



ENGLISH

Revision for Better Comprehension

Teacher's Guide

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Chapter 1 Grammar

A Nouns (pages 1 to 6)

Common Nouns (pages 1 and 2)

Key Competencies: Thinking capacity

HOTS: Relating

Teaching ideas:

1. Briefly explain to students that nouns are the words to name a person, animal, place, thing, activity or concept.
2. Create a table with these six groups. Prepare some *common noun* cards and have each student select one. Guide them in categorising their *common noun* cards into the appropriate group.
3. Encourage a volunteer to read the examples on page 1.
4. Lead a discussion on what common nouns are.
5. Have students work on Practice 1 on pages 1 and 2.

Proper Nouns (pages 2 and 3)

Key Competencies: Thinking capacity

HOTS: Relating

Teaching ideas:

1. Write this on the board:
 - The girl is eating ice cream.
 - Mary is eating ice cream.
2. Initiate a discussion with students about the two sentences by asking them these questions:
 - What do you understand from the first sentence?
 - How does the first sentence differ from the second sentence?
3. Explain that 'Mary' is a proper noun that identify a specific girl. Give another example of a proper noun.
4. Encourage students to give examples of proper nouns for a person, animal, place, thing, activity or concept.
5. Assist them to realise that we use capital letters for proper nouns. This includes people's titles. Refer to *Set It Right* on page 2 for further details.
6. Have students complete Practice 2 on pages 2 and 3.

Countable Nouns and Uncountable Nouns (pages 3 and 4)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Lead a discussion on countable and uncountable nouns using these questions:
 - Can books and pencils be counted?
 - What are other examples of nouns that can be counted?
 - Are there any nouns that cannot be counted?

- Can we count air and water?
 - What are other examples of nouns that cannot be counted?
2. Get a student to read the explanation about countable and uncountable nouns aloud on page 3.
 3. Using *Tips* on page 4, explain to students that measurements can be utilised to count uncountable nouns.
 4. Have students complete Practices 3 and 4 on page 4.

Singular Nouns and Plural Nouns (pages 5 and 6)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Show a book and say 'One book'. Show two books and say 'Two books'. Repeat this activity with other common items in the classroom.
2. Have two students read the examples of singular and plural nouns aloud on page 5.
3. Get a student to explain the meaning of the idiom 'under the weather'. Then, have another student construct a sentence using it.
4. Discuss the basic rules for forming plural nouns from singular nouns. Refer to page 5 for further details. Have students provide additional examples of such nouns.
5. Clarify that some plural nouns do not end with '-s'. Provide students with more examples.
6. Guide them to realise that some plural nouns share the same spelling as their singular nouns. Offer some examples of such nouns.
7. Explain that certain nouns are always in plural form. Provide some examples.
8. Encourage students to explore how some plural nouns are pronounced by scanning the QR code available in *Learn Online*.
9. Have students complete Practices 5 and 6 on page 6.

B Articles (pages 7 to 11)

Articles 'A' and 'An' (pages 7 to 9)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Ask students if they can recall the general rules for using 'a' and 'an'.
2. Help them remember by referring to the information on pages 7 and 8.
3. Encourage students to learn how to pronounce certain words by scanning the QR code provided in *Learn Online* on page 8.
4. Have students complete Practices 1 and 2 on pages 8 and 9.
5. Invite a volunteer to explain the meaning of the idiom 'call it a day'. Have another student construct a sentence using this idiom.
6. For additional knowledge, encourage students to read the extra information about Pinocchio in *Did you know?* on page 9.

Article 'The' (pages 9 to 11)

Key Competencies: Thinking capacity

HOTS: Relating

Teaching ideas:

1. Facilitate a discussion with the student on the various uses of the article 'the'. Refer to pages 9 and 10.
2. Encourage a volunteer to provide an example of a sentence for each function discussed.
3. Lead a conversation about when articles are unnecessary. Refer to *Set It Right!* and *Tips* on page 10.
4. Have a student define the meaning of the idiom 'easier said than done'. Then, have another student construct a sentence using the idiom.
5. Have students complete Practices 3 and 4 on page 11.

C Tenses (pages 12 to 18)

Simple Past Tense (pages 12 and 13)

Key Competencies: Thinking capacity

HOTS: Relating

Teaching ideas:

1. Discuss with students the contexts in which simple past tense is used. Refer to page 12 for more information.
2. Remind students to pay attention to regular and irregular verbs. Refer to *Tips* on page 12.
3. 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*. Encourage them to read the examples on page 12 aloud.
4. Get a student to provide a sentence in the simple past tense in its positive form. Get another student to express the same sentence in its negative and interrogative forms respectively.
5. Have students work on Practice 1 on page 13.

Present Perfect Tense (pages 13 to 15)

Key Competencies: Thinking capacity

HOTS: Relating

Teaching ideas:

1. Explain to students when the present perfect tense is used. Refer to pages 13 and 14 for more 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 present perfect tense. Guide them to recognise the underlying patterns. Refer to *Tips*. Ask them to read the examples on page 14 aloud.

4. Get a student to give a sentence using the present perfect tense in its positive form. Get another student to express the same sentence in its negative and interrogative forms respectively.
5. Ask some students to read the sentences to better understand how to use the simple past tense and present perfect tense better on page 14.
6. Have students complete Practice 2 on page 15.
7. Have a student define the meaning of the idiom 'break the ice'. Then, have another student construct a sentence using the idiom.

Past Continuous Tense (pages 15 and 16)

Key Competencies: Thinking capacity

HOTS: Relating

Teaching ideas:

1. Explain that the past continuous tense is used to describe actions that were happening at a specific time in the past, as well as actions that happened earlier while another action was happening too. Refer to page 15.
2. Have a few students provide examples of sentences using this tense.
3. Guide them in constructing sentences in the positive, negative and interrogative forms using the past continuous tense. Guide them to recognise the underlying patterns. Ask them to read the examples on page 14 aloud.
4. Get a student to construct a sentence using the past continuous tense in its positive form. Get another student to express the same sentence in both its negative and interrogative forms respectively.
5. Remind students that some verbs are usually not used in the past continuous tense. Refer to *Set It Right* for more details.
6. Have students work on Practice 3 on page 16.

Simple Future Tense (page 17)

Key Competencies: Thinking capacity

HOTS: Relating

Teaching ideas:

1. Ask a student to recall the uses of the simple future tense.
2. Explain that the simple future tense describes actions that will happen in the future and is used to make promises. Refer to page 17.
3. Have a few students give examples of sentences using this tense.
4. Guide them in constructing sentences in the positive, negative and interrogative forms using the simple future tense. Guide them to recognise the underlying patterns. 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 Practice 4 on page 17.

Future Continuous Tense (page 18)

Key Competencies: Thinking capacity

HOTS: Relating

Teaching ideas:

1. Explain that the future continuous tense describes actions that will happen in the future at a specific time or over some time. Refer to page 18.
2. Have a few students give examples of sentences using this tense.
3. Guide them to construct sentences in the positive, negative and interrogative forms using the future continuous tense. Guide them to recognise the underlying patterns. Ask them to read the examples on page 18 aloud.
4. Get a student to construct a sentence using the future continuous tense in its positive form. Get another student to express the same sentence in the negative and interrogative forms respectively.
5. Have students complete Practice 5 on page 18.

D Verbs (pages 19 and 20)

Key Competencies: Thinking capacity

HOTS: Relating

Teaching ideas:

1. Start with a quick game like "Simon Says" where students follow instructions involving verbs (e.g., jump, clap, sit). Discuss what these words have in common and introduce the concept of verbs as action words.
2. Inform students that some verbs express a state such as feel, have, recognise, is and appreciate.
3. Briefly explain the difference between regular and irregular verbs. Refer to page 19 for more details.
4. Remind students that some irregular verbs do not change at all. Refer to *Tips* on page 19.
5. List some regular and irregular verbs on the board. Ask students to write the past tense and past participle forms of each verb.
6. Have students work on Practices 1 and 2 on page 20.

E Active and Passive Voice (Simple Present) (pages 21 and 22)

Active Voice (page 21)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Explain what a sentence in active voice is. Provide a few examples.
2. Ask a few volunteers to give examples of sentences in active voice.

Passive Voice (pages 21 and 22)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Explain what a sentence in passive voice is. Give a few examples.
2. Have a few volunteers share examples of sentences in active voice.
3. Write a few sentences (a combination of active and passive voice) on the board. Ask students in pairs to identify whether each sentence is in active or passive voice. Discuss the answer together.
4. Get a student to provide a sentence in either active or passive voice. Then, get another student to identify it and reconstruct the sentence in the opposite voice.
5. Inform students to be particularly careful with the personal nouns when converting a sentence into the opposite voice. Refer to *Set It Right* for more information.
6. Have students complete Practices 1 and 2 on page 22.

F Modal Verbs (pages 22 and 23)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Explain that modal verbs are auxiliary verbs that express various functions like ability, permission, obligation and possibility.
2. Have a few students read the examples of sentences for each function on page 23.
3. Guide them to observe that the verbs following the modal verbs are in their base form. Refer to *Set It Right!* for more information.
4. Have volunteers construct examples of sentences for each function.
5. Encourage students to work on Practice 1 on page 23.
6. Get a student to explain the meaning of the idiom 'by hook or by crook'. Have another student use the idiom in a sentence.

G Prepositions (pages 24 to 26)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Explain that prepositions illustrate the relationship between a noun or pronoun and other words in a sentence. They typically answer questions like 'where?' (place), 'when?' (time), or 'how?' (direction/manner).
2. Guide students to understand the three types of prepositions. Refer to pages 24 to 26 for more details.
3. Get volunteers to create sentences using each of the given prepositions.
4. Give students a copy of a simple map or a floor plan. In pairs, ask students to give directions using prepositions based on the map or floor plan.

5. Encourage students to work on Practice 1 on page 26.

H Binomials (pages 27 and 28)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Explain to students that binomials are pairs of words (often joined by 'and' or 'or') that are frequently used together in a specific order.
2. Ask students to read aloud the examples of sentences using binomials on page 27.
3. Prepare flashcards with one half of a binomial on each card (e.g., 'bread and' on one card and 'butter' on another). Distribute the flashcards to paired students and ask them to match the words to form correct binomials. Finally, ask them to create sentences using the binomials.
4. Encourage students to complete Practices 1 and 2 on page 28.

I Synonyms and Antonyms (pages 29 to 31)

Synonyms (page 29)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Explain to students that synonyms are words that have similar meanings.
2. Invite several students to read the synonym pairs listed on page 29.
3. Have other students share a few examples of synonym pairs.
4. Encourage students to search for synonyms in dictionaries and thesauruses. Refer to *Did you know?*
5. Encourage students to use the online thesaurus by scanning the QR code provided by *Learn Online*.
6. Write some common words on the board (such as good, nice and important). Ask students to brainstorm as many synonyms for each word as they can within a time limit.

Antonyms (pages 30 and 31)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Explain to students that antonyms are words that have opposite meanings.
2. Get a few students to read the antonym pairs listed on page 30.
3. Have other students share a few examples of antonym pairs.
4. Write some common words on the board (such as good, nice and important). Ask students to brainstorm as many antonyms for each word as they can within a time limit.
5. Have students complete Practices 1 to 3 on pages 30 and 31.

J Using the Right Words (pages 31 and 32)

Key Competencies: Thinking capacity

HOTS: Relating, comparing and contrasting

Teaching ideas:

1. Explain to students that choosing the right words means selecting words that are clear, precise and suitable for the context.
2. Get a student to read the text on page 31. Discuss how the right word can enhance the clarity of the sentence.
3. Have students complete Practices 1 to 3 on page 34.

K Error Correction (pages 33 to 35)

Key Competencies: Thinking capacity, problem-solving capacity

HOTS: Analysing, evaluating

Teaching ideas:

1. Explain to students how to approach this section. Refer to page 33 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 33.
5. Have students complete Practice 1 on pages 34 and 35.
6. Encourage students to learn more about table manners mentioned in *Did you know?* on page 35.

Chapter 2 Reading

Part 1 Short Texts (Multiple-Choice Questions) (pages 36 to 58)

Teaching ideas (starters):

1. Emphasise the importance of reading.
2. Explain to students that they will learn to read a diverse range of short texts in this section.
3. Guide them on how to approach the questions. Refer to page 37 for more details.

A Advertisements (pages 37 to 39)

Key Competencies: Thinking capacity

HOTS: Comparing and contrasting, interpreting, inferring, paraphrasing

Teaching ideas:

1. Present students with printed advertisements from magazines or newspapers. Discuss the purposes of advertising.
2. Ask a student to read the advertisement on page 37 aloud. Engage in a discussion about the phrases or sentences within it. For example:
 - Sweet O' Cafe – Who is the advertiser? What is the business?
 - *Special Offer* – What does 'special offer' mean? Why is it special?
 - *Available every weekday* – What does 'weekday' mean?
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 read *Tips* on page 37 to gain insights on answering multiple-choice questions.
5. Repeat with Practice 1 on page 38.
6. Have students complete Practice 2 on page 39.

B Labels, Leaflets and Instructions (pages 40 to 42)

Key Competencies: Thinking capacity

HOTS: Comparing and contrasting, interpreting, inferring, paraphrasing

Teaching ideas:

1. Show students some printed leaflets or food packaging. Lead a discussion about their purposes. Ask them what information is typically included.
2. Ask a student to read the label on page 40 aloud. Pose the following questions to encourage students to analyse the label. For example:
 - Is it a drink or food?
 - What is a dietary supplement?
 - When should we take it?
 - How should we take it?
 - How do we store it?
 - What does '% daily value' mean?
 - How many tablets are in the bottle?

- What does 'all natural' signify?
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. Motivate students to learn more about food labels by reading *Did you know?*
 5. Repeat with Practice 1 on page 41.
 6. Have students complete Practice 2 on pages 42 and 43.
 7. Encourage students to scan the QR code in *Learn Online* to discover more about common payment methods in Thailand.

C Graphs, Charts and Tables (pages 43 to 45)

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 daily life such as a class timetable. Emphasise the importance of extracting accurate information from these visual aids.
2. Get students to examine the table in *Model Question and Answer*. Ask students these questions to encourage analysis.
 - What does this table represent?
 - How many students' marks are included?
 - Which months of English test marks are recorded?
 - Who achieved the highest marks?
 - Who demonstrated improvement in his or her English test marks?
 - Who experienced a decline in his or her English test marks?
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 43 and 44.
5. Have students work on Practice 2 on pages 44 and 45.

D Newspaper Reports (pages 46 and 47)

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 46 aloud. Pose the following questions to encourage analysis. For example:
 - What is a phone scam?
 - What does 'stepped up' mean?
 - What did the government warn the public about?

- Why do you think the government issued this warning?
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 46 and 47.
 5. Have students complete Practice 2 on page 47.

E Diagrams, Pictorial Guides and Maps (pages 48 and 49)

Key Competencies: Thinking capacity

HOTS: Comparing and contrasting, interpreting, inferring, paraphrasing

Teaching ideas:

1. Present students with a labelled diagram illustrating a natural water cycle. Inquire what they think it represents and how they arrived at that conclusion.
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 regarding the answer. Refer to *Comment & Answer*.
3. Repeat the process with Practice 1 on pages 48 and 49.
4. Have students complete Practice 2 on page 49.

F Signs and Notices (pages 50 and 51)

Key Competencies: Thinking capacity

HOTS: Comparing and contrasting, interpreting, inferring, paraphrasing

Teaching ideas:

1. Show students various road signs. Inquire about the meaning of each sign.
2. Ask a student to read the question in *Model Question and Answer*. Get another student to provide an answer along with his reasoning. Discuss the response. Refer to *Comment & Answer*.
3. Continue with Practice 1 on page 50.
4. Have students complete Practice 2 on page 51.

G Comic Strips (pages 52 and 53)

Key Competencies: Thinking capacity

HOTS: Comparing and contrasting, interpreting, inferring, paraphrasing

Teaching ideas:

1. Bring a comic strip to class. Ask them if they enjoy reading it.
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 the process with Practice 1 on pages 52 and 53.
5. Have students complete Practice 2 on page 53.

H E-mails and Messages (pages 54 to 56)

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 crucial to read or write them carefully to avoid 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. Continue with Practice 1 on pages 54 and 55.
5. Have students work on Practice 2 on pages 55 and 56.

I Short Articles (pages 57 and 58)

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 57 and 58.
5. Have students complete Practice 2 on page 58.

Part 2 Comprehension (Varied Questions) (pages 59 to 64)

Teaching ideas (starters):

1. Explain that students will learn to read and comprehend a text in this section.
2. Guide them on how to read the text and respond to the various questions. Refer to page 59.

Key Competencies: Thinking capacity, problem-solving capacity

HOTS: Interpreting, inferring, paraphrasing, identifying

Teaching ideas:

1. Ask students to read the passage on page 59 silently, followed by the questions on pages 60 and 61.
2. Get them to underline the words in the passage that are referenced 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 60, guide students in arranging the sequence in the correct order.
5. For Exercise B on page 60, get students to identify the sentences in the passage that support each answer. Refer to *Comments & Answer*.

6. For Exercise C on page 61, guide students in locating the missing words. Refer to *Comments & Answer*.
7. Have students complete Practices 1 and 2 on pages 61 to 64.

Part 3 Comprehension (Open-Ended Questions) (pages 64 to 72)

Teaching ideas (starters):

1. Explain that students will learn to read and comprehend a text in this section.
2. Guide them on how to read the text and respond to the open-ended questions. Refer to page 64 for more details.

Key Competencies: Thinking capacity, problem-solving capacity

HOTS: Interpreting, inferring, paraphrasing, identifying

Teaching ideas:

1. Ask students to read the passage and the questions on pages 65 and 66 silently.
2. Get them to underline the words in the passage that are referenced 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. Discuss the questions with them. Refer to *Comment & Answer*.
5. Have students work on Practices 1 to 3 on pages 67 to 72.

Chapter 3 Writing

Part 1 Short Communicative Message (pages 73 to 86)

Teaching ideas (starters):

1. Explain that students will learn to read short messages and compose appropriate replies in this section.
2. Emphasise the aims of writing messages. Refer to page 73.
3. Guide students on how to compose the replies. Refer to page 73.

A Short Messages/Notes (pages 74 to 78)

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 Sally's message on page 74. Discuss the information provided and what Sally is expecting.
3. Have another student read the suggested answer. Discuss how it includes the greeting, main content, conclusion and signing-off sections.
4. Review the useful expressions listed on page 75 with students.
5. Have students complete Practices 1 to 3 on pages 76 to 78.
6. Ask students what the idioms of 'better to be safe than sorry' and 'out of shape' mean. Have other students construct sentences using these idioms.
7. Encourage students to learn about sleepovers by reading the information in *Did you know?* on page 78.

B Informal E-mails (pages 79 to 82)

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 John's email on page 79. Discuss the information provided and what is being requested.
3. Have another student read the suggested answer. Discuss the purpose of each paragraph within it.
4. Have students work on Practices 1 to 3 on pages 80 to 82.
5. Encourage students to scan the QR code in *Learn Online* on page 81 to discover the symptoms of dengue fever.

C Short Letters (pages 83 to 86)

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 Daniel's short letter on page 83. Discuss the information provided and what is being requested.
3. Get another student to read the suggested answer. Discuss the purpose of each paragraph in the answer.
4. Have students complete Practices 1 to 3 on pages 84 to 86.

Part 2 Note Expansion (pages 87 to 103)**Teaching ideas (starters):**

1. Explain that students will learn how to write speeches, processes and narratives with the stimulus provided in this section.
2. Guide them on how to proceed. Refer to *Tips* on page 87.

A Speech (pages 87 to 92)

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 speeches:
 - Have you heard or delivered a speech?
 - When did you hear one?
 - What is the purpose of the speech?
 - What makes a good speech?
2. Discuss the guidelines for writing a speech. Refer to page 87.
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. Have students complete Practices 1 to 4 on pages 89 to 92.

B Processes and Procedures (pages 93 to 98)

Key Competencies: Communication capacity, thinking capacity

HOTS: Interpreting, inferring, constructing, organising, recommending

Teaching ideas:

1. Ask students these questions to facilitate a discussion about processes and procedures:
 - Have you encountered or utilised any instructions for processes or procedures?
 - What purposes do they serve?
 - Can you understand and follow the given instructions?
 - What makes effective instructions?
2. Discuss the guidelines for writing a process or a procedure. Refer to page 93.

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. Have students work on Practices 1 to 4 on pages 94 to 98.

C Narratives (pages 99 to 103)

Key Competencies: Communication capacity, thinking capacity

HOTS: Interpreting, inferring, constructing, organising, recommending

Teaching ideas:

1. Show students some examples of narratives.
2. Have a volunteer read one of the narratives. Lead a discussion about what constitutes a narrative.
3. Discuss the guidelines for writing a narrative. Refer to page 99.
4. Get a student to read the question in *Model Question and Answer*. Discuss the given stimulus.
5. Get another student to read the suggested answer.
6. Have students work on Practices 1 to 4 on pages 100 to 103.

Chapter 4 Listening and Speaking

Listening (pages 104 to 113)

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 104.

Part 1 Four-Option Multiple-Choice Questions (MCQ) (pages 105 to 109)

Key Competencies: Communication capacity, thinking capacity

HOTS: Memorising, defining, interpreting, relating

Teaching ideas:

1. This section consists of 2 parts. In Part A, students are required to listen to an audio recording and identify the missing words or phrases in the questions.
2. Ask students to read Questions 1 to 3 in Part A of *Model Question and Answer*. Encourage them to analyse the answer options.
3. Then, play the audio recording twice and students should listen attentively to select the correct answers on page 105.
4. Repeat this process for Questions 4 to 6 on page 106.
5. For Part B, students must listen attentively to the audio recording before answering the multiple-choice questions.
6. Ask students to read the questions in Part B of *Model Question and Answer*. Encourage them to analyse the answer options as well.
7. Then, play the audio recording twice and students should listen attentively to select the answers.
8. Provide guidance on how to answer the questions correctly.
9. Have students complete Practice 1 on pages 107 to 109, ensuring the audio recording is played twice.

Part 2 Note Completion (Monologue) (pages 109 and 110)

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. They will need to extract the necessary information.
2. Guide them on how to answer the questions accurately. Refer to *Tips* on page 109.
3. Ask students to read the question in *Model Question and Answer* on page 110 and analyse the information required in the table. Based on the table, discuss the keywords they should focus on while listening to the audio recording.
4. Play the audio recording and instruct students to listen attentively. They may take notes on potential answers. Play it twice and then discuss the answers.
5. Have students work on Practice 1 on page 110. Always play the audio recording twice.

Part 3 Note Completion (Dialogue) (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 extract the necessary information. This task is quite similar to the previous exercise but these audio recordings consist of dialogues rather than monologues.
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* on page 111 and analyse the information required in the table. Based on the table, discuss the keywords they should focus on while listening to the audio recording.
4. Play the audio recording 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 recording twice.

Part 4 Open-Ended Questions (pages 112 and 113)

Key Competencies: Communication capacity, thinking capacity

HOTS: Memorising, defining, interpreting, relating

Teaching ideas:

1. Explain that students will listen to an audio recording and answer the open-ended questions provided.
2. Guide them on how to answer the questions accurately. Refer to *Tips* on page 112.
3. Ask students to read the questions in *Model Question and Answer* on pages 112 and 113. Guide students to underline the keywords they should pay attention to while listening to the audio recording.
4. Play the audio and ask the students to listen attentively. They may take notes on potential answers. Play the audio recording twice. Discuss the answers.
5. Have students work on Practice 1 on page 113. Always play the audio recording twice.

Speaking (pages 114 to 122)

Teaching ideas (starters):

1. Emphasise the importance of speaking.
2. Guide them on how to speak confidently. Refer to page 114.

Part 1 Dialogues (pages 114 to 116)

Key Competencies: Communication capacity, thinking capacity

HOTS: Relating, visualising

Teaching ideas:

1. Explain to students that they will learn how to engage in conversations in this section.
2. For Practice 1 on pages 114 and 115:
 - Exercise A – Guide students to study the map and determine various locations.

- Exercise B – Play the audio recording and have students read along. Next, get paired students to practise the conversation. Encourage students to review the information in *Tips* on page 115 to improve their speaking skills.
 - Exercise C – Select a few pairs of students to make a conversation giving directions based on the map. Assist students to become familiar with useful expressions for asking and giving directions. Refer to *Tips* on page 115 for more details.
3. Have students carry out Practices 2 and 3 on page 116.
 4. Assist students in becoming familiar with useful expressions for giving and asking opinions. Refer to *Tips* on page 116 for more details.

Part 2 Telling a Process or a Story based on Pictures (pages 117 to 119)

Key Competencies: Communication capacity, thinking capacity

HOTS: Relating, comparing and contrasting, inferring, deducing

Teaching ideas:

1. Tell students that they will learn how to narrate a process or a story with the given pictures and words.
2. Assist them in this task. Refer to *Tips* on page 117 for more details.
3. Ask students to analyse the pictures on page 117. Ask the following questions to encourage their analysis:
 - What is being made?
 - What does each picture depict?
4. Then, ask students to read the words given and relate them to the pictures.
5. Lastly, ask them to construct 2 to 3 sentences using the words given to describe the pictures. Advise them to use the simple present tense when explaining a process.
6. Repeat the whole activity with the pictures and words given on page 118. Advise them to use the simple past tense when narrating a story.
7. Have students carry out Practice 1 on page 119.

Part 3 Analysing (pages 120 to 122)

Key Competencies: Communication capacity, thinking capacity

HOTS: Relating, comparing and contrasting, inferring, deducing

Teaching ideas:

1. Tell students that they will learn how to engage in a conversation based on a comparison chart.
2. Assist them in doing so. Refer to *Tips* on page 120 for more details.
3. Ask students to read the question in *Model Question and Answer* and analyse the chart on page 120. Pose the following questions to encourage their analysis:
 - What are being compared?
 - What are the similarities between a moth and a butterfly?
 - What are the differences between a moth and a butterfly?

4. Then, ask students to establish a scenario for the conversation. Remind them that they will role-play as a teacher and a student.
5. Ask the students to read the answer provided.
6. Select a pair of volunteers to perform the role-play based on the given answer.
7. Repeat the whole activity with the question in *Model Question and Answer* on page 121.
8. Have students carry out Practice 1 on page 122.

Test Paper (pages 123 to 132)

Have students carry out the test to evaluate their mastery.