



# ENGLISH

Revision for Better Comprehension

## Teacher's Guide

# 3

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## Chapter 1 Grammar

### A Pronouns (pages 1 to 6)

#### Teaching ideas (starters):

1. Ask students to read the text on page 1. Ask them which text is better and request their reasons.
2. Inform them what pronouns are and list the four types of pronouns. Refer to page 1 for more details.

#### Personal Pronouns (pages 1 and 2)

**Key Competencies:** Thinking capacity

**HOTS:** Relating, comparing and contrasting

#### Teaching ideas:

1. Inform students that there are two types of personal pronouns, namely subject pronouns and object pronouns.
2. Write the following sentences on the board, demonstrating how subject pronouns replace subjects. Example:  
'John goes to school every day.' → 'He goes to school every day.'
3. Repeat this activity with other subject pronouns such as I, you, she, it, we and they.
4. Write the following sentences on the board, demonstrating how object pronouns replace objects. Example:  
'Alice cooks for the kids every day.' → 'Alice cooks for them every day.'
5. Repeat this activity with other object pronouns such as me, you, him, her, it and us.
6. Advise students to use object pronouns with 'but' and 'except'. Refer to *Set It Right!* on page 2.
7. Have students complete Practice 1 on page 2.

#### Possessive Pronouns (page 3)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

#### Teaching ideas:

1. Ask the question 'Whose pen is this?'. Then, write two answers on the board:
  - It is **her pen**.
  - It is **hers**.
2. Ask students which answer is grammatically correct. Explain that both are grammatically correct. Explain that possessive pronouns indicate ownership without repeating the noun. Highlight that the possessive pronoun replaces both the noun and the possessive adjective.
3. Ask students to read the text on page 3.
4. Reiterate that they should be careful not to confuse possessive pronouns and possessive adjectives. Refer to *Tips* on page 3.
5. Have students complete Practice 2 on page 3.

### **Reflexive Pronouns (pages 4 and 5)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Ask the simple question: What does it mean to do something 'yourself'?
2. Write on the board: 'She cut herself.'
3. Ask students why 'herself' is used instead of 'her'. Explain that reflexive pronouns indicate that the subject of the sentence is performing the action on itself.
4. Reiterate the difference between reflexive pronouns and object pronouns. Refer to *Tips* on page 4 for more information.
5. Lead a discussion of the uses of reflexive pronouns. Refer to page 4 for more details.
6. Have students complete Practice 3 on page 5.

### **Demonstrative Pronouns (page 5)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating, comparing and contrasting

**Teaching ideas:**

1. Show two objects in the classroom, one near you and one farther away. Point to the closer object and say, 'This is a book.' Then point to the farther object and say, 'That is a pen.'
2. Ask students why 'this' is used for one object and 'that' for the other object.
3. Introduce the concept of demonstrative pronouns (this, that, these, those) that indicate specific things based on distance and number.
4. Emphasise that 'this' and 'that' are used for singular nouns, while 'these' and 'those' are used for plural nouns. Refer to page 5 for more details.
5. Have students complete Practice 4 on page 5.
6. Have a student explain the meaning of the idiom 'seventh heaven'. Ask another student to make a sentence using that idiom.

### **Indefinite Pronouns (page 6)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Ask students to make sentences with 'someone', 'anyone' and 'everything'.
2. Discuss how these words do not refer to specific people or things but remain valuable in communication.
3. Introduce the concept of indefinite pronouns. Have students read the text on page 6.
4. Remind students to avoid using 'nobody', 'no one' and 'nothing' in the negative form. Refer to *Set It Right!* on page 6 for more details.
5. Have students complete Practice 5 on page 6.
6. Encourage students to explore more about mangoes by scanning the QR code in Learn Online on page 6.

## B Verbs (7 to 9)

### Stative Verbs (page 7)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Ask students to run, jump and write. Explain that these are action (dynamic) verbs.
2. Next, ask students to believe, hope or own something. They cannot act these out because they represent states of being, not actions.
3. Introduce the concept of stative verbs that describe thoughts, feelings, senses, possession and measurement.
4. Give some examples of stative verbs that describe each category. Refer to page 7 for more details.
5. Emphasise that stative verbs are not usually used in the continuous tense. Refer to *Set It Right!* on page 7.
6. Have students complete Practice 1 on page 7.

### Auxiliary Verbs (page 8)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Get students to read the text about auxiliary verbs on page 8.
2. Explain when these verbs are used.
3. Have students complete Practice 2 on page 8.
4. Encourage students to learn more about China as the world's greatest manufacturing country by reading the text in *Did you know?*

### Irregular Verbs (page 9)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Start by writing a few regular verbs and their past and past participle forms on the board such as:
  - play → played → played
  - jump → jumped → jumped
2. Then, write some irregular verbs such as:
  - go → went → gone
  - take → took → taken
3. Ask students if they can identify any patterns.

4. Highlight that while ‘-ed’ is added to regular verbs to form the simple past and past participle forms, irregular verbs change in various ways and do not adhere to a fixed pattern.
5. Introduce irregular verbs as those that do not conform to the standard ‘-ed’ rule for forming simple past and past participle forms.
6. Write a few irregular verbs on the board and get a few students to list their simple past and past participle forms. Lastly, ask other students to make sentences using these verbs.
7. Encourage students to memorise them.
8. Inform students that some irregular verbs remain unchanged. Refer to *Tips* on page 9.
9. Have students complete Practice 3 on page 9.

### C Tenses (pages 10 to 15)

#### Present Perfect Tense (pages 10 and 11)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Explain that the present perfect tense is used under certain conditions. Refer to page 10 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 present perfect tense. Guide them to recognise the underlying patterns. Ask them to read the examples on page 10 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. Encourage students to read the text in *Tips* on page 10 to learn more about ‘yet’.
6. Have students complete Practice 1 on page 11.
7. Have a student define the meaning of the idiom ‘get up on the wrong side of the bed’. Then, have another student construct a sentence using the idiom.

#### Present Perfect Continuous Tense (pages 11 and 12)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Explain that the present perfect continuous tense is used to describe actions that started in the past and have stopped recently as well as actions that started in the past and are still ongoing. They are usually used with ‘for’ and ‘since’. Refer to page 11.
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 continuous tense. Guide them to recognise the underlying patterns. Ask them to read the examples on page 12 aloud.



4. Get a student to give a sentence using the present perfect continuous tense in its positive form. Get another student to express the same sentence in its negative and interrogative forms respectively.
5. Encourage students to read the text in *Set It Right!* on page 12 to learn that stative verbs are generally not used in the present perfect continuous tense.
6. Have students complete Practice 2 on page 12.

### **Past Perfect Tense (page 13)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Explain that the past perfect tense is used to describe actions that occur in the past before another action as well as on reported speeches with reported verbs in the simple past tense or present perfect tense. Refer to page 13.
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 past perfect tense. Guide them to recognise the underlying patterns. Ask them to read the examples on page 13 aloud.
4. Get a student to give a sentence using the past perfect 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.

### **Past Perfect Continuous Tense (page 14)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Explain that the past perfect continuous tense is used under certain conditions. Refer to page 14 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 past perfect continuous tense. Guide them to recognise the underlying patterns. Ask them to read the examples on page 14 aloud.
4. Get a student to give a sentence using the past perfect 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 4 on page 14.

### **Future Perfect Tense (page 15)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Explain that the future perfect tense is used to describe actions that will be completed before a specific time in the future as well as actions in the future before another action. Refer to page 15 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 future perfect tense. Guide them to recognise the underlying patterns. Ask them to read the examples on page 15 aloud.
4. Get a student to give a sentence using the future perfect 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 5 on page 15.

#### **D Active and Passive Voice (Simple Past) (pages 16 and 17)**

##### **Active Voice (page 16)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Write a few sentences in active voice, such as:
  - Ken cooked the meal.
  - The dog chased the cat.
  - He wrote an e-mail.
2. Ask students to identify the subjects, verbs and object along with their positions in the sentences.
3. Introduce the concept of active voice whereby the subject performing the action appears before the verb and the object comes after the verb in a sentence.
4. Have students construct more examples of sentences in active voice.

##### **Passive Voice (pages 16 and 17)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Write a few sentences in passive voice, such as:
  - The meal was cooked by Ken.
  - The cat was chased by the dog.
  - An e-mail was written by him to his mother.
2. Ask students to identify the subjects, verbs and object along with their positions in the sentences.
3. Introduce the concept of passive voice whereby the subject performing the action appears after the verb.
4. Have students construct more examples of sentences in passive voice.

5. Write several sentences on the board in both active and passive voice. Ask students to identify their voices along with their reasons.
6. Then, ask students to reconstruct the sentences in their opposite voices.
7. Guide students to understand how the personal pronouns are changed when a sentence is turned from the active to passive voice. Refer to *Set It Right!* on page 16.
8. Have students complete Practices 1 and 2 on page 17.

## E Adjectives (pages 17 to 21)

### Teaching ideas (starters)

1. Show students a picture of an interesting scene such as a busy market. Ask them to describe what they observe.
2. Encourage them to use adjectives to describe the scene such as:
  - It is a **busy** market.
  - The market is **big**.
  - There are **many** people at the market.
3. Explain that the words they used to describe the scene are called adjectives. Adjectives tell us more about a noun by describing it or giving more information.
4. Ask students to read the examples on page 17 aloud.

### Types of Adjectives (pages 18 and 19)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

#### Teaching ideas:

1. Explain to students that there are five types of adjectives, namely possessive, demonstrative, interrogative, numeral and descriptive adjectives.
2. Give examples of each type of adjective and the corresponding sentences.
3. Get students to read the examples on page 18 aloud.
4. Have them make sentences using the listed adjectives.
5. Discuss with students the use of a hyphen when an adjective consists of more than one word. Refer to *Set It Right* on page 18.
6. Have students complete Practice 1 on page 19.

### Comparison of Adjectives (pages 19 to 21)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

#### Teaching ideas:

1. Ask students the following questions that prompt comparisons:
  - Which is **taller**, a giraffe or a lion?
  - Who is the **oldest** person in your family?
2. Get responses and highlight that these questions require comparison.



3. Introduce the concept of comparative and superlative adjectives. These words are used to compare the qualities of two or more nouns.
4. Inform students that the comparison of adjectives comes in three forms – positive, comparative and superlative adjectives. Ask students to read the examples on pages 19 and 20 aloud. Help to realise the underlying pattern in the sentences.
5. Explain how to use the comparative form with ‘more’ or ‘less’ and the superlative form with ‘most’ or ‘least’. Refer to page 20.
6. Emphasise that we should not use ‘-er’ together with ‘more’ and ‘-est’ together with ‘most’ for the same adjective in a sentence. Refer to *Set It Right!* on page 20.
7. Have students complete Practices 2 and 3 on page 21.

### F Adverbs (pages 22 and 23)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Ask students the following questions to describe how they perform certain activities:
  - How do you walk to school? (I walked **slowly** to school.)
  - How did you do in your test? (I did **well** in my test.)
2. Write responses on the board and highlight that these descriptive words are adverbs.
3. Introduce the concept of adverbs as words that modify verbs, adjectives or other adverbs by providing more information.
4. Inform students that adverbs come in three forms for comparison, similar to adjectives.
5. Get students to read the examples on page 22 aloud.
6. Guide students on when to add ‘-er’ and ‘-est’ or ‘more’ and ‘most’. Refer to the table on page 22.
7. Guide them to learn more about irregular adverbs. Refer to page 23.
8. Discuss with students how some adverbs resemble certain adjectives. Refer to *Tips* on page 23.
9. Have students complete Practice 1 on page 23.
10. Encourage students to scan the QR code on page 23 to know how the word ‘thoroughly’ is pronounced.

### G Conditionals, Causatives, Gerunds and Relative Clauses (pages 24 to 28)

**Conditionals (page 24)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Ask a few questions that include conditional statements. For example:
  - If it rains tomorrow, what will you do?
  - What happens if you heat water to 100°C?

2. Explain to students that they will learn about conditionals that describe the outcomes of certain situations.
3. Guide them to identify the 'if' clauses and the main clauses.
4. Lead a discussion on how conditional sentences are used.
5. Get students to read the examples on page 24 aloud. Guide them to recognise the underlying patterns.
6. Discuss with them when to use a comma in a conditional sentence. Refer to *Tips* on page 24.
7. Have students complete Practice 1 on page 24.

### **Causatives (page 25)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Write these two sentences on the board:
  - I cut my hair yesterday.
  - I had my hair cut yesterday.
2. Lead a discussion on who cut the hair based on the two sentences.
3. Ask students if they have ever requested someone else to do something for them. Have them share some examples.
4. Introduce the concept of causatives, explaining that they are used when we have someone else perform a task for us.
5. Ask some students to read the examples on page 25.
6. Have students complete Practice 2 on page 25.
7. Get a student to explain the meaning of the idiom 'practice makes perfect'. Have another student create a sentence using that idiom.

### **Gerunds (page 26)**

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Write these two sentences on the board:
  - **Walking** is a great exercise.
  - She is **walking**.
2. Have a discussion on how the word 'walking' differs in the two sentences.
3. Introduce gerunds by explaining that they are verbs acting as nouns and ending in '-ing'.
4. Have some students read the examples on page 26 aloud.
5. Get five students to make sentences using the listed gerunds on page 26.
6. Have students complete Practice 3 on page 26.

### Relative Clauses (pages 26 to 28)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Ask students if they know how to connect two sentences that are related to each other. For example:
  - The woman is my neighbour. She works at the hospital.  
→ The woman **who** works at the hospital is my neighbour.
  - This is the house. Jack built the house.  
→ This is the house **that** Jack built.
  - This town is important. I grew up here.  
→ This town **where** I grew up is important.
2. Explain relative clauses that give additional information to a noun and that a relative pronoun is used to introduce a relative clause.
3. Discuss the listed relative pronouns on page 27. Get students to form sentences using these relative pronouns.
4. Describe the two types of relative clauses which are the defining relative clauses and non-defining clauses. Refer to page 27 for more details.
5. Explain that non-defining relative clauses are set off by commas while defining relative clauses are not.
6. Have students complete Practice 4 on page 28.

### H Question Tags (pages 28 and 29)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Ask students if they have heard or used phrases like 'isn't it?' or 'aren't you?' at the end of sentences.
2. Ask them why we use these phrases.
3. Introduce question tags by explaining that they are short questions added to the end of statements to confirm or verify information, often expecting a response.
4. Ask students to read the examples on pages 28 and 29. Guide them to realise the underlying patterns and rules.
5. Explain that intonation is important. Rising intonation indicates a real question (unsure, asking for confirmation) while falling intonation suggests that the speaker anticipates agreement.
6. Pair students and give them a set of statements. Ask them to create the correct question tags for each statement and practice saying them out loud with the appropriate intonation.
7. Have students complete Practice 1 on page 29.

## I Phrasal Verbs (pages 30 and 31)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Write these sentences on the board.
  - He **gets** a call from his son every night.
  - How did you **get in**? The door was locked.
  - We should **get away** for a few days to relax.
  - I am trying to **get on** the flight to Singapore.
2. Ask students if the word 'get' has a similar meaning in all the sentences.
3. Introduce phrasal verbs by explaining that they are combinations of a verb with a preposition or an adverb that create a new meaning distinct from the original verb.
4. Get students to explain the meaning of 'get in', 'get away' and 'get on' based on the sentences.
5. Have students read the examples on page 30 aloud.
6. Advise students to read more to learn the meaning of other phrasal verbs.
7. Have students complete Practices 1 and 2 on page 31.

## J Confused Words (pages 31 and 32)

**Key Competencies:** Thinking capacity

**HOTS:** Relating

**Teaching ideas:**

1. Ask students if they have ever confused words that sound alike but have different meanings, such as *they* and *there*.
2. Introduce the concept of confused words, explaining that these are words that are often mistaken for one another due to similar spelling or pronunciation.
3. Have students read the examples on pages 31 and 32 aloud. Explain each of the words.
4. Write these pairs of confused words on the board:
  - who/whom
  - addition/ edition
  - fewer/less
  - beside/besides
  - desert/ dessert
  - borrow/lend
  - your/you're
  - its/it's
5. Have volunteers explain the meaning of each word and construct sentences using them.
6. Have students work on Practice 1 on page 32.

## K Error Correction (pages 32 to 35)

**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 32 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 work on Practice 1 on pages 34 and 35.
6. Encourage students to learn more about the International Day of Friendship indicated in *Did you know?* on page 35.

## Chapter 2 Reading

### Part 1 Short Texts (Multiple-Choice Questions) (pages 36 to 62)

#### Teaching ideas (starters):

1. Emphasise the significance of reading.
2. Explain to students that they will explore 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. Show students some 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:
  - Mobile Digits – Is this the shop running the promotion?
  - Stock Clearance Promotion - What does it mean?
  - For only 9,088 Baht (Normal price: 12,800 Baht) – Is there a price deduction?
  - only available at City Mall – Can we find this promotion elsewhere?
3. Ask another student to read the question.
4. Get a student to provide an answer along with his reasoning. Discuss the answer. Refer to *Comment & Answer*.
5. Repeat the process with Practice 1 on page 38.
6. Have students complete Practice 2 on pages 38 and 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 kimchi?
  - What is it made of?
  - What do 'all natural', 'vegan' and 'probiotic' mean?
  - How do we store the contents after opening?
  - What is the weight of the contents in grams?



3. Ask another student to read the questions.
4. Get a student to provide the answers along with his reasoning. Discuss the answer. Refer to *Comment & Answer*.
5. Repeat the process with Practice 1 on page 41.
6. Have students complete Practice 2 on pages 41 and 42.
7. Encourage students to learn more about calories by reading the text in *Did you know?* on page 42.

### **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 everyday life such as a class timetable. Emphasise the importance of being able to extract information from these visual aids.
2. Get students to study the graph in *Model Question and Answer*. Ask students these questions to promote analysis.
  - What is this graph about?
  - How many years of data does it encompass?
  - What observations can you make about the revenue of company Y?
  - What observations can you make about the revenue of company X?
3. Ask another student to read the question.
4. Get a student to provide an answer along with his reasoning. Discuss the answer. Refer to *Comment & Answer*.
5. Repeat the process with Practice 1 on pages 43 and 44.
6. Have students work on Practice 2 on pages 44 and 45.

### **D Newspaper Reports (pages 45 to 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 45 aloud. Pose the following questions to encourage students to analyse the content. For example:
  - Where is this news extracted from?
  - Who was caught?
  - What illegal activities did they engage in?
  - Where did this take place?
3. Ask another student to read the question.

4. Get a student to provide an answer along with his reasoning. Engage in a discussion about the answer. Refer to *Comment & Answer*.
5. Repeat the process with Practice 1 on page 46.
6. Have students complete Practice 2 on page 47.

### **E Diagrams, Pictorial Guides and Maps (pages 48 to 50)**

**Key Competencies:** Thinking capacity

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

**Teaching ideas:**

1. Show students a pictorial guide illustrating the steps to make a pancake or a sandwich. Inquire what they think it depicts and how they arrive at that conclusion.
2. Ask a student to read the question in *Model Question and Answer*.
3. Get a student to provide an answer along with his reasoning. Engage in a discussion about the answer. Refer to *Comment & Answer*.
4. Repeat the process with Practice 1 on pages 48 and 49.
5. Have students work on Practice 2 on pages 49 and 50.

### **F Signs and Notices (pages 51 to 53)**

**Key Competencies:** Thinking capacity

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

**Teaching ideas:**

1. Show students some common signs. Ask them the meaning of each sign.
2. Ask another student to read the question in *Model Question and Answer*.
3. 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 51 and 52.
5. Have students work on Practice 2 on pages 52 and 53.

### **G Comic Strips (pages 54 to 56)**

**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 the process with Practice 1 on page 54.
5. Have students complete Practice 2 on pages 55 and 56.

### **H E-mails and Messages (pages 56 to 59)**

**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 the process with Practice 1 on pages 57 and 58.
5. Have students work on Practice 2 on pages 58 and 59.

### **I Short Articles (pages 59 to 62)**

**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 60 and 61.
5. Have students work on Practice 2 on pages 61 and 62.

### **Part 2 Comprehension (Varied Questions) (pages 63 to 68)**

**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 answer the various questions. Refer to page 63.

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

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

**Teaching ideas:**

1. Ask students to read the passage on page 63 silently, followed by the questions on page 64.
2. Get them to underline the words in the passage that are referenced in the questions.
3. Have students read each paragraph aloud and then, another student explain it in his own words or paraphrase it.
4. For Exercise A on page 60, guide students to find the correct words from the passage. Refer to *Comments & Answer*.
5. For Exercise B on page 60, get students to identify the words from the passage.
6. Have students complete Practices 1 and 2 on pages 65 to 68.

### Part 3 Comprehension (Open-Ended Questions) (pages 68 to 75)

**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 answer the open-ended questions. Refer to page 68 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 69 and 70 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. Go through the questions with them. Refer to *Comment & Answer*.
5. Have students work on Practices 1 to 3 on pages 71 to 75.

## Chapter 3 Writing

### Part 1 Short Communicative Message (pages 76 to 89)

#### 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 76.
3. Guide how to compose the messages. Refer to page 76.

#### A Short Messages/Notes (pages 77 to 81)

**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 Pranee on page 77. Discuss the information provided and what Pranee expects.
3. Have another student read the suggested answer. Discuss how it has the greeting, main content, conclusion and signing-off parts.
4. Review the useful expressions listed on page 78 with students.
5. Have students complete Practices 1 to 3 on pages 79 to 81.
6. Encourage students to scan the QR code in *Learn Online* on page 81 to learn more about the differences between a laptop and a desktop.

#### B Informal E-mails (pages 82 to 85)

**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 Jaran on page 82. Discuss the information provided and the questions raised.
3. Have another student to read the suggested answer. Discuss the purpose of each paragraph within it.
4. Have students work on Practices 1 to 3 on pages 83 to 85.
5. Ask students what the idiom of 'with flying colours' means. Have other students construct a sentence using the idiom.

#### C Short Letters (pages 86 to 89)

**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 Aunt Usa on page 86. Discuss the information provided and what is requested.
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 to 3 on pages 86 to 89.
5. Ask students what the idiom of 'to keep an eye on' means. Have other students construct a sentence using the idiom.

## Part 2 Note Expansion (90 to 106)

### Teaching ideas (starters):

1. Explain that students will learn how to write formal letters, reviews, reports and descriptive essays with the stimulus provided in this section.
2. Guide them on how to proceed. Refer to *Tips* on page 90.

### A Formal Letters (pages 90 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 formal letters:
  - Have you read or written a formal letter?
  - When was the last time you read one?
  - What is the purpose of the formal letter?
  - Is it appropriate to use conversational and expressive tones when writing a formal letter? Why?
2. Discuss the guidelines for writing a formal letter. Refer to page 90.
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 92 to 94.
6. Encourage students to learn about home tutoring by reading the text in *Did you know?* on page 94.

### B Reviews (pages 95 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 reviews:
  - Have you read or written any reviews?
  - What are they for?
  - Are they important? Why?



- What makes a good review?
2. Discuss the guidelines along with useful vocabulary and phrases for writing a review. Refer to page 95.
  3. Get a student to read the question in *Model Question and Answer* on page 96. 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 and 2 on pages 97 and 98.

### **C A Report of a Survey (pages 99 to 102)**

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

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

**Teaching ideas:**

1. Use the following questions to lead a discussion about surveys.
  - Have you participated in any surveys?
  - Are surveys important? What purposes do they serve?
  - What happens when a survey has been conducted?
  - Why do we typically transform the results from a survey into graphs, charts and tables?
2. Inform students that they will write reports based on the information presented in the graphs, charts and tables.
3. Discuss the guidelines along with useful expressions and vocabulary for writing a report. Refer to page 99.
4. Get a student to read the question in *Model Question and Answer* on page 100. Discuss the stimulus given.
5. Get another student to read the suggested answer.
6. Have students work on Practices 1 and 2 on pages 101 and 102.

### **D Descriptive Essays (pages 103 to 106)**

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

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

**Teaching ideas:**

1. Show students some examples of descriptive essays.
2. Have a volunteer read one of the essays. Lead a discussion about what a descriptive essay is.
3. Discuss the guidelines for writing one. Refer to page 103.
4. Get a student to read the question in *Model Question and Answer* on page 104. Discuss the stimulus given.
5. Get another student to read the suggested answer.
6. Have students work on Practices 1 and 2 on pages 105 and 106.

## Chapter 4 Listening and Speaking

### Listening (pages 107 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 107.

#### Part 1 Four-Option Multiple-Choice Questions (MCQ) (pages 108 to 114)

**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 accurate answers on pages 108 and 109.
4. Repeat the process for Questions 4 to 9 on pages 109 and 110.
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 too.
7. Then, play the audio recording twice and students should listen attentively to select the answers.
8. Guide them on how to answer the questions correctly.
9. Have students work on Practice 1 on pages 110 to 114. Always play the audio recording twice.

#### Part 2 Note Completion (Monologue) (pages 115 and 116)

**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.
2. Guide them on how to answer the questions accurately. Refer to *Tips* on page 115.
3. Ask students to read the question in *Model Question and Answer* on page 115 and analyse the information required in the table. Based on the table, discuss the words in them that 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 116. Always play the audio recording twice.

### **Part 3 Note Completion (Dialogue) (pages 116 and 117)**

**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 is quite similar to the previous exercise except these audio recordings involve dialogues instead of monologues.
2. Guide them on how to answer the questions accurately. Refer to *Tips* on page 116.
3. Ask students to read the question in *Model Question and Answer* and analyse the information required in the table on pages 116 and 117. Based on the table, discuss the words in them that 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 117. Always play the audio recording 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 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 117.
3. Ask students to read the questions in *Model Question and Answer* on page 118. Guide students to underline the keywords that they should pay attention to while listening to the audio recording.
4. Play the audio recording 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 118. Always play the audio recording twice.

### **Speaking (pages 119 to 129)**

**Teaching ideas (starters):**

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

### **Part 1 Telling a Process or a Story based on Pictures (pages 119 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 tell a process or a story with the pictures and words given.

2. Assist them to do it. Refer to *Tips* on page 119 for more details.
3. Ask students to analyse the pictures on page 119. Ask some questions to encourage analysis:
  - What is made?
  - What does each picture show?
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 picture. Advise them to use the simple present tense when telling a process.
6. Guide students to use sequence words such as firstly, secondly and others to describe the order of an event. Refer to *Tips* on page 120 for more information.
7. Repeat the whole activity with the pictures and words given on pages 120 and 121. Advise them to use the simple past tense when telling a story.
8. Have students carry out Practice 1 on pages 121 and 122.

### **Part 2 Analysing (pages 122 to 126)**

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

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

**Teaching ideas:**

1. Tell students that they will learn how to carry out a conversation based on written material such as an advertisement, menu or leaflet.
2. Assist them to do it. Refer to *Tips* on page 122 for more details.
3. Ask students to read the question in *Model Question and Answer* and analyse the menu on page 123. Ask some questions to encourage analysis:
  - What is served in this restaurant?
  - How many types of pizzas does this restaurant have?
  - Does this restaurant serve any drinks?
  - What are the additional toppings offered?
4. Then, ask students to determine the scenario for the conversation. Remind students that they will role-play a waiter taking an order from two customers.
5. Ask the students to read the answer provided.
6. Select three volunteers to carry out the role-play based on the answer given.
7. Repeat the whole activity with the second question in *Model Question and Answer* on pages 124 and 125.
8. Have students carry out Practice 1 on pages 125 and 126.

### **Part 3 Elaborating Ideas (pages 126 to 129)**

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

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

**Teaching ideas:**

1. Tell students that they will learn how to carry out a conversation with a partner to discuss a given topic in which they need to ask questions and respond appropriately to questions asked.
2. Assist them to do it. Refer to *Tips* on page 126 for more details.
3. Ask students to read the question in *Model Question and Answer* and analyse the chart on page 127. Ask some questions to encourage analysis:
  - What is the main topic?
  - How many items are suggested?
  - Should students bring all the items mentioned on a field trip?
  - If no, why?
  - If yes, why?
4. Ask the students to read the answer provided.
5. Select two volunteers to carry out the role-play based on the answer given.
6. Discuss the useful expressions for agreeing and disagreeing during a conversation. Refer to *Tips* on page 128 for more details.
7. Repeat the whole activity with the second question in *Model Question and Answer* on pages 128 and 129.
8. Have students carry out Practice 1 on page 129.

**Test Paper (pages 130 to 140)**

Have students carry out the test to evaluate their mastery.