bus again.	
16.	Misha was overjoyed with the new arrangement.	
17.	Malik does not love his wife.	

From paragraph 5

18.	Malik promised to follow his wife in the morning and evening.	
19.	Malik worked as a manager.	
20.	Malik taught Misha to use her other senses.	

From paragraph 6

21.	Misha made friends with the bus drivers.	
22.	Malik went to her office by bus.	
23.	It was very inexpensive for Malik to go on with this plan.	
24.	Malik knew that his wife would be able to take the bus again.	
25.	Misha was a fighter and did not quit.	

From paragraph 7

26. Misha soon started to travel by herself.
27. The driver was jealous of Misha.

From paragraph 8 and 9

28. Misha knew exactly what the driver was talking about.
29. A man in army clothes always observed Misha as she went to the office.

From paragraph 10

30. Misha cried bitterly.
31. Misha was overjoyed to know that her husband was always there for her.

SPM COMPREHENSION QUESTIONS

From paragraph 1

1. How did the woman go onto the vehicle?

From paragraph 2

2. Who offered to drive her to work?

From paragraph 3

3. Why did Misha need protection?

4. Which word in the paragraph has the same meaning as “upset”?

From paragraph 4

5. Why did Misha feel that Malik was abandoning her?

From paragraph 5

6. In your own words, explain why Malik was heart-broken.

From paragraph 6

7. How did Malik help her?

From Paragraph 7

8. Why did the bus driver envy her?

From Paragraphs 8 and 9

9. Who was the gentleman in the military uniform and what did he do every morning?

From Paragraph 10

10. Do you think Malik loves his wife? Explain your answer.

SUMMARY

1	The passengers watched sympathetically as the young woman with the white stick made her way carefully up the steps of the bus. She paid the driver and used her hands to feel for a seat. Then, she sat down with the stick resting against her leg.	
2	It had been a year since Misha, thirty-four, became blind. Because of a medical problem, she was suddenly thrown into a world of darkness. Misha, who was once an independent woman,, felt condemned to be a burden on everyone around her. All she had to cling to was her husband, Malik, an army officer who loved her dearly.	5
3	When Misha first lost her sight, she sank into despair, but Malik was determined to help her become independent again. After a few months, she was finally ready to return to her job. She used to take the bus, but was now too frightened to get around the city by herself. So, how would she get there? Malik volunteered to drive her to work each day, even though they worked at opposite ends of the city.	10
4	At first, this comforted Misha and fulfilled Malik's need to protect his wife, who had lost confidence in doing even the simplest task. Soon, however, this transport arrangement was becoming too tiring for him. He realised that she would have started taking the bus again, but	15

	just the thought of mentioning this to her upset him. She was still so fragile, so angry. How would she react?	
5	Just as Malik had expected, Misha was horrified at the idea of taking the bus again. Her heart was full of anger. "How could you do this to me? I am blind!" She responded bitterly. "How am I supposed to know where I am going? I feel as if you are abandoning me. Don't you love me anymore?"	20
6	Malik's heart broke when he heard those words, but he knew what he had to do. He promised her that, each morning and evening, he would ride the bus with her, for as long as it took for her to get used to it. And that was exactly what happened. For two whole weeks, Malik, in full military uniform, accompanied Misha to and from work each day. He taught her how to rely on her other senses, especially her hearing, and how to adapt to her new situation.	25
7	Malik helped her make friends with the bus drivers, who would watch out for her. They even saved her a seat. Malik made her laugh, even on those bad days when she tripped as she left the bus or dropped her briefcase. Each morning, they made the journey together and Malik would take a taxi back to his office. Although his routine was even more expensive and more tiring than the previous one, he knew it was just a matter of time before she would be able to ride the bus on her own. He believed in her, in the Misha he used to know, who was not afraid of any challenges and who would never, ever quit.	30
8	Indeed, she soon became confident enough to start traveling on her own. One day, as she was about to get off the bus, the driver said, "Madam, I really envy you. It must feel so good to be taken care of and protected like you are."	35
9	Misha had no idea what the driver was talking about, and asked, "What do you mean?"	
	The driver answered, "You know, every morning, a gentleman in a military uniform stands on the other side of the road watching you as you leave the bus. He makes sure you <u>cross</u> the road safely and he watches you until you enter your office building. Then he blows you a kiss and walks away. You are a fortunate woman."	40

Based on the passage given, write a summary on:

- How Malik helped his wife to return to her job and the problems he faced in doing so.

Your summary must:

- Be in continuous writing form (not in note form)
- Use materials from lines 11 and 34
- Not be longer than 130 words, including the 10 words given below

Begin your summary as follows

When his wife was ready to return to work, Malik.....

Step 1

Mark Lines 11 and 34

Step 2

Underline the points for

How Malik helped his wife to return to her job and
The problems he faced in doing so.

Step 3

3	When Misha first lost her sight, she sank into despair, but Malik was determined to help her become independent again. After a few months, she was finally ready to return to her job. She used to take the bus, but was now too frightened to get around the city by herself. So, how would she get there? <u>Malik volunteered to drive her to work each day, even though they worked at opposite ends of the city.</u>	10
4	At first, this comforted Misha and fulfilled <u>Malik's need to protect his wife, who had lost confidence in doing even the simplest task.</u> Soon, however, <u>this transport arrangement was becoming too tiring for him.</u> He realised that she would have started taking the bus again, but just the thought of mentioning this to her upset him. She was still so fragile, so angry. How would she react?	15

Malik volunteered to drive her to work each day → HOW HE HELPED HIS WIFE
even though they worked at opposite ends of the city. → DIFFICULTY HE FACED

Malik's need to protect his wife, who had lost confidence in doing even the simplest task → HOW HE HELPED HIS WIFE

This transport arrangement was becoming too tiring for him → DIFFICULTY HE FACED

Step 4

Do a grid 5 X 26

Step 5

Write the 10 words given with one word in one box in the grid.

Next fill the grid with the points you have underlined.

Complete the grid with the points you have identified.

	1	2	3	4	5
1	When	his	wife	was	ready
2	to	return	to	work,	Malik
3	volunteered	to	drive	her	to
4	work	each	day,	even	though
5	they	worked	at	opposite	ends
6	of	the	city.	Malik	needed
7	to	protect	his	wife,	who
8	had	lost	confidence	in	doing

9	even	the	simplest	task.	
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					

READING COMPREHENSION PRACTICE 6

WARM-UP ACTIVITIES

Understanding the text

Read the following passage and answer the questions.

Paragraph 1

The Plaza De Toros de Las Ventas in Madrid is the holy temple of Spanish bullfighting. Fans accept nothing but the best. Either the bull will kill you in Madrid, it has been said, or the crowd will.

Question:

1. Tick the correct picture of Plaza De Toros de Las Ventas

☐☐

Paragraph 2

El Juli has promised to deliver the fight of his life. Dressed in gold and silver, he glitters with promise. The bull, black and glossy, bellows, tosses its horns and paws the earth. The audience of 23 000 detonate with applause, Madrid approves the bull.

2. Tick the correct picture of El Juli

☐☐

3. Tick the correct picture of the bull

☐☐

Paragraph 3

At first, El Juli uses only his most elegant passes and smoothest swirls of the cape. But as the bull becomes more determined to murder him, he kicks up his strategy. Suddenly, El Juli is all brio and challenge and “you-want-a-piece-of-me?” fury. He stampedes at the bull, snarls at it, taunts it, hits it. The boy sticks out his chest that is spattered with the bull’s blood, thrusts that cocky chin of his up even higher in the air, and stands like a conquistador claiming his rightful ground.

4. Match the words with the correct meaning. The first one has been done for you.

stampedes (b)	a) Sounds that angry bulls make
snarls	b) Run wildly in a sudden panic
taunts	c) Provoke/challenge the bull
conquistador	d) A conqueror

Paragraph 4

That is when the bull catches him. On a sweeping pass, the bull plunges a horn straight through the young matador’s thigh. Time stops. Then the bull snatches El Juli by that injured legs and throw him into the air before dropping him. The boy makes one attempt to get up, but the bull catches him again, this time tossing him up onto his horns. The matador’s limbs, so graceful just heartbeats earlier, are now grotesquely rag-dolled as the bull whips its’ colossal neck, then El Juli is down, and the bull withdraws.

5. Sequence the bull's attack by putting a number under each picture.









Paragraph 5

The attack lasts no more than 30 seconds before El Juli's assistants lured the bull away. A miracle! He pulls himself up and actually stands. His bejewelled clothes are torn and soaked with blood. Then he collapses on the hot yellow sand of the great Madrid arena, face down in his own blood. In a flash of capes, El Juli's men rush him towards the infirmary. His beloved elder brother runs alongside, sticking his fingers in El Juli's mouth, trying desperately to keep the boy's windpipe clear. Close behind, their father weeps and prays, his face twisted in dreadful fear.

6. Complete the flow chart below on how El Juli was saved

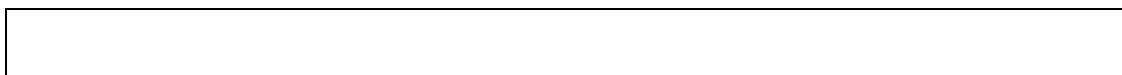
El Juli's assistants lure the bull away











El Juli's father pray for his safety

Paragraph 8

With El Juli gone, another matador picks up the fight. This is the custom. Although there is concerned talk of El Juli, everyone agrees he was flawless. So what went wrong? What happened?

"What happened?" one of the men in the stand says. "What happened is that a man stepped into a ring with a bull."

The only way to learn what has become of El Juli is at the arena's infirmary. There, tacked beside the door, is a handwritten report. El Juli is gravely but not mortally wounded. He has been gored in the thigh to a depth of 20 centimetres. He has a concussion and bruises to his chest.

7. Match the meaning of following words.

1. gore (c)	a) a violent shock as from a heavy blow
2. concussion ()	b) an injury where the skin is turning blue; as a result of being hit.
3. bruises ()	c) an animal stab with a horn or tusk

8. What injuries do El Juli have? Tick (✓) the correct ones.

1. bruises to his chest	
2. broken limbs (arms & legs)	
3. gored in the thigh	
4. sprained ankle	
5. concussion	

Paragraph 9

The newspapers reverently laud him, pronouncing that despite the attack, "There was only one name in the Plaza De Toros yesterday afternoon – Julian Lopez."

9. What is El Juli's real name?

Paragraph 12

Later, at the hospital, a reporter asks El Juli if he would be afraid to return to the ring. "Once likely to be gored many time," he replies. "One must accept the risk or not be a bullfighter."

As he explains about his spiritual connection to the bulls and his respect for matadors of the past, it is as if he is merely a participant in some ageless ritual. He is not even El Juli but the embodiment of bullfighting itself. Then a final question is asked: Would he ever consider doing something else with his life? Something, perhaps, a little less deadly.

El Juli lets that sentiment hang in the air for a moment and then replies with a level of coolness, "If I could not fight bulls, my life would make no sense."

Paragraph 12

10. *Would El Juli stop bullfighting? (Yes/No)*

SPM COMPREHENSION QUESTIONS

Section C

[25 marks]

[Time suggested: 50 minutes]

Questions 26 – 31 are based on the following passage.

- 1 The Plaza De Toros de Las Ventas in Madrid is the holy temple of Spanish bullfighting. Fans accept nothing but the best. Either the bull will kill you in Madrid, it has been said, or the crowd will.
- 2 El Juli has promised to deliver the fight of his life. Dressed in gold and silver, he glitters with promise. The bull, black and glossy, bellows, tosses its horns and paws the earth. The audience of 23 000 detonate with applause, Madrid approves the bull.
- 3 At first, El Juli uses only his most elegant passes and smoothest swirls of the cape. But as the bull becomes more determined to murder him, he kicks up his strategy. Suddenly, El Juli is all brio and challenge and “you-want-a-piece-of-me?” fury. He stampedes at the bull, snarls at it, taunts it, smacks it. The boy sticks out his chest that is spattered with the bull’s blood, thrusts that cocky chin of his up even higher in the air, and plants his feet in the sand like a conquistador claiming his rightful ground.
- 4 That is when the bull catches him. On a sweeping pass, the bull plunges a horn straight through the young matador’s thigh. Tim stops. Then the bull snatches El Juli by that impaled legs and jerks him into the air before dropping him. The boy makes one attempt to stir, but the bull catches him again, this time tossing him up onto his horns. The matador’s limbs, so graceful just heartbeats earlier, are now grotesquely rag-dolled as the bull whips its’ colossal neck, then El Juli is down, and the bull is pulverising his body.
- 5 The attack lasts no more than 30 seconds before El Juli’s assistants lure the bull away. A miracle! He pulls himself up and actually stands. His bejewelled clothes are torn and soaked with blood. Then he collapses on the hot yellow sand of the great Madrid arena, face down in his own blood. In a flash of capes, El Juli’s men rush him towards the infirmary. His beloved elder brother runs alongside, sticking his fingers in El Juli’s mouth, trying desperately to keep the boy’s windpipe clear. Close behind, their father weeps and prays, his face twisted in dreadful fear.
- 6 With El Juli gone, another matador picks up the fight. This is the custom. Although there is concerned talk of El Juli, everyone agrees he was flawless. So what went wrong? What happened?
- 7 “What happened?” one of the men in the stand says. “What happened is that a man stepped into a ring with a bull.”
- 8 The only way to learn what has become of El Juli is at the arena’s infirmary. There, tacked beside the door, is a handwritten report. El Juli is gravely but not mortally wounded. He has been gored in the thigh to a depth of 20 centimetres. He has a concussion and bruises to his chest.
- 9 The newspapers reverently laud him, pronouncing that despite the attack, “There was only one name in the Plaza De Toros yesterday afternoon – Julian Lopez.”
- 10 Later, at the hospital, a reporter asks El Juli if he would be afraid to return to the ring. “Once likely to be gored many times,” he replies. “One must accept the risk or not be a bullfighter.”
- 11 As he explains about his spiritual connection to the bulls and his respect for matadors of the past, it is as if he is merely a participant in some ageless ritual. He is not even El Juli but the embodiment of bullfighting itself. Then a final question is asked: Would he ever consider doing something else with his life? Something, perhaps, a little less deadly?
- 12 El Juli lets that sentiment hang in the air for a moment and then replies with a level of coolness, “If I could not fight bulls, my life would make no sense.”

1. From paragraph 1, where is the bullfight?

2. From paragraph 2,

a. How is El Juli dressed?

b. What does the bull look like?

c. Which phrase suggests that the people of Madrid like the bull?

3. From paragraph 4,

a. Where does the bull first hurt El Juli?

b. Which word means 'huge'?

4. From paragraph 5,

a. What was the 'miracle'?

b. Why was it a miracle?

5. In your own words, give **two** reasons why El Juli wants to continue being a matador.

a.

b.

SUMMARY

Extracting points for summary

31 Based on the passage given, write a summary on:

- how the bull attacked El Juli
- how El Juli was saved

You can focus on paragraph 4 and 5 of the passage to help you extract main points.

1. The bull plunges a horn straight through the young matador's thigh

2. _____

3. _____

4. _____

5. _____

Bull's attack

1. El Juli's assistant lures the bull away

2. _____

3. _____

4. _____

5. _____

Steps of how El Juli is saved

Choose suitable connectors from the lists below to connect the points from the previous task.

Firstly,	The bull plunges a horn straight through the young matador's thigh

Bull's attack

	1. El Juli's assistant lures the bull away
Then,	
Lastly,	

Steps of how El Juli is saved

List of Sequence Connectors

1. Firstly, Secondly, Thirdly, Lastly ...
2. Then, Next, After, Later
3. Subsequently, consequently, eventually
4. In short, to summarise
5. Furthermore, besides, moreover, in addition ...
6. In conclusion, all in all, to conclude ...

Based on the passage given, write a summary on:

- how the bull attacked El Juli
- how El Juli was saved

Credit will be given for use of own words but care must be taken not to change the original meaning.

Your summary must:

- be in continuous writing form (not in note form)
- use material from **line 10 to line 24**
- not be longer than **130 words, including the 10 words** given below

Begin your summary as follows:

El Juli is attacked by the bull when he sticks out....

PAPER 2

SECTION D:

NOVEL:
CAPTAIN NOBODY

NOVEL PRACTICE 1

CAPTAIN NOBODY - IMPORTANT EVENTS

The SPM novel question usually asks on a specific aspect of the novel like character, moral lesson or theme. To answer the question, you are required to give relevant points and ideas and relate it **with close reference to the text**. This means you have to cite **examples and evidence of particular events and incidents** to support your points. Hence, it is very important to know a few significant events in detail to be able to explain and elaborate better.

Below are a few important events from the story which can help you to explain elements of character, theme, lesson, etc. Complete the column with suitable points based on your analysis and discussion with friends. The first one has been done for you.

EXERCISE 1

1. NEWT PREPARED BREAKFAST FOR THE FAMILY In the morning, Newt's parents were always very busy. They had to answer phone calls from the clients. Chris was not up yet. So, Newt helped his family to prepare breakfast. He prepared scrambled eggs and sausages. He also made coffee. Newt started making breakfast last year when his mother accidentally poured milk into a bowl of raw turkey. His mother was always busy, careless and forgetful. So Newt decided to take over making breakfast. Unfortunately, his parents did not eat the breakfast that he had prepared and this made Newt feel disappointed and unappreciated.	
CHARACTER / CHARACTERISTICS	Newt – kind, responsible, matured, independent Parents – busy, lack of responsibility, neglect
MORAL VALUES / LESSON	Be a good child, always help your parents, take responsibility, learn how to survive, challenges as a teenager
THEME	Kindness, being responsible, family relationship
ADAGE / PROVERBS	<ul style="list-style-type: none">• Home is where the love is• Charity begins at home• Blood is thicker than water

EXERCISE 2

2. NEWT CLIMBED THE GARBAGE DUMP

Using the walkie talkie, Cecil called up Newt. He wanted Newt to come and help him with something. When Newt arrived, Cecil took him to the dumpster. He pointed to the bass drum on top of the garbage pile.

Newt knew that Cecil really wanted the drum. Cecil loved music and had a dream of becoming a professional drummer. He was always tapping his hands and fingers and “rat-tat-tat” to a certain beat. That drum would be his first drum kit. It would make his dream come true.

However, Newt was not confident to climb the garbage dump. He had acrophobia – he was afraid of heights. He tried to give excuses so that Cecil would change his mind about having the drum. Instead, Cecil said that “Captain Nobody was fearless” and blew new courage into him by convincing him that it was the right job for Captain Nobody. With fresh motivation, he suddenly found his guts to start climbing and finally made it to the top. In the end, he managed to hand over the drum to Cecil who was waiting below with his red wagon. It was good teamwork.

CHARACTER / CHARACTERISTICS	
MORAL VALUES / LESSON	
THEME	
ADAGE / PROVERBS	

EXERCISE 3

3. NEWT CHASED THE FERRET ON THE HIGHWAY

Daryl and Colby from Fillmore High School came to visit Newt's school. They brought along the ferret, mascot of their Football team. The visit was to show appreciation for the people who had supported their team and cheer up everyone during the sad time of Chris's coma. The students of Appleton Elementary had the chance to spend the day with the ferret and one lucky student will be chosen to bring back the ferret home for one night. Incidentally, Newt was chosen to bring Ferocious the Ferret home. He was not really happy but he had to accept it. So he carried the cage and walked home accompanied by Cecil and JJ. On the way, he was stopped by Ricky Ratner and his friends. Ricky blamed Newt for not warning the others against disturbing his cousin, Reggie Ratner. He blamed Newt for all the attacks and pranks that were hurled at Reggie. While doing this, they also harassed the Ferret in the cage.

Suddenly, the cage blew open and the Ferret was out. It shot off as the three friends chased after it to a dead end street. Just as they thought they had it cornered, it quickly ran down an embankment and through a wall of trees..and out through a highway! Newt was determined to get the Ferret back. He ran across the highway, frantically waving his arms and screaming for the traffic to stop. He weaved across the cars, trucks and vans – back and forth, running after the ferret. As more and more cars hit the brakes, finally all the four lanes were clear as all came to a stop.

That was when a small plane suddenly appeared and made an emergency landing on the clear road. Everyone was shocked including the ferret, which finally stopped at Newt's feet.

CHARACTER / CHARACTERISTICS	
MORAL VALUES / LESSON	
THEME	
ADAGE / PROVERBS	

EXERCISE 4

4. NEWT CLIMBED THE WATER TOWER

News had spread across town that Reggie Ratner was on the Appleton water tower, trying to commit suicide. Newt, JJ and Cecil rushed to the scene on their bicycles. They rode around the mob of people, went through the back way, and parked the bicycles near some bushes. There was nobody there.

Cecil helped to distract a police officer nearby while JJ helped to give Newt a boost up to the rung of ladders going up the tower. The ladder was rusty and old. Newt had to pluck his courage and move up slowly. On his way up, his mask fell.

When he reached the tower, he said “hi!” to Reggie and introduced himself. Reggie did not know that Chris had a brother. They started talking and Newt revealed that he knew Reggie was not the one who had hit Chris into a coma. It was Darryl Peeps, his brother’s teammate. Reggie was glad that somebody finally knew the truth.

Newt suddenly noticed that Reggie had cans of spray paint in his pocket and realized that he was not there to jump and kill himself but to do graffiti on the water tank. Then, there was an announcement from the police below persuading Reggie to come down safely. However, Reggie’s foot had been stuck in a hole.

Newt suggested that Reggie untie his shoes and pull out his foot slowly from the hole. But Reggie couldn’t do it himself as the knots were tight and his fingers were too plump. So Newt helped him to untie and pull out his feet. Then, they had to go down slowly through the ladder – one by one.

Newt nervously went first and he slowly gained confidence. However, while still pacing his steps, the ladder suddenly moved and Reggie’s buttock appeared above his head. Reggie was too scared to wait. The ladder couldn’t hold their weight and began shaking. The rung where Reggie was putting his foot began to break and finally Newt lost control and fell.

Newt landed safely on the rubber mattress, but followed by Reggie’s big and heavy body. Newt broke his ankle and two ribs.

CHARACTER / CHARACTERISTICS	
MORAL VALUES / LESSON	
THEME	
ADAGE / PROVERBS	

NOVEL PRACTICE 2

Event: Breakfast at the Newmans

EXERCISE 1

Read page 3 to page 10 of Captain Nobody and write the page number of each event.

PAGE	EVENTS
	Mrs Newman usually makes breakfast but her phone always distracts her. However, one incident that occurred last year has caused Newton to take over the task.
	There is an article in the morning newspaper about Newt's famous football player brother, Chris Newman. Whenever he mentions his brother is Chris Newman, he knows that a majority of people do not know his existence as Chris Newman's younger brother. He also sees himself as an unimpressive, thin, short and freckled ten-year-old boy.
	Newt is very happy and cannot stop smiling after reading the newspaper article about his brother.
	The ringtone on Newman's cell phone is the ferrets' fight song.
	When Mr Newman is busy, Newton automatically serves him breakfast without being asked. The breakfast comprises eggs, sausages and coffee. He wants to tell his father about the article on Chris but thinks otherwise when he sees that the father is too busy.
	When Newton wants to show his mother the article of his brother, suddenly her phone rings. It is their neighbour enquiring about the food that she should bring to the cookout. Mrs Newman is in charge of telling what their neighbours should bring to the cookout but she needs Newt's help to remind her what each of them should bring.
	When he serves his mother breakfast, his mother waves him off, denying the food that her son has cooked and continues to talk on the phone.
	The week before the Big Game, Chris undergoes intensive training. Hence, he is always very tired whenever he gets home. So when Newt tries to have a conversation with Chris, his brother only gives very short and curt responses.
	Newt's parents are busy doing their own stuff and ignoring him. Moreover, they have not touched the food that he cooked.
	It has become a routine for Newton to wake his brother, Chris up whenever he oversleeps. When he realises that no one is paying attention to him, he is infuriated. So, he decides to vent his anger by waking Chris up even though his parents have told him not to do so. But when he goes and wakes his brother up, his brother falls on the ground and Newt starts laughing. His brother then chases Newt to the backyard when Newt douses him with freezing water.

EXERCISE 2

SUMMARY	SIGNIFICANCE	QUALITY/ CHARACTERISTICS
Mrs Newman usually makes breakfast but her phone always distracts her. However, one incident that occurred last year has caused Newton to take over the task.	This shows that Newton is an understanding and mature child. He realises that his mother is always too busy and offers his help to make breakfast.	Newton :
There is an article in the morning newspaper about Newt's famous football player brother, Chris Newman. Whenever he mentions his brother is Chris Newman, he knows that a majority of people do not know his existence as Chris Newman's younger brother. He also sees himself as an unimpressive, thin, short and freckled ten-year-old boy.	Newton lives in the shadow of his brother's limelight. The way he sees himself also proves that Newt has little confidence in himself.	Chris : Newton:
Newt is very happy and cannot stop smiling after reading the newspaper article about his brother.	Newton is not jealous of his brother. Instead, he is very proud of his brother's achievement.	Newt :
The ringtone on Newman's cell phone is the ferrets' fight song.	Mr Newman is very supportive and proud of his elder son's football career.	Mr Newman :
When Mr Newman is busy, Newton automatically serves him breakfast without being asked. The breakfast comprises eggs, sausages and coffee. He wants to tell his father about the article on Chris but thinks otherwise when he sees that the father is too busy.	This shows that Newt is a caring person as he willingly cooks breakfast for his family. Moreover, he is mature as he is able to cook very well for a ten-year-old by preparing a proper breakfast. He also understands that his father is too busy and tries not to bother him too much.	Newt :
When Newton wants to show his mother the article of his brother, suddenly her phone rings. It is their neighbour enquiring about the food that she should bring to the cookout. Mrs Newman is in charge of telling what their neighbours should bring to the cookout but she needs Newt's	Newton is mature and helpful. Although he is only a young child, he is able to remember all the things that his mother is unable to remember. He is also patient towards his mother's forgetful and easily distracted nature.	Newton: Mrs Newman / Mother :

help to remind her what each of them should bring.		
When he serves his mother breakfast, his mother waves him off, denying the food that her son has cooked and continues to talk on the phone.	This shows Mrs Newman takes her son Newt's help for granted. However, Newt is not angry about it. This shows that Newt is an understanding and patient child.	Newt :
The week before the Big Game, Chris undergoes intensive training. Hence, he is always very tired whenever he gets home. So, when Newt tries to have a conversation with Chris, his brother only gives very short and curt responses.	Newt is not angry as he knows that his brother is very tired. This shows that he is understanding and mature.	Newton :
Newt's parents are busy doing their own stuff and ignoring him. Moreover, they have not touched the food that he cooked.	This shows that Newton's parents take his help around the house for granted. Newton finally begins to 'steam' (get angry) when no one appreciates his breakfast.	Newton: Parents:
It has become a routine for Newton to wake his brother, Chris up whenever he oversleeps. When he realises that no one is paying attention to him, he infuriated. So, he decides to vent his anger by waking Chris up even though his parents have told him not to do so. But when he goes and wakes his brother up, his brother falls on the ground and Newt starts laughing. His brother then chases Newt to the backyard when Newt douses him with freezing water.	This shows that even though Newton knows that he is inferior to his brother, he never resents him. Instead, the two brothers have a deep connection and they love each other very much.	Newton :

EXERCISE 3

Based on the event 'Breakfast at the Newmans', write about a character that you sympathise / admire.

NOVEL PRACTICE 3

CAPTAIN NOBODY

CHAPTER 15: IN WHICH BAD SPELLING LEADS TO SOMETHING WORSE

EVENT: CAPTAIN NOBODY HELPS JJ INFORM THE SULLIVAN COUPLE ABOUT THE SPELLING AND GRAMMAR MISTAKES

WARM-UP ACTIVITY

Read the signs below and correct the mistakes.

ASK ABOUT OUR 24 CARROT GOLD!

EVERY NECKLESS ON SALE

ALL EARRING'S HALF OFF!!!

EXERCISE 1

Understanding the Event:

Fill in the blanks with the correct words or phrases.

Sullivan's Jewelry Store	Captain Nobody	Juanita Josephina Gonzalez (JJ)	explains	Duncan Street	alarm
ignore	Sullivan	gun	threatens	customer	robbery
earring's	signs	watches	spelling	hurt	Diamonds
store	robber	neckless	leave	carrot	grammar

1. _____ calls Captain Nobody using her walkie-talkie.
2. She asks Captain Nobody to meet her immediately in front of _____.
3. Sullivan's Jewelry Store is on _____.
4. When Captain Nobody reaches the scene, JJ shows him the _____ and _____ mistakes found on the _____ in the jewelry store.
5. Some examples of the spelling and grammar mistakes are _____.

- _____ and _____
6. JJ has tried to talk to Mr. and Mrs. _____, but they _____ her. JJ asks _____ to talk to Mr. and Mrs. Sullivan because people notice Captain Nobody.
 7. Captain Nobody enters Sullivan's Jewelry Store and sees Mr. and Mrs. Sullivan behind the counter, with their only _____ in the store.
 8. Captain Nobody wants to _____ the store but Mr. and Mrs. Sullivan insist that he stays.
 9. Captain Nobody _____ to Mr. and Mrs. Sullivan about the mistakes found on the signs.
 10. Captain Nobody realises that the customer is holding a _____ in his sweatshirt pocket.
 11. Mr. Sullivan manages to press a button and sound the _____.
 12. The _____ hugs a pile of jewellery against his chest but runs into Captain Nobody. _____ and _____ spill in every direction.
 13. The robber _____ Captain Nobody not to tell anyone about the incident or he will be _____.
 14. Captain Nobody leaves the _____.
 15. He has helped to stop a _____ from happening.

EXERCISE 2

Gearing towards SPM:

Based on the novel "Captain Nobody" by Dean Pitchford, write about an event which you find interesting. Give reasons why you think the event is interesting.

Identifying Key Elements:

Element 1: an event which you find **interesting**

Element 2: reasons why the event is interesting

- *You can use the notes from Activity 1*

I choose the novel " _____ " by _____.

An event which I find interesting is when Captain Nobody helps _____ inform the _____ about the spelling and grammar mistakes.

The event begins when (1) _____

(2) _____

(3) _____ . (4) _____

(5) _____

(6) _____

So, (7) _____

_____ . (8) _____

_____ . (9) _____

_____ . Shockingly, (10) _____

_____ . Then, (11) _____

_____ . (12) _____

At last, (13) _____

_____ . (14) _____

The first reason why I think this event is interesting is because Captain Nobody (15) _____

Without him, Mr. and Mrs. Sullivan will be in trouble. The second reason why I think this event is interesting is because I know that Captain Nobody is a helpful friend. He helps JJ _____

when JJ calls for his help.

In conclusion, an event which I find interesting is _____ . This event makes the novel more exciting to be read.

NOVEL PRACTICE 4

SPM NOVEL WARM-UP ACTIVITIES

EXERCISE 1:

Complete sentences on how Captain Nobody rescued Ferocious the Ferret on the highway with correct words from the word bank

RESCUING FEROCIOUS THE FERRET ON THE HIGHWAY

1. Two students, Darryl and Colby, from _____ visited Newton's school.

2. They brought along their _____, Ferocious the Ferret, to cheer everyone up.

3. Newton was chosen to bring _____ home for a day.
4. As Newton, Cecil and JJ were walking home, _____ and his friends confronted them.
5. Ricky was angry because Chris' friends still harassed his cousin, _____.

mascot	Reggie	Ferocious	Fillmore High School	Ricky Ratner
--------	--------	-----------	----------------------	--------------

6. When Ricky saw _____ in the cage, he tried to hurt the ferret.
7. As he grabbed the cage, the cage door opened and Ferocious _____.
8. Newton and his friends chased the ferret until they reached the _____.
9. JJ suggested _____ to take action to rescue the ferret.
10. Captain Nobody dodged through the incoming _____ to rescue Ferocious.

Captain Nobody	escaped	traffic	highway	Ferocious
----------------	---------	---------	---------	-----------

11. Captain Nobody waved and screamed for the vehicles to _____ as he tried to rescue Ferocious.
12. As soon as the traffic stopped, a small _____ made an emergency landing in the middle of the highway.
13. The aeroplane had an _____ trouble.
14. All the _____ in the aeroplane were safe.
15. Captain Nobody finally _____ Ferocious and all the plane passengers.

passengers	stop	rescued	aeroplane	engine
------------	------	---------	-----------	--------

EXERCISE 2:

Complete the evidence on how Captain Nobody rescued Ferocious the Ferret on the highway with correct words from the word bank

This is shown when Newt (1) _____ Ferocious the Ferret, the team's mascot from being hit by (2) _____ on the highway. In class, Newt was chosen to bring (3) _____ home for a day. As he was walking home with his best friends, Cecil and JJ, they were stopped by (4) _____. Ricky was angry as his cousin (5) _____, Chris' rival, was still being hassled by Chris' friends. They scrambled Ferocious' cage until the cage (6) _____ opened. When Ferocious escaped from his (7) _____, Captain Nobody chased the ferret until he reached the (8) _____. He bravely dodged the (9) _____ traffic just to get Ferocious back. He (10) _____ and (11) _____ frantically to stop the vehicles and ended up stopping (12) _____ lanes of traffic. As soon as the traffic stopped, a small (13) _____ with engine trouble made a safe (14) _____ landing. Captain Nobody rescued not only Ferocious, but also the (15) _____ of the plane.

Reggie	rescued	waved	highway	Ricky Ratner
screamed	four	Ferocious	aeroplane	vehicles
cage	incoming	passengers	door	emergency

EXERCISE 3

Event: Captain Nobody rescued Ferocious the Ferret on the highway.

Place a tick (✓) if it is a personal response that expresses your feeling or opinion responding to the event and a cross (X) if it is not.

No	Personal Responses	✓ or X
1	This shows that Newt is an optimistic person. If I were in the same situation, I would not be as positive as Newt. If Newt was not optimistic, he would remain sad and feel down.	
2	This shows that Newt is a brave boy. Newt was brave to cross the busy highway just to rescue Ferocious the Ferret. He was not afraid to dodge through the incoming traffic although it was dangerous. I am glad that everyone was safe.	
3	This shows that Newt is a courageous boy. Newt was courageous to climb to the top of the water tower and rescue Reggie. He was not afraid to climb up the ladder although the rungs were rusty and broken.	
4	This shows that Newt is a loving person. I would be sad if my family is too busy to spend time with me. Newt still loved his family and prepared breakfast for his family.	
5	This shows that Newt is a courageous person. I would be afraid to run onto a busy highway to chase after my pet. Newt was responsible for taking care of the ferret so he did the right thing. I am happy that the ferret was safe.	
6	This shows that Newt is a caring person. Without Newt's help, Mr Clay would be lost and Mrs Clay would be so worried. I hope I can be caring just like Newt.	
7	This shows that Newt is a determined person. It is not easy to climb the dumpster to get the big bass drum. Newt was afraid of heights but he was still determined to help Cecil. I really hope I can have a good friend like Newt.	
8	This shows that Newt is a brave person. He risked his life to rescue an animal which was not his pet. This event makes me happy because he did the right thing. He rescued the animal and also the passengers of the plane. Everyone was safe.	

TEACHER'S NOTE

Pupils need to be familiar with the layout of the answer to help them answer the SPM novel question.

SPM NOVEL LAYOUT ANSWER

INTRODUCTION
EVIDENCE + PERSONAL RESPONSE
CONCLUSION

EXERCISE 4:

Based on the novel 'Captain Nobody', describe an unforgettable incident by completing the sentences. With close reference to the text, provide your reasons.

INTRODUCTION

Based on the novel Captain Nobody, I want to describe _____ (3 words from the question) when Newt was brave to rescue Ferocious the Ferret on the highway.

EVIDENCE

This _____ is _____ shown _____ when _____
(complete the paragraph with a complete piece of evidence from Practice 2)

PERSONAL RESPONSES (REASONS)

This is an unforgettable incident because this shows that

(take 1 suitable personal response from Practice 3)

This is also an unforgettable incident because this shows that

(take another correct personal response from Practice 3)

CONCLUSION

In conclusion, this is an unforgettable incident. I have learnt a lot from the main character, Newt. I wish I could be just like him.

SPM 2016 NOVEL QUESTION

Based on the novel that you have studied, describe a scene that makes you **either** happy **or** sad. Give **reasons** why the scene makes you feel happy or sad, with close reference to the text.

SPM NOVEL LAYOUT ANSWER

INTRODUCTION
EVIDENCE + PERSONAL RESPONSE
CONCLUSION

INTRODUCTION

Based on the novel Captain Nobody, I want to describe _____ me happy (7 words from the question including 'me happy') when Newt was brave to rescue Ferocious the Ferret on the highway.

EVIDENCE

This _____ is _____ shown _____ when _____
(complete the paragraph with a complete piece of evidence from Practice 2)

PERSONAL RESPONSES (REASONS)

The scene makes me happy because this shows that <u>(take 1 suitable personal response from Practice 3)</u>
The scene also makes me happy because this shows that <u>(take another correct personal response from Practice 3)</u>

CONCLUSION

In conclusion, the scene makes me happy. I have learnt a lot from the main character, Newt. I wish I could be just like him.
--

NOVEL PRACTICE 5

EXERCISE 1

The water tower incident

Number the sentences in sequence to form the story about Captain Nobody.

Sentences	Number
Newt feels that he is the only one who knows the truth about the Big Tackle incident which can save Reggie Ratner	
The ladder gives way and Captain Nobody loses his grip and falls down.	
During lunch break, he notices a lot of teachers rushing into the faculty lounge and gather around the television.	
On top of the tower, the two boys talk to each other about the Big Game and the series of event that has been happening after the incident.	
Captain Nobody tells Reggie that the ladder will not support both their weights in one time. Captain Nobody needs to climb the ladder down first.	
There is news on the television reporting about Reggie Ratner wants to jump off (commit suicide) the Appleton water tower after feeling depressed and traumatised since the Big Tackle incident	
The three friends safely hide near an opening in the fence near the water tower as a policeman approaches them.	
Captain Nobody discovers that Reggie has climbed the tower to paint on the water tank.	
Cecil lures the policeman to another place and it works while JJ gives Captain Nobody a push up.	
As Captain Nobody is climbing down slowly, he is surprised to see Reggie is also climbing down.	
Captain Nobody manages to go up the wobbly ladder and wriggles his way to reach Reggie Ratner.	
Captain Nobody learns that Reggie's left foot is stuck and unties Reggie's shoelace which was knotted three times. Finally Captain Nobody manages to set him free	

EXERCISE 2

The Water Tower Incident

Write the qualities matching the sentences.

Brave	Responsibility	Brave	Observant
Friendship and working together	Brave and working together	Responsibility	Wisdom

	Sentences	Quality
A	Newt feels that he is the only one who knows the truth about the Big Tackle incident which can save Reggie Ratner	
B	During lunch break, he notices a lot of teachers rushing into the faculty lounge and gather around the television.	
C	Captain Nobody tells Reggie that the ladder will not support both their weights in one time. Captain Nobody needs to climb the ladder down first.	
D	There is news on the television reporting about Reggie Ratner wants to jump off (commit suicide) the Appleton water tower after feeling depressed and traumatised since the Big Tackle incident.	
E	The three friends safely hide near an opening in the fence near the water tower as a policeman approaches them.	
F	Cecil lures the policeman to another place and it works while JJ gives Captain Nobody a push up.	
G	Captain Nobody manages to go up the wobbly ladder and wriggles his way to reach Reggie Ratner.	
H	Captain Nobody learns that Reggie's left foot is stuck and unties Reggie's shoelace which was knotted three times. Finally Captain Nobody manages to set him free	

EXERCISE 3

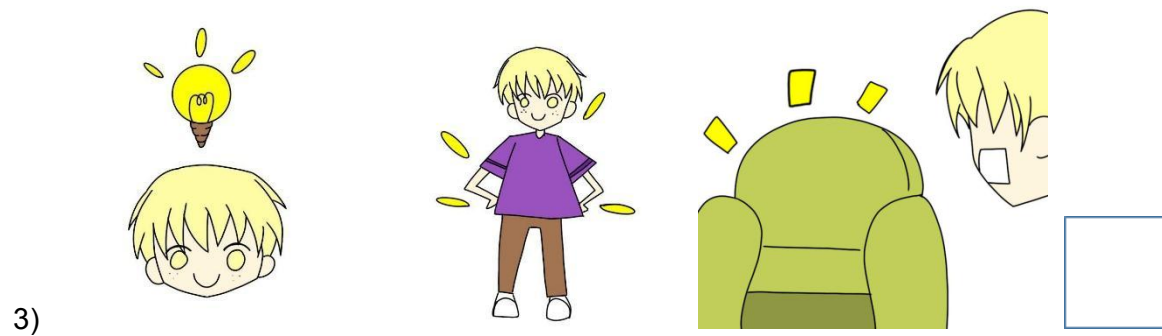
Write about an incident in the novel that portrays the idea of friendship and working together.

NOVEL PRACTICE 6

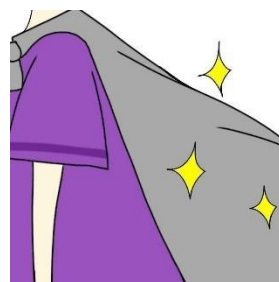
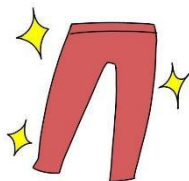
SPM NOVEL WARM-UP ACTIVITY

EXERCISE 1

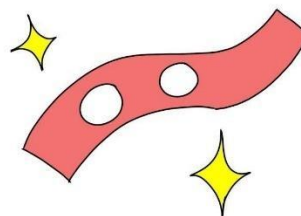
Match the sentences with pictures. The first one has been done for you.



5)



6)



7)



Commander Nuclear



8)



(a) Newt is still clueless about the costume to wear and he decides not to celebrate Halloween that year.

(b) He decides to cheer her up by dressing up in Chris's football jersey and proves that he is useful in such stressful situation. However, she rushes back to the hospital before Newt could show her.

(c) That afternoon, he sees his mom holding his brother's sweatshirt and weeping.

(d) That evening, Cecil and JJ come to his house. Cecil disguises himself as Mozart whereas JJ dresses up as Splendida, a character from his favourite book.

(e) Cecil and JJ help to transform Newt's outfit. They put him in a pair of red sweatpants tucked into Chris's old silver track shoes striped with lightning bolts. He is dressed in a purple baseball jersey with a puffy grey cape flying from his shoulders.

(f) Newt is not really happy with the outfit until JJ cuts two small holes on the sweatband that Newt is wearing on his forehead and changes it into a mask.

(g) They correctly guess Cecil's and JJ's costumes. However, they are not sure what character Newt is in. The lady's husband notices the initials C.N. at the centre of Newt's mask and asks him what they stand for. Cecil and JJ declare that Newt is Commander Nuclear.

(h) However, Newt disagrees with the name. He feels an electric charge race from the top of his head down to his silver lightning---bolt tennis shoes as the answer pops into his brain. He pumps up his chest, tosses his cape, puts his fist on his waist and proudly announces "You can call me...Captain Nobody!"

EXERCISE 2

The Halloween Costume (Captain Nobody)

Match the 3 qualities with the statements.

	Sentences	Quality
A	Newton plans to dress in Chris' old clothes to cheer his mother up.	
B	Newton is about to cry; feeling worried of Chris' condition.	
C	Cecil and JJ comfort Newton when he tells them about his worry for Chris.	
D	With a pair of scissors and a glue gun, Cecil and JJ help to create a costume from the clothes Newton is wearing.	
E	Newton quickly races downstairs to prepare breakfast for his father before visiting Chris at the hospital.	

F	Newton feels helpless and useless for not being able to help his brother.	
---	---	--

Caring

Responsible

Friendship & Working together

A: Cecil and JJ genuinely care for Newton. They try to cheer him up and take his mind off his brother's tragic accident. They help him create a new costume for Halloween. They are Newton's true friends.

B: Cecil and JJ do not care about Newton's feelings. They persuade him to go trick-or-treating when at the moment, Newton is worried about his brother and does not feel like celebrating Halloween. They take advantage of Newton because they want to be noticed as Captain Nobody's 'sidekicks'.

Who do you agree with? Give reasons for your answer.
