



# ENGLISH

Revision for Better Comprehension

## Teacher's Guide

# 1

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## Chapter 1 Grammar

### A Articles (pages 1 to 5)

#### Articles 'A' and 'An' (pages 1 to 3)

**Key Competencies:** Thinking capacity

**HOTS:** Comparing and contrasting

**Teaching ideas:**

1. Get two students to read the conversation on page 1. Assist them in identifying the articles in it.
2. Lead a discussion on what articles are.
3. Discuss the uses of articles 'a' and 'an' using references from pages 1 and 2.
4. Assist students in identifying nouns with a consonant or a vowel sound and relate them with 'a' and 'an'. Refer to page 2. Scan the QR code on page 3 to learn more.
5. Have a student define the meaning of the idiom 'call it a day'. Then, have another student construct a sentence using the idiom.
6. Have students work on Practices 1 and 2 on page 3.

#### Article 'The' (pages 4 and 5)

**Key Competencies:** Thinking capacity

**HOTS:** Comparing and contrasting

**Teaching ideas:**

1. Facilitate a discussion on the various uses of the article 'the'. Refer to page 4.
2. Encourage a volunteer to provide an example of a sentence for every function discussed.
3. Lead a conversation on when articles are unnecessary. Refer to *Set It Right!* and *Tips* on page 5.
4. Have a student define the meaning of the idiom 'cost an arm and a leg'. Then, have another student construct a sentence using the idiom.
5. Have students complete Practices 3 and 4 on page 5.

### B Nouns (pages 6 to 10)

#### Countable Nouns and Uncountable Nouns (pages 6 and 7)

**Key Competencies:** Thinking capacity

**HOTS:** Comparing and contrasting

**Teaching ideas:**

1. Explain what nouns are.
2. Encourage a few volunteers to give some examples of nouns.
3. Lead a discussion on what countable nouns and uncountable nouns are. Refer to page 6.
4. Show a few 'noun' cards to students. Instruct them to classify the types of nouns and make sentences with each of the nouns.
5. Remind students not to use articles 'a' and 'an' before uncountable nouns. Refer to *Set It Right!*
6. Say out the nouns in Practice 1 and discuss if they are countable or uncountable nouns.
7. Have students work on Practice 2 on page 7.

### **Quantifiers (pages 7 to 9)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Read the sentences on page 7. Ask students what they understand about the words 'many' and 'some'.
2. Explain what quantifiers are. Invite a few students to give additional examples of quantifiers.
3. Engage students in a discussion about the meaning of each quantifier, referring to page 8. Afterwards, ask two students to provide a sentence using each listed quantifier.
4. Encourage students to work on Practices 3 and 4 on page 9.

### **Collective Nouns (pages 9 to 10)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Show students a bunch of keys and explain that we use 'bunch' to describe a group of keys. Tell them we use 'class' to refer to a group of students. Explain that these words are known as collective nouns.
2. Guide them to read aloud the examples of collective nouns found on page 10.
3. Explain that a collective noun is regarded as a single unit. Refer to *Set It Right!* on page 10.
4. Have students complete Practices 5 and 6 on page 10.

## **C Tenses (pages 11 to 16)**

### **Simple Present Tense (pages 11 to 12)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Explain that tenses play a crucial role in English.
2. Discuss the situations in which the simple present tense is used. Refer to page 11.
3. Remind students to always check for the subject-verb agreement in complete sentences. Refer to *Tips* on page 11.
4. Guide them to construct sentences in the positive, negative and interrogative forms using the simple present tense. Guide them to recognise the underlying patterns. Refer to *Tips*. Encourage them to read the examples on page 11 aloud.
5. Get a student to provide a sentence in the simple present tense in its positive form. Get another student to express the same sentence in its negative and interrogative forms respectively.
6. Have students work on Practices 1 and 2 on page 12.

### **Simple Present Continuous Tense (pages 12 to 13)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Explain that the simple present continuous tense is used to describe actions that are happening at the present moment, as well as to indicate a future planned action. Refer to page 12 for further details.
2. Have a few students provide examples of sentences using this tense.
3. Guide students in constructing sentences in the positive, negative and interrogative forms using the simple present continuous tense. Guide them to recognise the underlying patterns. Refer to *Tips*. Ask them to read the examples on page 13 aloud.
4. Get a student to give a sentence using the simple present continuous tense in its positive form. Get another student to express the same sentence in its negative and interrogative forms respectively.
5. Have students complete Practice 3 on page 13.

**Simple Past Tense (pages 13 and 14)****Key Competencies:** Thinking capacity**HOTS:** Relating**Teaching ideas:**

1. Explain that the simple past tense is used to describe actions that happened in the past and to express a wish. Refer to page 13.
2. Have a few students provide examples of sentences using this tense.
3. Guide them in understanding regular and irregular verbs. Show a card displaying a base verb and ask a student to provide its simple past tense. Repeat this process with other base verbs.
4. Guide them in constructing sentences in the positive, negative and interrogative forms using the simple past tense. Guide them to recognise the underlying patterns. Refer to *Tips*. Ask them to read the examples on page 14 aloud.
5. Get a student to construct a sentence using the simple past tense in its positive form. Get another student to express the same sentence in both its negative and interrogative forms respectively.
6. Have students work on Practices 4 and 5 on page 14.

**Simple Future Tense (pages 15 and 16)****Key Competencies:** Thinking capacity**HOTS:** Relating**Teaching ideas:**

1. Ask a student to explain simple future tense.
2. Explain that the simple future tense is used to describe actions that will happen in the future and also actions that will only happen if something else happens first. Refer to page 15.
3. Have a few students give examples of sentences using this tense.
4. Guide them to construct sentences in the positive, negative and interrogative forms using the simple future tense. Guide them to recognise the underlying patterns. Refer to *Tips*. Ask them to read the examples on page 15 aloud.

5. Get a student to construct a sentence using the simple future tense in its positive form. Get another student to express the same sentence in the negative and interrogative forms respectively.
6. Have students work on Practices 6 to 8 on pages 15 and 16.

#### **D Modal Verbs (pages 17 to 19)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating, comparing and contrasting

**Teaching ideas:**

1. Get two students to read the conversation on page 17. Ask students if they understand the functions of the words 'should' and 'will'.
2. Explain to them that these words are modal verbs and that there are a few more of them.
3. Refer to pages 17 and 18 for the functions of each modal verb.
4. Ask students to construct a sentence for each of the listed modal verbs.
5. Explain that the verbs following modal verbs are in their base form. Refer to *Set it Right!*
6. Have students complete Practices 1 to 3 on pages 18 and 19.

#### **E Adjectives (pages 20 to 26)**

##### **Adjectives (pages 20 and 21)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Say a sentence such as 'I have a car'. Ask students these questions:
  - What do you understand?
  - Do you know the colour of my car?
  - Is my car big or small?
2. Then, say 'I have a blue car'. Ask students what they know about the car.
3. Ask students if the second sentence provides additional information about the car.
4. Ask students to improve the sentence by providing additional information about the car.
5. Explain what adjectives are and that an adjective can also appear after a noun. Refer to page 20.
6. Get students to read the sentences in Practice 1. Guide them in identifying the adjectives.
7. Explain that a compound adjective consists of words that are joined together with a hyphen. Refer to *Set It Right!* on page 21.
8. Have students work on Practice 2 on page 21.

##### **Order of Adjectives (pages 21 and 22)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Say 'I have three long plastic rulers.' Ask students to identify the adjectives.

2. Tell students that two or more adjectives can be used before a noun. There are rules for their placement. Refer to pages 21 and 22 for further details.
3. Ask students if these sentences are correct:
  - I love the big wooden red door.
  - Mimi has pre-war two stamps.
4. Have students work on Practices 3 and 4 on page 22.

### Comparison of Adjectives (pages 23 to 26)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Get students to read the sentences in the three boxes on page 23. Ask them to identify the information presented and determine if they can arrange the vehicles according to their length and cost.
2. Tell students that with comparison adjectives, we can make comparisons.
3. Introduce the three types of comparison adjectives and guide them on how to use them. Refer to page 23 for more details.
4. Tell students to exercise caution when using comparative and superlative adjectives. Their spellings might change. It may be necessary to add 'more' or 'most'. Refer to pages 24 and 25.
5. Remind them not to use 'more' with '-er' together. Refer to *Set It Right!* on page 25.
6. In a separate discussion, ask students if they are aware of the great flood that hit Bangkok in 2011. Were their parents or relatives affected by it?
7. Have students work on Practices 5 and 6 on page 26.

### F Adverbs (pages 27 to 31)

#### Adverbs of Manner (page 27)

**Key Competencies:** Thinking capacity

**HOTS:** Relating, comparing and contrasting

**Teaching ideas:**

1. Get a student to read the text on page 27. Ask students if the words 'diligently', 'safely' and 'patiently' in the text help them to understand the text better.
2. Explain that these words are known as adverbs. They describe verbs, adjective or other adverbs.
3. Read these sentences to students.
  - Ahmad ran **joyfully** to his mother.
  - The cat eats **quickly**.
  - He drove the car **carefully**.
4. Ask them to identify the adverbs. Also, inquire if these adverbs indicate how the actions are done. Introduce them as adverbs of manner.
5. Have a student read the text about adverbs of manner.
6. Get 9 volunteers to construct a sentence each using the provided adverbs of manner.

**Adverbs of Place (page 27)****Key Competencies:** Thinking capacity**HOTS:** Relating, comparing and contrasting**Teaching ideas:**

1. Have a student read the text about adverbs of place.
2. Discuss with students how the adverbs of place indicate locations or directions.
3. Get 9 volunteers to make a sentence using the provided adverbs of place.

**Adverbs of Time (page 28)****Key Competencies:** Thinking capacity**HOTS:** Relating, comparing and contrasting**Teaching ideas:**

1. Read these sentences to students.
  - We are going to a movie **tonight**.
  - The newspaper arrived **early**.
  - The patient is **still** waiting to see the doctor.
2. Ask them to identify the adverbs. Also, ask them if these adverbs indicate when the actions happen. Introduce them as adverbs of time.
3. Have a student read the text about adverbs of time.
4. Get 9 volunteers to make a sentence using the provided adverbs of time.

**Adverbs of Degree (page 28)****Key Competencies:** Thinking capacity**HOTS:** Relating, comparing and contrasting**Teaching ideas:**

1. Have a student read the text about adverbs of degree.
2. Discuss with students how adverbs of degree indicate the completeness of an action or to what extent something happens.
3. Get 9 volunteers to make a sentence using the listed adverbs of degree.

**Adverbs of Frequency (pages 28 to 30)****Key Competencies:** Thinking capacity**HOTS:** Relating, comparing and contrasting**Teaching ideas:**

1. Read this sentence to students.
  - The market is closed sometimes.
2. Ask students to identify the adverb and explain what the adverb indicates.
3. Now, read this sentence to them.
  - The market is closed every Monday.
4. Ask students to identify the adverb. Both are adverbs of frequency that indicate how often something happens. Get a student to differentiate between the two adverbs of frequency.
5. Introduce adverbs of definite frequency and adverbs of indefinite frequency.

6. Write a few adverbs of frequency on the board and have students categorise them into adverbs of definite frequency and indefinite frequency.
7. Get volunteers to make a sentence using the listed adverbs of frequency.
8. Inform students that certain adverbs share the same form as adjectives. Refer to *Tips* on page 29.
9. Ask them to identify if these words are adverbs or adjectives.
  - I receive a **monthly** pay. (adjective)
  - My company pays me **monthly**. (adverb)
  - This is my **right** hand. (adjective)
  - Turn **right** at the junction. (adverb)
  - **First**, chop the onions. (adverb)
  - This is the **first** task. (adjective)
10. Explain that 'pretty' does not necessarily mean 'beautiful'. Refer to *Did you know?*
11. Have students work on Practices 1 to 3 on pages 29 and 30.

### G Collocations (pages 31 and 32)

**Key Competencies:** Thinking capacity

**HOTS:** Relating, comparing and contrasting

**Teaching ideas:**

1. Ask students which sentence is correct:
  - I have **done** my homework. *or* I have **made** my homework.
  - I **missed** the train, so I was late. *or* I **lost** the train, so I was late.
2. Explain what collocations are and their importance. Refer to *Tips* for more details.
3. Explore other collocations listed on pages 31 and 32 with students.
4. Have students complete Practice 1 on page 32.

### H Homonyms (pages 33 to 35)

**Key Competencies:** Thinking capacity

**HOTS:** Relating, comparing and contrasting

**Teaching ideas:**

1. Write the following two sentences on the board:
  - I have **two** apples.
  - I love apples **too**.
2. Get students to read them aloud. Introduce 'two' and 'too' as homophones.
3. Ask students to provide additional examples of homophones and construct sentences to show their meanings. Examples:
  - We have only one **hour** to finish the test. **Our** parents will be here soon.
  - I don't know **whether** to bring an umbrella. The **weather** is fine at the moment.
  - I do **not** know when she learned it. She can tie the **knot** nicely.
4. Write these two sentences on the board:
  - The shop sells only one **kind** of cake.



- She is a **kind** and helpful girl.
5. Get students to read them aloud. Introduce 'kind' as a homograph.
  6. Ask students to think of examples of homographs and construct sentences that demonstrate their meanings. Examples:
    - I am very **close** to my brother. The shops **close** at 10 pm.
    - Feathers are very **light**. The **light** from the Moon lit up the night sky.
    - He has a **safe** to store his important documents. He felt **safe** when he arrived at the police station.
  7. Have students work on Practices 1 and 2 on pages 34 and 35.

### I Error Correction (pages 35 to37)

**Key Competencies:** Thinking capacity, problem-solving capacity

**HOTS:** Analysing, evaluating

**Teaching ideas:**

1. Explain to students how to work on this section. Refer to page 35 for more details.
2. Ask students to read the text in *Model Question and Answer* silently.
3. Inform them that there are 8 underlined words which are not correctly used. They need to be replaced with the correct ones.
4. Guide them on how to search for the answers. Refer to the answer guide on page 36.
5. Have students work on Practice 1 on pages 36 and 37.

## Chapter 2 Reading

### Part 1 Short Texts (Multiple-Choice Questions) (pages 38 to 59)

#### Teaching ideas (starters):

1. Emphasise the importance of reading.
2. Explain to students that they will learn to read a wide variety of short texts in this section.
3. Guide them on how to approach the questions. Refer to page 39 for more details.

#### A Advertisements (pages 39 to 41)

**Key Competencies:** Thinking capacity

**HOTS:** Comparing and contrasting, interpreting, inferring, paraphrasing

#### Teaching ideas:

1. Show students some printed advertisements from magazines or newspapers. Discuss the purposes of advertising.
2. Ask a student to read the advertisement on page 39 aloud. Engage in a discussion about the phrases or sentences within it. For example:
  - *John's Kitchen* – Who is the advertiser? What is the business?
  - *Are you a culinary expert?* – What does 'culinary expert' mean? Why is this question being asked?
3. Ask another student to read the question. Get a student to provide an answer along with his reasoning. Discuss the answer. Refer to *Comment & Answer*.
4. Repeat with Practice 1 on page 40.
5. Have students work on Practice 2 on page 41.

#### B Labels, Leaflets and Instructions (pages 42 to 44)

**Key Competencies:** Thinking capacity

**HOTS:** Comparing and contrasting, interpreting, inferring, paraphrasing

#### Teaching ideas:

1. Show students some printed leaflets or food packaging. Discuss their purposes. Ask them what information is typically included.
2. Ask a student to read the label on page 42 aloud. Pose the following questions to encourage students to analyse the label. For example:
  - Is it a drink or food?
  - When should we take it?
  - What does it taste like?
  - What is it made of?
  - How do we make it?
  - How is it packaged?
  - What is the expiration date?
  - Does it contain caffeine? What is caffeine?
  - What does it mean by '100% natural'?

3. Ask another student to read the question. Get a student to provide an answer along with his reasoning. Discuss the answer. Refer to *Comment & Answer*.
4. Encourage students to learn more about ginger tea by reading *Did you know?*
5. Repeat with Practice 1 on page 43.
6. Have students work on Practice 2 on pages 43 and 44.

### **C Graphs, Charts and Tables (pages 45 and 46)**

**Key Competencies:** Thinking capacity

**HOTS:** Comparing and contrasting, interpreting, inferring, paraphrasing

**Teaching ideas:**

1. Ask students if they have used any graphs, charts or tables in their everyday life such as a bus timetable. Emphasise the importance of being able to extract information from these visual aids.
2. Get students to study the table in *Model Question and Answer*. Ask students these questions to promote analysis.
  - How many categories are the road accidents grouped into?
  - Which category has the highest rate?
  - Which category has the lowest rate?
  - What are pillion riders?
3. Ask another student to read the question. Get a student to provide an answer along with his reasoning. Discuss the answer. Refer to *Comment & Answer*.
4. Repeat with Practice 1 on page 45.
5. Have students work on Practice 2 on page 46.

### **D Newspaper Reports (pages 47 and 48)**

**Key Competencies:** Thinking capacity

**HOTS:** Comparing and contrasting, interpreting, inferring, paraphrasing

**Teaching ideas:**

1. Show students several newspaper reports. Read the headlines aloud and ask them what they understood.
2. Ask a student to read the newspaper report on page 47 aloud. Pose the following questions to encourage students to analyse the content. For example:
  - What is dropping?
  - Who are involved?
3. Ask another student to read the question. Get a student to provide an answer along with his reasoning. Engage in a discussion about the answer. Refer to *Comment & Answer*.
4. Repeat with Practice 1 on pages 47 and 48.
5. Have students complete Practice 2 on page 48.

### **E Diagrams, Pictorial Guides and Maps (pages 49 and 50)**

**Key Competencies:** Thinking capacity

**HOTS:** Comparing and contrasting, interpreting, inferring, paraphrasing

**Teaching ideas:**

1. Show students a map. Ask them if they have analysed a map to find a location or determine the route to a specific destination.
2. Ask a student to read the question in *Model Question and Answer*. Get a student to provide an answer along with his reasoning. Engage in a discussion about the answer. Refer to *Comment & Answer*.
3. Repeat with Practice 1 on page 49.
4. Have students work on Practice 2 on page 50.

**F Signs and Notices (pages 51 and 52)****Key Competencies:** Thinking capacity**HOTS:** Comparing and contrasting, interpreting, inferring, paraphrasing**Teaching ideas:**

1. Show students some road signs. Ask them the meaning of each sign.
2. Ask another student to read the question in *Model Question and Answer*. Get a student to provide an answer along with his reasoning. Discuss the answer. Refer to *Comment & Answer*.
3. Repeat with Practice 1 on page 51.
4. Have students work on Practice 2 on page 52.

**G Comic Strips (pages 53 and 54)****Key Competencies:** Thinking capacity**HOTS:** Comparing and contrasting, interpreting, inferring, paraphrasing**Teaching ideas:**

1. Bring a comic strip to the class. Ask them if they enjoy reading comic strips.
2. Get two students to read the conversation depicted in the comic strip in *Model Question and Answer*.
3. Ask another student to read the question. Get a student to provide an answer along with his reasoning. Discuss the answer. Refer to *Comment & Answer*.
4. Repeat with Practice 1 on pages 53 and 54.
5. Have students work on Practice 2 on page 54.

**H E-mails and Messages (pages 55 to 57)****Key Competencies:** Thinking capacity**HOTS:** Comparing and contrasting, interpreting, inferring, paraphrasing**Teaching ideas:**

1. Ask students if they have written or read emails or messages. Explain that it is important to read or write them carefully to prevent misinformation.
2. Have a student read the message in *Model Question and Answer*.
3. Ask another student to read the question. Get a student to provide an answer along with his reasoning. Discuss the answer. Refer to *Comment & Answer*.
4. Repeat with Practice 1 on pages 55 and 56.
5. Have students work on Practice 2 on pages 56 and 57.

### **I Short Articles (pages 58 and 59)**

**Key Competencies:** Thinking capacity

**HOTS:** Comparing and contrasting, interpreting, inferring, paraphrasing

**Teaching ideas:**

1. Explain what short articles are and provide an example.
2. Get a student to read the short article in *Model Question and Answer*.
3. Ask another student to read the question. Get a student to provide an answer along with his reasoning. Discuss the answer. Refer to *Comment & Answer*.
4. Repeat with Practice 1 on pages 58 and 59.
5. Have students work on Practice 2 on page 59.

### **Part 2 Comprehension (Varied Questions) (pages 60 to 65)**

**Teaching ideas (starters):**

1. Explain that students will learn to read and understand a text in this section.
2. Guide them on how to read the text and answer the varied questions. Refer to page 60.

**Key Competencies:** Thinking capacity, problem-solving capacity

**HOTS:** Interpreting, inferring, paraphrasing, identifying

**Teaching ideas:**

1. Ask students to read silently the passage on page 60, followed by the questions on page 61.
2. Get them to underline the words in the passage that are mentioned in the questions.
3. Have students read each paragraph aloud. Have another student explain it in his own words or paraphrase it.
4. For Exercise A on page 61, guide students in understanding the words listed in column A by referring to the corresponding sentences in the passage.
5. For Exercise B on page 61, get students to identify the sentences in the passage that support each answer. Refer to *Comments & Answer*.
6. Have students work on Practices 1 and 2 on pages 62 to 65.

### **Part 3 Comprehension (Open-Ended Questions) (pages 66 to 72)**

**Teaching ideas (starters):**

1. Explain that students will learn to read and understand a text in this section.
2. Guide them on how to read the text and answer the open-ended questions. Refer to page 66 for more details.

**Key Competencies:** Thinking capacity, problem-solving capacity

**HOTS:** Interpreting, inferring, paraphrasing, identifying

**Teaching ideas:**

1. Ask students to read silently the passage and then the questions on pages 66 and 67.
2. Get them to underline the words in the passage that are mentioned in the questions.
3. Get students to read each paragraph aloud. For each paragraph, get another student to explain the content in his own words or paraphrase it.

4. Go through the questions with them. Refer to *Comments & Answer*.
5. Encourage students to learn more about the Queen Sirikit Museum of Textiles in *Did you know?*
6. Have students work on Practices 1 to 3 on pages 68 to 72.

## Chapter 3 Writing

### Part 1 Sentence Construction (pages 73 to 78)

#### A Making Sentences (pages 73 to 74)

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Interpreting, inferring, constructing, organising

**Teaching ideas:**

1. Explain that students will learn how to construct sentences in this section.
2. Guide them on how to construct sentences. Refer to *Tips* on page 73.
3. Ask a student to read the given words on page 73 and identify the verbs and nouns.
4. Get another student to construct a simple sentence using the words to describe a situation or provide details.
5. Then, ask them if they can enhance the sentence by incorporating adjectives and adverbs, using conjunctions and specifying the time. Encourage them to verify if the verb tense and time indicators are used correctly. Lastly, guide them to check if the subjects and verbs agree.
6. Have students work on Practice 1 on page 74.

#### B Writing Stories (pages 75 to 78)

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Interpreting, inferring, constructing, organising, comparing and contrasting

**Teaching ideas:**

1. Explain that students will learn how to write a story based on the given words and pictures in this section.
2. Provide guidance on how to proceed. Refer to *Tips* on page 75.
3. Ask students to analyse the pictures and the words provided on page 75.
4. Encourage a student to describe each picture using the 5W questions such as:
  - Who were involved?
  - Where did it take place?
  - When did it take place?
  - What did they do?
  - How did they do it?
  - Why did they do it?
5. Then, ask students to read the suggested answer. Discuss the details.
6. Guide them to identify the introduction, the body and the conclusion of the story. Discuss the significance of each component.
7. Have students work on Practices 1 to 3 on pages 76 to 78. Remind them to verify that the verb tenses and time indicators are used correctly and ensure that the subjects and verbs agree.

## Part 2 Short Communicative Message (pages 78 to 90)

### Teaching ideas (starters):

1. Explain that students will learn to read short messages and compose the appropriate replies in this section.
2. Emphasise the aims of writing messages. Refer to page 78.
3. Guide how to compose the messages. Refer to page 79.

### A Short Messages/Notes (pages 79 to 84)

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Interpreting, inferring, constructing, organising, recommending

#### Teaching ideas:

1. Explain that students will learn how to respond to short notes in this section.
2. Get a student to read the message from Mum on page 79. Discuss the information provided and what Mum is requesting.
3. Have another student read the suggested answer. Discuss how it has the greeting, introduction, main content, conclusion and signing-off parts.
4. Examine the useful expressions listed on page 80 with students.
5. Have students complete Practices 1 to 4 on pages 81 to 84.

### B Informal E-mails (pages 85 to 87)

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Interpreting, inferring, constructing, organising, recommending

#### Teaching ideas:

1. Explain that students will learn how to respond effectively to e-mails in this section.
2. Get a student to read the email from James on page 85. Discuss the information provided and the question posed.
3. Have another student to read the suggested answer. Discuss the purpose of each paragraph within it.
4. Have students work on Practices 1 and 2 on pages 86 and 87.

### C Short Letters (pages 88 to 90)

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Interpreting, inferring, constructing, organising, recommending

#### Teaching ideas:

1. Explain that students will learn how to reply to short letters in this section.
2. Get a student to read the short letter from Calvin on page 88. Discuss the information provided and what is asked.
3. Get another student to read the suggested answer. Discuss the purpose of each paragraph in the answer.
4. Have students work on Practices 1 and 2 on pages 89 and 90.



### Part 3 Note Expansion (pages 91 to 104)

#### Teaching ideas (starters):

1. Explain that students will learn how to write emails, informal letters and postcards with the stimulus provided in this section.
2. Guide them on how to proceed. Refer to *Tips* on page 91.

#### A E-mails (pages 91 to 94)

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Interpreting, inferring, constructing, organising, recommending

#### Teaching ideas:

1. Ask students the following questions to facilitate a discussion about e-mails:
  - Have you received or written any e-mails?
  - How do you receive or write an e-mail?
  - What are the purposes of e-mails?
  - Did you realise that there is a subject in all e-mails?
2. Discuss the guidelines for writing an e-mail. Refer to pages 91 and 92.
3. Get a student to read the question in *Model Question and Answer*. Discuss the stimulus given.
4. Get another student to read the suggested answer. Discuss the function of each paragraph.
5. Have students work on Practices 1 and 2 on pages 93 to 95.

#### B Informal Letters (pages 95 to 100)

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Interpreting, inferring, constructing, organising, recommending

#### Teaching ideas:

1. Ask students these questions to facilitate a discussion about informal letters:
  - Have you received or written any letters?
  - How do you receive or write a letter?
  - What are letters for?
  - How do letters and e-mails differ?
  - Which do you prefer, e-mails or letters?
2. Discuss the guidelines for writing an informal letter. Refer to pages 95 and 96.
3. Get a student to read the question in *Model Question and Answer*. Discuss the provided stimulus.
4. Get another student to read the suggested answer. Discuss the function of each paragraph.
5. Encourage students to learn more about the student exchange program by reading *Did you know?* on page 97.
6. Have students work on Practices 1 and 2 on pages 98 to 100.

### **C Postcards (pages 100 to 104)**

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Interpreting, inferring, constructing, organising, recommending

#### **Teaching ideas:**

1. Show students a postcard. Ask them about the uses of postcards and engage in a discussion regarding the functions of each part of the postcard. Refer to page 101.
2. Discuss the guidelines for writing a postcard. Refer to page 100.
3. Lead a discussion on the useful phrases and expressions that can be used on postcards. Refer to page 101.
4. Get a student to read the question in *Model Question and Answer*. Discuss the stimulus given.
5. Get another student to read the suggested answer.
6. Have students work on Practices 1 and 2 on pages 102 to 104.

## Chapter 4 Listening and Speaking

### Listening (pages 105 to 118)

#### Teaching ideas (starters):

1. Emphasise the importance of listening.
2. Guide students on how to listen actively and identify the key points from what they hear. Refer to page 105.

#### Part 1 Four-Option Visual Multiple-Choice Questions (pages 106 to 110)

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Memorising, defining, interpreting, relating

#### Teaching ideas:

1. Explain that students will learn to listen to an audio recording containing five sentences and then answer the questions in this section.
2. Guide them on how to answer the questions accurately. Refer to *Tips* on page 106.
3. Ask students to read the questions and analyse the answer options in *Model Question and Answer* on pages 106 to 108. Based on the answer options, discuss the keywords in the questions that students need to focus on while listening to the audio.
4. Play the audio and encourage students to listen attentively. They may take notes on potential answers.
5. Repeat the audio of the first sentence and discuss the answer to the first question. Refer to its *Comment & Answer*.
6. Repeat this process for the remaining questions.
7. Have students work on Practice 1 on pages 108 to 110. Always play the audio twice.

#### Part 2 Matching (pages 111 and 112)

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Memorising, defining, interpreting, relating

#### Teaching ideas:

1. Explain to students that they will listen to an audio recording of some activities. Then, they will be required to arrange them correctly.
2. Guide them on how to answer the questions accurately. Refer to *Tips* on page 111.
3. Ask students to read the question in *Model Question and Answer* and analyse the flow chart on page 111. Based on the flow chart, discuss the words in them that they should focus on while listening to the audio.
4. Play the audio and instruct students to listen attentively. They may take notes on potential answers. Play it twice. Discuss the answers.
5. Have students work on Practice 1 on page 112. Always play the audio twice.

#### Part 3 Four-Option Multiple-Choice Questions (MCQ) (pages 113 to 116)

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Memorising, defining, interpreting, relating

**Teaching ideas:**

1. In this section, there are 2 parts. In Part A, students are required to listen to an audio recording and identify the missing word or phrase in the questions.
2. Ask students to read the questions in Part A of *Model Question and Answer*. They should also analyse the answer options.
3. Then, play the audio twice and students should listen attentively to select the accurate answers on pages 113 and 114.
4. For Part B, students must listen attentively to the text before answering the multiple-choice questions.
5. Ask students to read the questions in Part B of *Model Question and Answer*. They should analyse the answer options too.
6. Then, play the audio twice and students should listen attentively to select the answers.
7. Guide them on how to answer the questions correctly. Refer to *Tips* on page 113.
8. Have students work on Practice 1 on pages 115 and 116. Always play the audio twice.

**Part 4 Open-Ended Questions (pages 117 and 118)****Key Competencies:** Communication capacity, thinking capacity**HOTS:** Memorising, defining, interpreting, relating**Teaching ideas:**

1. Explain that students this section is similar to the previous section, however, instead of multiple-choice questions, it will consist of open-ended questions.
2. Ask students to read the questions in *Model Question and Answer* on page 117. Guide students to underline the keywords that they should pay attention to while listening to the audio.
3. Play the audio and ask the students to listen attentively. They may take notes on potential answers. Play the audio twice. Discuss the answers.
4. Have students work on Practice 1 on pages 117 and 118. Always play the audio twice.

**Speaking (pages 119 to 127)****Teaching ideas (starters):**

1. Emphasise the importance of speaking.
2. Guide them on how to speak confidently. Refer to page 119.

**Part 1 Greeting and Introduction (pages 120 to 123)****Key Competencies:** Communication capacity, thinking capacity**HOTS:** Relating**Teaching ideas:**

1. Explain that students will learn how to greet and introduce themselves effectively in this section.
2. Have two students practise the conversation on page 120. Encourage them to converse with the appropriate intonation and body language. Repeat the activity with other pairs of students.
3. Discuss greeting phrases such as *Good morning / afternoon* and *How do you do?*

4. For Practice 1 on pages 120 and 121:
  - Exercise A - Play the audio and ask students to read along. Then, get pairs of students to practice the conversation with appropriate intonation and body language.
  - Exercise B - Get two pairs of students to practice the conversation by replacing the underlined words with the words given in the boxes.
  - Exercise C – Get another pair to practise the conversation by replacing the underlined words with their own words.
5. Inform students about the informal greetings commonly used among friends and family members. Refer to page 121.
6. Have students carry out Practices 2 to 5 on pages 121 to 123.

### **Part 2 Dialogues (pages 123 to 124)**

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Explain to students that they will learn how to make conversations about their common activities in this section.
2. For Practice 1 on pages 123 to 124:
  - Exercise A - Play the audio and ask students to read along. Then, get pairs of students to practice the conversation with appropriate intonation and body language.
  - Exercise B - Get two pairs of students to practice the conversation by replacing the underlined sentences with the given sentences in the box.
3. Have students carry out Practices 2 and 3 on page 124.

### **Part 3 Telling Stories based on Pictures (pages 125 to 127)**

**Key Competencies:** Communication capacity, thinking capacity

**HOTS:** Relating, comparing, inferring, deducing

**Teaching ideas:**

1. Tell students that they will learn how to tell a story with the given picture and words.
2. Ask students to analyse the picture on page 125. Ask some questions to encourage them to analyse it:
  - Where is the boy?
  - What is the boy doing?
  - What are on the beach?
  - How is the weather?
3. Then, ask students to read the words given and relate them to the picture.

4. Lastly, ask them to construct 2 to 3 sentences using the words given to describe the picture. Advise them to use the past tense when telling a story.
5. Remind them that a story usually has 3 parts – beginning, middle and ending. Refer to page 126.
6. Repeat the whole activity with the pictures and words given on page 126.
7. Have students carry out Practice 1 on page 127.

**Test Paper (pages 128 to 138)**

Have students carry out the test to evaluate their mastery.