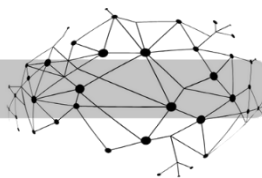


# ANSWER KEY

## PART 1 GRAMMAR



### UNIT 1 SUBJECT-VERB AGREEMENT

#### Practice 1

1. a. i b. h c. i d. perform e. is  
s as s ms
2. a. Universiti Teknologi MARA has one main campus, 12 state campuses and 21 satellite campuses throughout Malaysia.  
b. The little boy and his mother celebrate their birthdays on the same date.  
c. Mathematics is my favourite subject.  
d. Fateha and her friends volunteer every week at the old folk's home.  
e. Farhan never forgets our friendship.  
(Accept any suitable worded answers)

#### Practice 2

1. a. w b. is c. know d. is e. needs  
as
2. a. h b. i c. i d. want e. has  
ave s s

#### Practice 3

1. a. i b. is c. are d. is e. is, are  
s
2. a. i b. h c. e d. has e. is  
s as njoy

### Student Learning Time

#### Practice 1

1. a. is b. enjoys c. has d. was e. are
2. a. i. has ii. disagree iii. is  
b. i. was ii. has  
c. i. is ii. are  
d. i. are  
e. i. is ii. is

#### Practice 2

No	Error	Line	Correction
i.	are	1	is
ii.	have	3	has
iii.	are	5	is
iv.	is	7	are
v.	are	10	is
vi.	have	11	has
vii.	have	14	has
viii.	was	15	has

## ANSWER KEY

ix.	is	17	are
x.	count	19	counts

### Practice 3

No	Error	Line	Correction
i.	is	1	are
ii.	have	2	has
iii.	are	3	is
iv.	cost	5	costs
v.	has	6	have
vi.	knows	8	know
vii.	is	9	are
viii.	is	10	are
ix.	is	10	are
xi.	asks	11	ask

## UNIT 2 DIRECT VS INDIRECT SENTENCES

### Practice 1

- sai
  - reque
  - recommen
  - denied
  - reminded
  - d
  - sted
  - ded
- My parents always advise me to study hard.
  - Samantha asked her mother to buy some toys.
  - Aaron told me that he couldn't join the trip to Penang.
  - Rahmah asked me to help her with her studies.
  - Farhana said that she would never forget what we had done to her.

(Accept any suitable worded answers)

### Practice 2

- His mother told the little boy to go to his room.
  - The stranger asked me to tell him how to get to the town centre.
  - The manager congratulated me and said that I was hired / got the job.
  - Leah told her friends that she would stay in touch.
  - The teacher explains that an insect has six legs.

(Accept any suitable worded answers)
- My little sister says, "I am hungry."
  - The boy said, "Someone has stolen my money."
  - My father said, "I promise to take you on a holiday next month."
  - Haziqah claimed, "The boys have cheated to win the game."
  - Eva said, "Pay your bills on time."

(Accept any suitable worded answers)

### Practice 3

- |                               |                  |                         |
|-------------------------------|------------------|-------------------------|
| a. was excited                | b. couldn't wait | c. had already packed   |
| d. was really looking forward | e. the next day  | f. told                 |
| g. was                        | h. had watched   | i. the night before     |
| j. we                         | k. would be paid | l. the following Monday |

m. could

n. that weekend

o. the following Sunday

**Student Learning Time****Practice 1**

- |                       |                     |   |
|-----------------------|---------------------|---|
| 1. a. was, that night | b. was, then        | c. would complete, the next day/<br>following day |
| d. had finished       |                     | e. could help                                     |
| f. was                | g. were tired, then | h. would call, arrived                            |
| i. wanted             | j. knew             |   |
- 
- |          |        |      |      |        |
|----------|--------|------|------|--------|
| 2. a. ii | b. iii | c. i | d. i | e. iii |
|----------|--------|------|------|--------|

**Practice 2**

- |  |  |
|--|--|
| 1. he wanted                           | 6. didn't want to talk about it then               |
| 2. I had seen the news that day        | 7. had to finish                                   |
| 3. I had seen it earlier               | 8. could help                                      |
| 4. had completed                       | 9. would be busy                                   |
| 5. the previous week / the week before | 10. would give me a ring the next/following<br>day |

**Practice 3** (Suggested answer)

A serious car accident occurred on Jalan Semarak earlier today, leaving the driver of a blue sedan injured. According to an eyewitness, the vehicle was speeding down the road when it swerved abruptly to avoid a pedestrian who was crossing outside of a designated crosswalk. The driver lost control of the car. It collided with a streetlight, causing significant damage to the front of the vehicle.

The pedestrian, who was reportedly jaywalking, escaped without physical injuries. However, he appeared to be in shock after the incident. Bystanders quickly rushed to the scene, with emergency services arriving within ten minutes. The driver was taken to the hospital by paramedics immediately.

Local police are investigating the accident and have indicated that speeding and jaywalking may be the key factors in causing the crash. Authorities remind both pedestrians and drivers to remain vigilant and follow traffic rules to prevent accidents like this from occurring.

**UNIT 3 ACTIVE VS PASSIVE VOICE****Practice 1**

- |         |      |      |      |      |
|---------|------|------|------|------|
| 1. a. A | b. A | c. A | d. P | e. P |
| f. P    | g. A | h. P | i. P | j. A |
- 
- |   |
|---|
| 2. a. Dinner is being prepared by my mother.          |
| b. This beautiful song was written by a new composer. |
| c. My valuable antique vase was broken by Sufiah.     |
| d. The tent was put up by the scouts yesterday.       |
| e. The bicycle has been taken by someone.             |

**Practice 2**

- |                   |             |                  |                  |              |
|-------------------|-------------|------------------|------------------|--------------|
| 1. a. iii         | b. iii      | c. ii            | d. iii           | e. iii       |
| 2. a. are allowed | b. is known | c. will be drawn | d. is being sewn | e. was given |

**Practice 3**

- |   |
|---|
| 1. a. The national anthem, Negaraku' <u>was sung</u> by the school choir. |
|---|

## ANSWER KEY

- b. The movie was shown on Netflix.
- c. A complaint has been lodged by the students.
- d. The message has been forgotten and has not been delivered to the manager.
- e. The content of the letter is not known and is kept a secret from me.

2. a. ii                      b. i                      c. i                      d. ii                      e. i  
f. ii                      g. i                      h. i                      i. i                      j. i

## Student Learning Time

### Practice 1

1. a. Anna opened the window.  
b. Each panel will ask a question during the interview.  
c. The birthday girl should cut the cake.  
d. The cat is eating the fish.  
e. Julia has rescued the cats.
2. a. The old newspapers have been collected by the vendor.  
b. The burglar was arrested by the cops.  
c. The child has not been fed by his mother  
d. The room is being cleaned by the maid.  
e. A new highway will be built.

### Practice 2

1. a. i                      b. ii                      c. iii                      d. iii                      e. i
2. a. Our car has been fixed by the mechanic.  
b. Zahira's farewell party was organised by her best friends.  
c. The delegation was met by the company's representative.  
d. The missing girl has been seen at the bus stop.  
e. All important documents should be kept at a safe place.  
(Accept any suitable worded answers)

### Practice 3

1. a. has been started                      b. has been done                      c. have been chosen  
d. have been designed                      e. is scheduled                      f. are being prepared  
g. has been organised                      h. has been invited                      i. has been booked  
j. will be recorded                      k. will be filmed                      l. will be uploaded  
m. has been put

2.

1.	was organised	were faced
2.	was prepared	were finalised
3.	was created	were not displayed
4.	was arranged	were set up,
5.	were sold out	were disappointed
6.	was supposed	was cancelled
7.	were treated	was provided
8.	were sponsored	were not given out
9.	was wrapped up	
10.	could be considered	

**UNIT 4 QUESTION TAGS****Practice 1**

- |                  |                |               |
|------------------|----------------|---------------|
| 1. a. aren't I   | b. will they   | c. do you     |
| d. does she      | e. is it       |               |
| 2. a. aren't you | b. weren't you | c. didn't you |
| d. can we        | e. isn't she   | f. aren't you |
| g. won't it      | h. wouldn't it | i. have we    |
| j. wouldn't they |                |               |

**Practice 2**

- |                 |                |                |
|-----------------|----------------|----------------|
| 1. a. won't you | b. do I        | c. aren't they |
| d. shall we     | e. do they     |                |
| 2. a. hadn't we | b. haven't you | c. doesn't it  |
| d. didn't we    | e. haven't we  | f. are we      |
| g. aren't you   | h. can we      | i. don't we    |
| j. shall we     |                |                |

**Practice 3**

- |                  |               |               |
|------------------|---------------|---------------|
| 1. a. isn't it   | b. do you     | c. won't we   |
| d. shall we      | e. do they    |               |
| 2. a. haven't we | b. didn't you | c. isn't it   |
| d. has he        | e. didn't he  | f. don't you  |
| g. shall we      | h. do we      | i. aren't you |
| j. won't you     |               |               |

**Student Learning Time****Practice 1**

- |               |               |                       |
|---------------|---------------|-----------------------|
| a. didn't she | b. did you    | c. can't he           |
| d. wasn't it  | e. hasn't it  | f. are you            |
| g. shall we   | h. don't they | i. won't you/will you |
| j. will you   |               |                       |

**Practice 2**

- |             |               |                 |
|-------------|---------------|-----------------|
| a. isn't it | b. aren't you | c. couldn't you |
| d. is it    | e. don't they | f. won't we     |
| g. have you | h. isn't it   | i. aren't they  |
| j. won't we |               |                 |

**Practice 3**

- |                |               |               |
|----------------|---------------|---------------|
| a. aren't they | b. haven't we | c. hasn't she |
| d. isn't it    | e. didn't you | f. isn't it   |
| g. should we   | h. haven't we | i. shall we   |
| j. won't it    |               |               |

**REINFORCE YOUR GRAMMAR SKILLS I****Part A: Subject-Verb Agreement**

- |       |      |      |
|-------|------|------|
| 1. a  | 2. a | 3. b |
| 4. b  | 5. b | 6. b |
| 7. b  | 8. b | 9. a |
| 10. b |      |      |

**Part B: Direct vs. Indirect**

- |       |       |       |
|-------|-------|-------|
| 11. a | 12. a | 13. b |
| 14. b | 15. b | 16. a |
| 17. a | 18. a | 19. b |
| 20. a |       |       |

**Part C: Passive vs. Active Voice**

- |       |       |       |
|-------|-------|-------|
| 21. a | 22. b | 23. a |
| 24. a | 25. a | 26. a |
| 27. c | 28. a | 29. c |
| 30. b |       |       |

**Part D: Tag Questions**

- |       |       |       |
|-------|-------|-------|
| 31. b | 32. a | 33. d |
| 34. a | 35. a | 36. a |
| 37. b | 38. c | 39. c |
| 40. a |       |       |

**REINFORCE YOUR GRAMMAR SKILLS II****Part A: Subject-Verb Agreement**

- |       |      |      |
|-------|------|------|
| 1. b  | 2. a | 3. b |
| 4. b  | 5. b | 6. b |
| 7. b  | 8. b | 9. b |
| 10. a |      |      |

**Part B: Direct vs. Indirect**

- |       |       |       |
|-------|-------|-------|
| 11. b | 12. c | 13. c |
| 14. a | 15. c | 16. a |
| 17. b | 18. a | 19. a |
| 20. c |       |       |

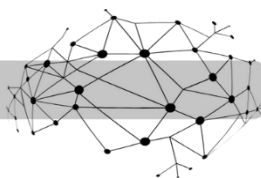
**Part C: Passive vs. Active Voice**

- |       |       |       |
|-------|-------|-------|
| 21. b | 22. a | 23. b |
| 24. d | 25. c | 26. c |
| 27. a | 28. b | 29. c |
| 30. a |       |       |

**Part D: Tag Questions**

- |       |       |       |
|-------|-------|-------|
| 31. a | 32. d | 33. a |
| 34. c | 35. d | 36. b |
| 37. d | 38. a | 39. a |
| 40. a |       |       |

## PART 2 READING



### UNIT 1 SKIMMING AND SCANNING

#### Skimming

##### Example

1. The benefits of reading every day
2. i. develop stronger vocabularies, ii. better communication skills, iii. improved concentration.
3. Reading can greatly enrich both the mind and overall well-being while unlocking lifelong learning opportunities / Reading is a simple yet powerful habit that can sharpen the mind, reduce stress, and open doors to endless knowledge.

##### Practice 1

1. Regular physical activity is one of the best ways to stay healthy.
2. Exercise helps to strengthen muscles, improve heart function, and increase energy levels.

##### Practice 2

1. Why online shopping is on the rise / Why online shopping is getting more popular
2. i. customers can do their shopping from home, ii. Customers can compare prices and read reviews, iii. the widespread use of smartphones and digital payment systems.

##### Practice 3

1. The importance of renewable energy
2. To address climate change, create new jobs and encourage technological innovations

#### Scanning

##### Example

1. 5.30 p.m
2. Frozen Kingdom
3. 4

##### Practice 4

1. The pandemic
2. Digital textbooks and smartphones
3. Flexible and convenient
4. Requires self-discipline

##### Practice 5

1. Deva
2. 13 marks
3. Daniel's
4. 85.3

### Practice 6

1. Food reflects culture and tradition
2. Sushi, pasta, curries (accept any two)
3. Sharing food often strengthens bonds between families and communities.

## Student Learning Time

### Practice 1

1. Online learning has become popular because of its flexibility but also faces some challenges
2. Working adults, international students, and those with busy schedules
3. Interactive videos, live discussions, instant feedback
4. Lack of self-discipline or technical problems
5. Universities and private companies

### Practice 2

1. The importance of recycling and its benefits and challenges
2. Recycling reduces landfill waste and helps protect the environment.
3. Recyclable items → Plastic bottles → clothing; Paper waste → packaging materials.
4. Governments support recycling by introducing recycling programmes with separate bins (plastic, paper, glass, organic material).
5. Not everyone participates / recycling facilities are limited.

### Practice 3

1. The history of Olympics Games
2. Because he wanted to promote peace and unity through sports
3. Every four years
4. In 1896, in Athens, Greece
5. Skateboarding and surfing

## UNIT 2 INTERPRETING WORD MEANING

### Practice 1

- |      |      |      |
|------|------|------|
| 1. B | 3. C | 5. C |
| 2. B | 4. B | 6. D |

### Practice 2

1.
  - a. investigated
  - b. show
  - c. linked/related
  - d. thought/felt/believed
  - e. suggested/recommended
2.
  - a. feel
  - b. eliminate
  - c. Advocates/Supporters
  - d. load/difficulty/problem
  - e. against/resisted
3.
  - a. split/mixed
  - b. praise/commend
  - c. impose/wreak
  - d. source
  - e. restored



**Student Learning Time****Practice 1**

1. A
2. A
3. C

**Practice 2**

- a. thrifty
- b. wealthy/rich
- c. buy
- d. display/show
- e. finance/support

**Practice 3**

- a. ~~formal~~ takes on
- b. accepts
- c. ~~task~~ young
- d. ~~determined~~ taught / instilled
- e. affect

**UNIT 3 IDENTIFYING MAIN IDEA AND SUPPORTING DETAILS****Practice 1: Stated Main Idea**

1. Topic: Public transportation in cities  
Overall Idea: Public transportation provides important social and environmental benefits.  
Main Idea: Because public transportation reduces congestion, lowers pollution, and is affordable for everyone, governments should invest more in improving these systems.
2. Topic: Learning a second language  
Overall Idea: Learning a second language has various cognitive advantages that enhance brain function and mental abilities.  
Main Idea: Learning a second language improves memory, problem-solving skills, multitasking, and can delay dementia.

**Practice 2: Implied Main Idea**

1. Topic: Nutritional benefits of fruits  
Overall Idea: Different fruits offer various health benefits due to their rich nutrient content.  
Main Idea: Apples, bananas, and oranges each provide essential nutrients that contribute to overall health.
2. Topic: Solar energy  
Overall Idea: Solar energy is a clean, renewable power source that can be used globally with little environmental harm.  
Main Idea: Solar energy is an eco-friendly and widely accessible renewable energy source that does not produce greenhouse gases.
3. Topic: Time management challenges for students  
Overall Idea: Many students face difficulties in managing their time effectively, leading to procrastination and feeling overwhelmed by tasks.  
Main Idea: Students often struggle with procrastination and balancing multiple responsibilities, which can result in unfinished assignments and stress.

### Practice 3: Supporting Details

1. Examples – (tigers and coral bleaching) and statistics (reduction of tiger habitats by 40%)
2. The details (endorphins, reduce anxiety better sleep)
3. Many people also enjoy reading as a hobby to relax – not directly supporting the claim that reading improves vocabulary and comprehension.

### Student Learning Time

1. The impact of social media
2.
  - a) Social media has transformed the way people communicate and share information.
  - b) Social media serves as a powerful tool for businesses
  - c) Overuse of social media can lead to negative effects, such as decreased face-to-face interactions and increased feelings of isolation.
3. Social media has greatly changed communication and marketing, but excessive use can have negative effects, such as reducing in-person interactions and causing feelings of isolation.
4.
  - a) Platforms like Facebook and Twitter allow users to connect with friends and family, even across great distances.
  - b) Enabling them to reach broader audiences and market their products effectively.
  - c) Decreased face-to-face interactions and increased feelings of isolation.

## UNIT 4 RELATIONSHIP WITHIN AND BETWEEN PARAGRAPHS

### Practice 1

1.
  - a. the teacher
  - b. students
  - c. quiz
2.
  - a. cake
  - b. cake
  - c. preparing and decorating the cake
3.
  - a. Jamie
  - b. the application
  - c. Alice
  - d. Jamie

### Practice 2

- |                              |                                  |                        |
|------------------------------|----------------------------------|------------------------|
| a. period poverty            | f. missing school or work days   | i. Certain measures    |
| b. girls and women's         | g. girls and women's             | j. Menstrual health    |
| c. Period poverty            | h. isolation and low self-esteem | education and creating |
| d. rags, leaves, or even mud |                                  | supportive environment |
| e. individuals               |                                  |                        |

## Practice 1: Transitional Markers

Transitional Marker	Function
a. For example,	Provides an illustration of the new policy.
b. However,	Shows a contrast between the government's plan and the critics' perspective.
c. As a result,	Indicates the consequence of the critics' argument.

## Practice 2: Transitional Markers

1. b. Therefore                      2. b. However                      3. a. For example

### Practice 3: Transitional Markers

Renewable energy sources are becoming more affordable and accessible. **On the other hand,** critics argue that transitioning to renewable energy may lead to job losses in traditional industries. **As a result,** governments have started providing subsidies for workers to transition to new careers.

### Student Learning Time

## Practice 1

1.
  - a) Climate change
  - b) Rising sea levels threaten coastal cities, while extreme weather events disrupt agricultural production
2.
  - a) For instance: Provides an example of how climate change affects the world.
  - b) However: Indicates a contrast between the policies implemented and critics' opinions.

## Practice 2

- a. although                      c. whether                      e. conversely  
b. regardless                      d. despite

### Practice 3

1.
  - a. However,
  - b. it
2.
  - a. whereas
  - b. In contrast
  - c. Since
  - d. because
  - e. On the other hand

## UNIT 5 PARAPHRASING AND SUMMARISING

### Practice 1 Paraphrasing

1. Active to passive
2. Replacing words with synonyms
3. Combining with Additional Details
4. Simplification or Reduction
5. Active to passive
6. Replacing words with synonyms
7. Using a different signal word
8. Dividing sentences

### Practice 2

1. fantastically, spectacularly
2. best
3. informed, unavoidable/inescapable
4. forthcoming
5. won, prize

### Practice 3

1. Anna's request to be excused from class yesterday was refused by Dr Gale.
2. The Academy of Language Studies is organising an English Language communication class for school leavers and adults. It will be held at the auditorium on 7 December from 8.30am to 5.30pm
3. Our car was stopped by the police as we were racing on the highway yesterday.
4. People nowadays waste a lot of time on social media rather than socialising with friends.
5. The rise in technology can improve the quality of our lives thus we have to plan carefully for the future.

### Practice 4

#### a. Synonyms

vibrant	lively/radiant/dynamic/energetic
scent	aroma/odour/smell/fragrance
pricky	spiky/thorny/pointed/barbed/sharp
admired	adored/appreciated/favoured
fragrance	aroma/scent
bloom	blossom/flower/flourish
enrich	enhance/improve/refine
emblem	symbol/icon/representation
resilience	strength/fortitude/toughness/endurance
splendour	magnificence/grandeur/richness/fineness

**b.Paraphrase**

TikTok's popularity can be attributed to several factors. First, it offers an enjoyable and straightforward way for users to create and share content. Its intuitive design and features make video creation simple and accessible. Additionally, the platform fosters creativity and self-expression, allowing users to display their talents and engage with like-minded individuals. TikTok is also renowned for generating viral trends and challenges, often centered around popular songs or dances, which rapidly gain traction and spread across other social media platforms.

**Practice 5**

Identify the main idea in each paragraph

- a. Dolphins are highly intelligent and social marine mammals.
- b. Crows are adaptable birds belonging to the Corvidae family.
- c. Bubble tea, or boba tea, is a popular Taiwanese beverage made of tea mixed with milk or fruit flavors and chewy toppings like tapioca pearls, typically served cold in various flavors.
- d. Friends are the people who bring joy, support, and understanding into our lives.
- e. Homeschooling is an educational approach where children are taught at home by parents or tutors instead of attending a traditional school.
- f. Hobbies are activities people enjoy doing in their free time. It offers relaxation, creativity, and personal growth.

**Practice 6**

- a.
  1. There are several aspects that make LEGO® a great toy.
  2.
    - i. They can be taken apart and reused over and over again to make new creations.
    - ii. They are building blocks for creativity and imagination.
    - iii. Their design makes it easy for children to build their creations.
  3. LEGO, founded in Denmark in 1932 by Ole Kirk Christiansen, inspires creativity with reusable, interlocking blocks patented in 1958. Beyond toys, LEGO now spans movies, games, education, and amusement parks, encouraging imagination worldwide.
- b.
  1. The Baba-Nyongas, also known as the Peranakan, are the descendants of Chinese immigrants who came to Malaysia and intermarried with the local Malay population, primarily during the 15th to 17th centuries.
  2.
    - i. “Baba” refers to men, and “Nyonya” to women.
    - ii. They created a unique culture blending Chinese and Malay traditions in language, dress, cuisine, and customs.
    - iii. The Baba-Nyongas speak a distinctive dialect called *Baba Malay*, which incorporates Chinese vocabulary with Malay grammar.
  3. The Baba-Nyonya, descendants of Chinese immigrants and Malays, created a unique culture blending Chinese and Malay traditions in language, cuisine, dress, and customs, enriching Malaysia's multicultural heritage in Penang, Malacca, and Singapore

## Practice 7

### Text 1

Quitting smoking improves health and saves money at any age. With a plan, support, and motivation, you'll experience better breathing, increased energy, improved senses, and reduced respiratory issues quickly after stopping.

### Text 2

Breakfast boosts metabolism, energy, memory, and concentration. Skipping disrupts body rhythm, leading to fatigue and overeating, while increasing the risk of heart disease and weight gain.

## Student Learning Time

### Practice 1

- |                   |                  |
|-------------------|------------------|
| 1. a. beliefs     | 4. c. lengthened |
| 2. a. beginning   | 5. a. inactive   |
| 3. b. transformed |                  |

### Practice 2

1. Many diet books suggest that dieting does not influence the body's metabolism and that most weight loss comes from fat.
2. However, dieting slows down metabolism, and the initial reduction in weight does not primarily come from fat.
3. Any diet promising a fat loss of 10 to 15 pounds in a single week is deceptive.
4. When the body starts dieting, it first uses easily accessible energy sources: glycogen rather than fat.
5. Extended periods of dieting lead to the loss of fat, glycogen, water, and lean muscle mass.
6. Repeated dieting can have negative effects, causing fatigue and depression due to a lack of vital nutrients.
7. A key point often ignored by diet books is that while dieting decreases metabolic rate, regular exercise enhances it.
8. Regular physical activity promotes muscle growth and this helps to increase metabolism.

### Practice 3

#### Paragraph 1

Many diet books wrongly assume diets don't affect metabolism and that weight loss is mostly fat. In reality, dieting slows metabolism and initial weight loss isn't fat.

#### Paragraph 2

Diets promising rapid weight loss of 10-15 pounds a week are misleading. Initial weight loss comes from glycogen, a carbohydrate stored with water, not fat, and provides immediate energy for the body.

#### Paragraph 3

Long-term dieting leads to fat loss but also muscle and water loss. Maintaining weight loss is possible, though it may cause depression and exhaustion.

#### Paragraph 4

Diet books overlook that dieting slows metabolism while exercise speeds it up. Constant dieting can make the body more energy-efficient, requiring less food and oxygen, ultimately hindering progress.

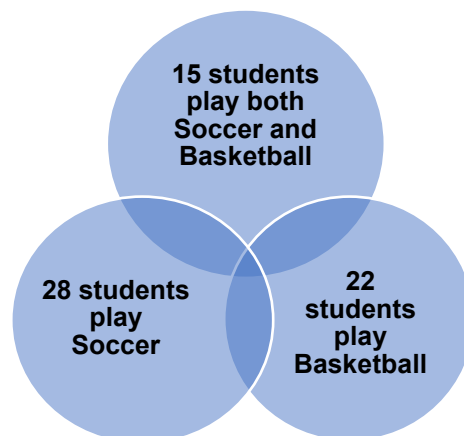
**Paragraph 5**

Fitness and health come from using energy through exercise, building muscle, boosting metabolism, and gradually losing fat while maintaining weight.

**Vocabulary Enrichment****Synonyms**

Match the word with its synonym.

1.	vital	essential
2.	incredible	unbelievable
3.	keen	enthusiastic
4.	authentic	genuine
5.	hilarious	very funny
6.	good-looking	attractive
7.	enormous	huge
8.	odd	peculiar
9.	stubborn	big-headed
10.	sufficient	ample
11.	pleasant	enjoyable
12.	rude	impolite
13.	appreciate	value
14.	rich	wealthy
15.	develop	expand

**UNIT 6 COMPARING AND CONTRASTING****Practice 1**

**Practice 2**

Work with a partner and identify the similarities and differences of studying alone versus studying in groups

SIMILARITIES	DIFFERENCES
<b>1. Objective:</b> Whether studying alone or in a group, the main goal is to learn and understand the material. Both approaches focus on achieving academic success.	<b>1. Social Interaction:</b> <b>Studying Alone:</b> There is no social interaction involved, which can be beneficial for those who prefer solitude or need quiet space to concentrate.  <b>Studying in Groups:</b> It involves interaction and collaboration, which can be motivating for some students and help with shared learning.
<b>2. Active Participation:</b> Both methods require active engagement with the material. In both scenarios, the student must put in effort to absorb and comprehend the content, even if it's in different ways.	<b>2. Learning Style:</b> <b>Studying Alone:</b> Provides the ability to study at your own pace, allowing for personalised focus on weak areas or preferred methods of learning.  <b>Studying in Groups:</b> Encourages diverse perspectives and learning styles. Different group members may bring varied insights, making it easier to understand complex topics from different angles.
<b>3. Time Management:</b> Whether studying alone or in a group, effective time management is crucial for success. Both settings require planning and organisation to cover the necessary material.	<b>3. Distractions:</b> <b>Studying Alone:</b> Students have more control over their environment, minimising distractions like noise, interruptions, or unrelated conversations.  <b>Studying in Groups:</b> There is a potential for distractions as group discussions can sometimes stray off-topic or become less focused.
<b>4. Self-Discipline:</b> In both situations, self-discipline is important. When studying alone, the individual needs to stay focused and avoid distractions. In a group, each member must contribute actively and stay engaged in the discussion.	<b>4. Motivation:</b> <b>Studying Alone:</b> Some students may feel less motivated when studying alone, as there is no one around to push them to keep working.  <b>Studying in Groups:</b> Group study can boost motivation, as students may feel encouraged by others or get energised by the collective effort. However, it can also lead to procrastination if not managed well.
	<b>5. Feedback and Support:</b> <b>Studying Alone:</b> Feedback is limited to personal reflections or from instructors, requiring more self-reliance.  <b>Studying in Groups:</b> Group members can offer immediate feedback, answer questions, and



	provide support, which can enhance understanding and problem-solving.
	<p><b>6. Efficiency:</b></p> <p><b>Studying Alone:</b> Can be more efficient for some people who thrive in an individual setting, where they can avoid interruptions and focus on their own needs.</p> <p><b>Studying in Groups:</b> It can be more efficient in solving problems or understanding complex topics since multiple minds work together to tackle different aspects.</p>

### Practice 3

Compare and contrast the following paragraphs.

Analysis	Homeschooling	Traditional learning
Comparison	<ol style="list-style-type: none"> <li>1. Education Delivery – Aims to provide education, though their approach differs.</li> <li>2. Learning Goals – Focuses on imparting knowledge, skills, and values to students.</li> <li>3. Socialisation – Recognises the importance of social interaction but it is structured differently (peers in school).</li> </ol>	<ol style="list-style-type: none"> <li>1. Education Delivery – Aims to provide education but with a different approach.</li> <li>2. Learning Goals – Also focuses on imparting knowledge, skills, and values to students.</li> <li>3. Socialisation – Recognises the importance of social interaction, though it is structured differently (planned social activities for homeschoolers).</li> </ol>
Contrast	<ol style="list-style-type: none"> <li>1. School classrooms with a structured schedule.</li> <li>2. Parents or guardians act as educators.</li> <li>3. Assessments are informal or parent-chosen assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Studying at home- flexible setting.</li> <li>2. Professional teachers and school staff.</li> <li>3. Assessments are in the form of exams, assignments, and standardised tests.</li> </ol>

### Student Learning Time

#### Practice 1

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. b | 5. c | 7. c |
| 2. b | 4. b | 6. d | 8. b |

#### Practice 2

Alike	Different
<ul style="list-style-type: none"> <li>• Owning and renting a house both fulfill the fundamental need for shelter and provide a space to live and create memories.</li> </ul>	<ul style="list-style-type: none"> <li>• The main difference between owning and renting lies in control and long-term benefits.</li> <li>• Owning a house offers financial advantages, as mortgage payments build</li> </ul>

<ul style="list-style-type: none"> <li>• Whether you own or rent, you can decorate your living space to make it feel like home (to varying extents). In both cases, you have a place to host friends and family, enjoy privacy, and establish a routine.</li> <li>• Additionally, both options involve financial commitments, such as paying monthly costs, whether it's a mortgage or rent, and require budgeting to afford utilities and other living expenses.</li> </ul>	<p>equity over time while renting does not provide any ownership benefits—rent payments go directly to the landlord without any return.</p> <ul style="list-style-type: none"> <li>• Renting offers flexibility and fewer responsibilities, such as avoiding the burden of property taxes, maintenance, and repairs, which are the homeowner's obligations.</li> </ul>
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**Practice 3**

ASPECT	Online Learning		Classroom Learning	
	Advantage	Disadvantage	Advantage	Disadvantage
<b>Cost</b>	Reduces expenses like transportation and accommodation.			Higher costs—expenses like commuting, accommodations and on-campus resources can be costly.
<b>Convenience</b>	Students can learn at their own pace and schedule, which is ideal for working professionals or those with busy routines.	Requires reliable internet and devices, which might not be accessible to everyone.		1. Fixed schedules might not fit everyone, especially working professionals.
<b>Attendance</b>		Difficult to check on attendance as students tend to log in but leave before the lesson is over and gives the excuse of internet access.	Students sign on the given attendance form.	
<b>Learning Process</b>	1. Learners can access courses from global institutions and platforms. 2. Students can listen to recorded lectures or resources to better understand concepts.	Self motivation required- students need discipline and time management skills to stay engaged.	1.Fixed schedules and direct supervision encourage discipline and focus.  2. Teachers can address doubts instantly and adjust teaching	Teaching methods might not suit every student's learning pace or style.

			methods in real time.	
<b>Student Engagement</b>		Lack of interaction-limited face-to-face communication may hinder group discussions, debates and social bonding.	Face-to-face learning often fosters active participation and reduces distractions.	

## Vocabulary Enrichment

### Transitional Markers

1. on the other hand
2. However
3. On the contrary
4. Conversely
5. However

## UNIT 7 MAKING INFERENCES AND DRAWING CONCLUSIONS

### Practice 1

1. a. Lim is likely preparing for an important test or deadline and is feeling anxious.  
  
b. Reasoning: The scattered study materials and coffee suggest he's been studying for a long time. His nervous behaviour (tapping the pen) and ignoring his phone indicate he's focused and stressed about something important.
2. a. The power blackouts were caused by the increased demand for electricity due to widespread use of air conditioners and fans during the heatwave.  
b. Reasoning: The timing of the blackouts aligns with peak electricity usage. The heatwave likely led to excessive strain on the power grid, causing it to fail temporarily.  
c. The sharp rise in electricity demand during the hottest hours of the heatwave overwhelmed the city's power grid, leading to repeated blackouts and leaving residents without cooling when they needed it most.
3. a. Tasha is likely stressed or anxious about the urgent meeting and is preparing for it.  
b. Reasoning: The urgency of the email, her worried expression, skipping lunch, and typing rapidly suggest she is under pressure to complete something before the meeting.
4. Complete the following table to show how you draw your conclusion.

Evidence	Inference	Conclusion
1. Crops are lifeless despite the irrigation system working 2. Soil is dry and cracked 3. Weather report shows no significant rainfall in the past month	1. The lack of rainfall combined with dry, cracked soil indicates that the crops may not be getting enough water, even though the irrigation system is working. The irrigation system might not be sufficient to compensate for the absence of rain.	The crops are lifeless because the soil is too dry, and the irrigation system isn't providing enough water to compensate for the lack of rainfall. The farmer may need to adjust the irrigation system or look into soil

	2. The dry soil suggests that the irrigation is not effectively replenishing the water the crops need, possibly due to inefficiency or the soil's inability to retain moisture.	improvement techniques to better retain moisture.
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5. Complete the following table to show how you make your inference.

Evidence	Inference
1. Dog hiding under the couch with its tail tucked between its legs 2. Shattered vase on the floor 3. Dirt scattered everywhere from an overturned potted plant	1. The dog may have been involved in knocking over the plant and breaking the vase. Its scared behaviour suggests it is trying to avoid being scolded for the mess. 2. The dog might have gotten into trouble after being startled by the vase breaking or the mess it caused.

### Practice 2

1. a
2. b
3. a
4. b
5. Dian might try to convince her grandmother to let her help the person in the boat, or she might act on her own despite the storm.

### Practice 3

#### Scenario 1

- a. Haikal broke the vase with his football.
- b. I think Haikal left because he knew he would get into trouble.

#### Scenario 2

- a. Sabrina was going to the pool.
- b. Sabrina felt sad because her shoulders sagged and she had tears.

#### Scenario 3

- a. Chong is a house painter.
- b. The clues in the text include: he was putting the lid back on a paint tin, washing his paint brushes, washing paint off his hands and going back tomorrow to finish painting the back of the house.

## Student Learning Time

### Practice 1

1.
  - a. Jeremy's mum thought it might rain that day.
  - b. Jeremy's mum made him take an umbrella and rain boots to school.
2.
  - a. Fattah may have scored a goal or two.
  - b. He walked off the field with his head held high. He was proud of his achievements.
3.
  - a. Yes
  - b. Anis carefully checked her work.
4.
  - a. Kate was upset as her ice cream cone dripped down her arm.
  - b. She had spent her pocket money for that ice cream cone.

5. a. Mia was going to the beach to swim and play.  
b. She was carrying a beach bag with her towel, sunscreen and beach ball.

**Practice 2**

- |      |      |      |
|------|------|------|
|      | 2. b | 4. c |
| 1. b | 3. b |      |

**Practice 3**

1. b
2. b
3. She has chocolate on her mouth, which suggests she might have eaten some cookies.
4. Liam might suspect both Mia and Lucky, but Mia's chocolate-stained mouth makes her the most likely culprit.

**Practice 4**

1. A strong wind or an object may have blown through the open window, knocking over a glass of water.
2. The student may have left the room suddenly or finished their work and left.
3. Someone may have taken something from the refrigerator in a hurry and accidentally knocked over the juice.
4. Fatimah is a kind and compassionate person who enjoys helping others.
5. The survey indicates that Brand A overwhelmingly dominates monthly consumer purchases, while Brand B holds only a small share of the market.
6. The long waiting time highlights a significant delay in patients' access to medical care.

**Vocabulary Enrichment****Practice 1**

- |             |                        |            |
|-------------|------------------------|------------|
| 1. inferred | 3. it is reasonable to | 4. implies |
| 2. suggest  | conclude               | 5. deduce  |

**UNIT 8 AUTHOR'S PURPOSE, INTENDED AUDIENCE AND VIEWPOINT****Practice 1****A. Headline**

1. b
2. b
3. a

**B. Statement**

1. c
2. b
3. a

**C. Advertisement**

1. a
2. a
3. a

**D. Political Campaign Slogan**

1. a
2. a
3. a

**Practice 2**

1. c
2. d
3. a
4. b

**Student Learning Time****Practice 1****1.**

<i>Author's Purpose</i>	<i>Intended Audience</i>	<i>Author's Viewpoint</i>
a. To entertain	<b>a. Young adults interested in fashion</b>	<b>a. The writer believes that eco-friendly fashion is becoming more popular.</b>
b. To inform	b. Businesses looking for fashion advice	b. The writer thinks fashion trends are irrelevant.
<b>c. To persuade</b>	c. Environmental activists	c. The writer supports fast fashion over sustainable brands.

**2.**

<i>Author's Purpose</i>	<i>Intended Audience</i>	<i>Author's Viewpoint</i>
a. To entertain	<b>a. Young adults interested in fashion</b>	<b>a. The writer believes that healthy eating improves mental and physical health.</b>
<b>b. To inform</b>	b. Athletes in need of nutrition advice	b. The writer doesn't think food choices have any impact on health.
c. To persuade	c. Health experts	c. The writer is neutral on the subject of nutrition.

**Practice 2**

1. b
2. b
3. b

**Vocabulary Enrichment**

1. Children
2. General Public
3. Teens
4. Professionals/Experts/Academics

**REINFORCE READING SKILLS I****PART A (10 marks)****Question 1**

1. Instagram, TikTok, and YouTube
2. body
3. addictive
4. body positivity, mental health awareness and social justice.
5. parents and educators.

**PART B (10 marks)****Question 1**

- a) students and professionals'
- b) mind mapping
- c) Microsoft OneNote, Evernote and Google Keep

**Question 2**

Effective note-taking is a crucial skill for students and professionals alike, aiding in comprehension, retention, and organisation of information.

**Question 3**

- a) One popular method is the Cornell Note-Taking System which divides the paper into three sections: cues, notes and summary.
- b) Another effective technique is mind mapping, which involves creating a visual representation of information.

**Question 4**

- a) Another effective technique is mind mapping, which involves creating a visual representation of information.
- b) This method is particularly useful for capturing complex ideas and showing the relationships between different concepts.

**Question 5**

The passage explains the importance of effective note-taking, describes different note-taking methods, and highlights how they help with learning and retention.

**PART C (15 marks)****Question 1**

- a. similar/equal
- b. immoderate
- c. eaten
- d. infrequent
- e. prevention

**Question 2**

- a. sugary drink
- b. sugar's
- c. previous studies

**Question 3**

- i. T
- ii. F
- iii. F
- iv. T

**Question 4**

B

**Question 5**

C

**Question 6**

The importance of moderating sugar intake and reconsidering misconceptions about sugar consumption.

**PART D (20 marks)**

**Question 1**

- a. delicious
- b. countless
- c. crucial
- d. control
- e. included

**Question 2**

- a. organic brown sugar
- b. brown sugar's
- c. sugarcane or beets
- d. glycolic acid and antioxidants
- e. baked goods/ cakes, puddings, and pies / baked goods like cakes, puddings, and pies

**Question 3**

- i. F
- ii. T
- iii. T
- iv. F

**Question 4**

Brown sugar can aid digestion

**Question 5**

Brown sugar is a great natural ingredient for improving skin health and achieving a glowing complexion.

**Question 6**

The presence of potassium, a natural remedy which helps ease muscle pain.

**Question 7**

However, organic brown sugar offers unique qualities and benefits beyond its primary role as a sweetener, distinguishing it from other sugar varieties.



## REINFORCE YOUR READING SKILLS II

### PART A (10 Marks)

- a. important/ vital
- b. way
- c. show
- d. fit
- e. develop

2. Being mindful of non verbal cues, such as facial expressions, gestures and posture can help create a positive atmosphere in conversations.

3. It is advisable to remain calm because this can help to foster a constructive resolution.

4.

- i) Connect with others
  - ii) Promote understanding
  - iii) Build trust
  - iv) Create stronger, more meaningful relationships
  - v) Helps to conflict resolutions
- (Any 3 of the above)

### PART B (10 Marks)

#### Question 1

- a. healthy lifestyle
- b. fruits, vegetables, whole grains, lean proteins, and healthy fats
- c. 7-9 hours of sleep

#### Question 2.

By adopting healthy habits, individuals can reduce the risk of chronic diseases, improve their quality of life, and feel more energized and positive on a daily basis.

#### Question 3

Regular physical activity is another key element of a healthy lifestyle

#### Question 4.

- a. It involves making choices that promote long-term health and happiness.
- b. It encompasses various aspects, including nutrition, exercise, sleep, and stress management.

#### Question 5.

Idea 1: Engaging in exercise not only helps to maintain a healthy weight but also strengthens the heart, muscles, and bones.

Idea 2: Exercise releases endorphins, the body's natural mood boosters, which can help reduce stress and anxiety.

### PART C (15 Marks)

1.

- a. widespread
- b. uncertainty
- c. secrecy
- d. cut
- e. ultimate

- 
2. The anonymity and distance created by online interactions and people can hide behind screens, making it easier to avoid difficult conversations as compared to face-to-face..

### Question 3

- |     |   |      |   |
|-----|---|------|---|
| i.  | F | iii. | F |
| ii. | T | iv.  | T |

### Question 4

B

### Question 5

B

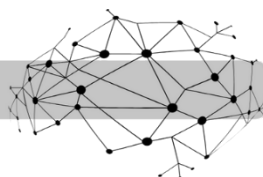
### Question 6

Ghosting, although often considered a modern issue, is essentially an extension of older avoidance behaviours, and the main difference today is the speed and ease with which technology facilitates it.

**PART D (20 Marks)**

1. a
2. d
3. On the downside, electric vehicles come with several challenges that cannot be overlooked.
4. 1. Higher initial purchase price  
2. Availability of charging stations  
3. Battery life  
4. The environmental cost of producing electric vehicle batteries.
- ( Any two of the above answers)**
5. Electric cars are environmentally friendly as they produce no tailpipe emissions, reducing air pollution. They are also quieter than gasoline vehicles, helping to reduce noise pollution, particularly in urban areas
6. The author means that as renewable energy sources like solar and wind power become more widely used, society will depend less on traditional energy grids that rely on fossil fuels. This shift will make electric cars even more attractive because they will be powered by cleaner, more sustainable energy rather than fossil fuels, reducing environmental impact and promoting energy efficiency.
- 7.
- a. F                                      b. O                                      c. F                                      d. O
8. The number of charging stations still lack sufficient infrastructure, making long-distance travel more challenging for electric vehicle owners.
9. Battery life can discourage buyers who travel long distances from purchasing electric cars.

## PART 3 SPEAKING



### UNIT 1: INTRODUCTION TO SPEAKING

(suggested answers – accept relevant answers)

#### Practice 1

- a. Elina : Good morning, everyone. My name is Elina Roslan and I'm the marketing director here at Go Global Corporation. I manage our global marketing campaigns and oversee brand development initiatives. I'm here today to discuss our new project strategies and how we can align them with our long-term objectives. I look forward to working with each of you.
- Imran : Thank you, Miss Elina. I'm Imran Abdul Razak, and I serve as the project manager for our development team at TransAsean Sdn Bhd. My role involves coordinating cross-functional teams and ensuring timely project delivery. I'm looking forward to exploring collaborative opportunities with the marketing team on this project.
- b. Eric : Good evening! My name is Eric Lee, and I'm a software developer with a focus on AI and machine learning at HealthyByte Solutions. I have about five years of experience in designing predictive analytics tools, and I'm here hoping to connect with other professionals interested in AI for healthcare applications.
- Jane : Nice to meet you, Mr Lee. I'm Jane Austen, a data scientist at HealthTech Innovations. I work primarily on AI-driven solutions for diagnostic tools, and I think there might be some great synergy between our fields. Let's connect and discuss any collaboration possibilities!
- c. Lara : Hello, everyone. My name is Lara Mustafa, and I'm a product designer at Pathways Design Corporation. I'm here to learn about the latest trends in user-centered design and to gain practical insights that I can apply to my team's projects. I look forward to learning from everyone here and sharing our experiences.
- Omar : Hi Miss Lara, and hello everyone. My name is Omar Khalid, and I'm the head of design at Creative Solutions. I'm attending this workshop to gain new perspectives on User Experience and to better understand how data can inform our design choices. I look forward to a productive day with all of you.

#### Practice 2

- a. Arfah : Hi, everyone! I'm Arfah. I'm studying psychology, and this is actually my first time taking an Arabic class – I would like to learn another language to facilitate my future career. I'm really looking forward to learning from all of you!
- Syed Arif : Hi Arfah, Hi, everyone. I'm Syed Arif, but you can call me Arif. I'm also enrolling this class out for the first time. I'm studying Petroleum Engineering and planning to work in Dubai after I graduate. I hope we can help each other.

- b. Jamil : Long queue, huh?  
Riduan : You bet. I have been here since 9.30 and it's still stuck at number 3. My number is 19, which means there are 16 people ahead of me.  
Jamil : Oh dear. Mine is 37. I will be here all day long if they only open two counters.  
I have a meeting at 12.  
Riduan : Really? Where are you working? I am Riduan, by the way. I am with Tan & Tan Associates.  
Jamil : I'm Jamil. I am with Leong Design. We are practically neighbours, then. Tan & Tan Associates is in the same building with us. No wonder you look familiar.
- c. Iskandar : Hello, is there anybody sitting here? Would you mind if I sit here?  
Elia : No, not all. Nice turn up this year, isn't it?  
Iskandar : Yes. There were not as many last year. Are you from Taman Intan? I am Iskandar, by the way. Call me Is.  
Elia : I'm Elia. Nice meeting you, Is. No, I don't live here, actually. My parents are in Taman Intan. You may know them. There is my father.

### Practice 3

- a. Anisa : Good morning, Mr. Hartman. I'm glad we could meet today to discuss your project requirements. I'd like to introduce my colleague, Miss Sarina Saleh, who will be working closely with you throughout this process.
- Mr Hartman : Good morning, Miss Sarina. It's great to meet you.  
Good morning, Mr. Hartman. Just call me Sarina. I'm looking forward to collaborating on this project
- Anisa : Sarina is one of our senior project managers and has led several successful projects in your industry. She has over eight years of experience in project management and specialises in streamlining processes and implementing effective solutions in line with client objectives. She'll be leading the technical aspects of your project and ensuring everything runs smoothly
- Mr Hartman : That sounds excellent. It's reassuring to know that we have someone with such expertise guiding us through this
- b. Hairul : Good afternoon, everyone. I appreciate you both making the time to meet today. I'd like to start by introducing the two of you. Mr Dev Ananda, this is Miss Qaseh Aisyah, our Head of Marketing. Miss Qaseh, meet Mr Dev Ananda, our Product Development Manager.
- Dev : Hello, Miss Qaseh. It's a pleasure to meet you. Call me Dev.
- Qaseh : Likewise, Dev. Just Qaseh will do.
- Hairul : Qaseh leads the marketing strategy for our products and has extensive experience in digital campaigns and consumer outreach. She's been instrumental in boosting engagement and visibility for our key products, particularly over the past year. I thought her expertise would be invaluable in aligning our marketing and product development goals for this project.
- Dev : That's impressive, Qaseh. I'm looking forward to hearing your insights on how we can shape our product to meet the market's demands more effectively.
- Hairul : And Dev here has been leading the product development team with a strong focus on innovation and user-centric design. He recently spearheaded a

- project that reduced our production timeline by 20%, delivering a more agile approach to product launches. His expertise will be key in ensuring the product aligns closely with the brand image and customer expectations you've been building.
- Qaseh : Fantastic, Dev! With your approach, I'm sure we can create a product that not only appeals to our audience but also reaches them effectively. I'd love to discuss how we might collaborate on incorporating user feedback into the early development phases
- c. Lisa : Good afternoon, everyone. It's wonderful to have both of you here today. I'd like to take a moment to introduce you to each other, as I believe you share many interests and may find some exciting collaborative opportunities. Dr. Kamalia, please meet Dr. Michael Ang. And, Dr. Ang, this is Dr. Kamalia Arif.
- Kamalia : Hello, Dr. Ang. It's a pleasure to meet you.
- Michael : Likewise, Dr. Kamalia. I have read some of your research articles on epidemiological modeling. Very insightful indeed.
- Lisa : Dr. Kamalia has over 15 years of experience specialising in infectious disease modeling. Her recent work has focused on developing predictive models for disease.
- Michael : Very impressive, Dr. Kamalia. Predictive modeling has such a critical impact on preventive measures.
- Kamalia : Thank you, Dr. Ang. I'm also aware of your contributions to public health campaigns.
- Lisa : Dr. Ang has a strong background in public health, with a particular focus on designing effective community health programs and vaccination awareness campaigns. He has led initiatives that improved vaccination rates in the communities by over 25% in the past two years.
- Kamalia : Great. I'd love to explore how our expertise might interconnect – may be in applying predictive models to enhance targeted public health campaigns
- Michael : That would be wonderful. I look forward to that.

#### Practice 4

- a. Hazim : Hey, bro! I want you to meet my friend, Hisham. Sham, this is Zakuan. We call him Zack.
- Hisham : Hi, Zack! Nice to meet you.
- Zack : Nice to meet you too, Sham! Hazim has told me a bit about you.
- Hazim : Yeah, you both actually have tons in common. Sham is really into hiking and photography. He's always going on some crazy weekend adventure. And Zack, I heard you just got back from a big hiking trip in Lombok!
- Sham : No way! That's awesome, Zack. Did you climb Mount Rinjani as well?
- Zack : Yeah, I did! The climb to the top was challenging but amazing. I got some cool photos too, though I'm still learning. Hazim mentioned you're good with a camera. Maybe I can learn a trick or two from you.
- Sham : We'll have to share our experience. Or maybe we can plan a group hike together.
- Zack : Definitely! I'd love that.
- b. Siti : Gina, I'd like you to meet my Aunt Linda. Aunt Linda, this is my friend Gina. We used to work together. She has come all the way from Penang.
- Gina : Nice meeting you, Aunt Linda.

- Aunt Linda : Nice to meet you too, Gina. It's quite a long way for you travelling from Penang.
- Gina : No, Aunt Linda. I enjoy the journey. I love travelling.
- Siti : Actually, Aunt Linda might be able to help you with your next trip you have been planning - she's been to over twenty countries, and she's always planning her next trip.
- Aunt Linda : That's true! I really love travelling. Where are you thinking of going, Gina?
- Gina : Oh wow, that's amazing! I've been dreaming of going to Italy. I'd love to hear your tips!
- Aunt Linda : I spent a whole month in Italy last year! I can tell you all about the best hidden spots, where to get amazing food, and, of course, the gelato.
- Gina : Yes! This sounds perfect. Maybe we can plan a coffee date soon, so I can get all your recommendations.
- c. Sue : Nia! Fancy running into you here! I want you to meet my co-worker, Wani. Wani, this is my friend, Nia—she's really into cooking, just like you.
- Nia : Hi, Wani! Nice to meet you.
- Wani : Nice to meet you too, Nia! So you like cooking too?
- Nia : Oh yeah, I'm a foodie! I love experimenting with new recipes. What kind of stuff do you like to make?"
- Wani : I really love cooking Italian food! Been trying to perfect my homemade pasta lately. Ever tried it?
- Nia : Yes! Homemade pasta is the best! It's a bit tricky, though. I always struggle with getting the dough just right. Any tips?
- Wani : Totally! I found that adding a little extra olive oil helps keep the dough from drying out too fast. I'll send you a recipe if you want!
- Sue : Wow! Sharing recipes already! You two should plan a cook-off some time.
- Nia : Yeah, that would be awesome! Always great to meet another cooking enthusiast!

## UNIT 2: STARTING A CONVERSATION: MAKING SMALL TALK

(suggested answers – accept relevant answers)

### Practice 1

- You : Hey, welcome back! How was your holiday?
- Colleague : Thanks! It was amazing, actually. I went to Jogjakarta.
- You : Wow. That sounds amazing! Was it your first time there?
- Colleague : Yes, and it was awesome! The views were beautiful, and the food—oh, so good.
- You : I can imagine! Did you try any local specialties?
- Colleague : Yes, I tried *bakso*, *bakmi*, *gudeg*. Delicious. Definitely a highlight!
- You : Sounds like a fantastic trip! You must have some great stories. We'll have to grab coffee so I can hear all about it!
- Colleague : Absolutely, I'd love to share. It's good to be back, though. Catching up on everything will be another adventure!
- You : I bet! Well, let me know if you need a hand with anything. It's great to have you back.

**Practice 2**

- You : Hi there! Heading somewhere exciting?
- Traveller : Oh, just going to Kota Kinabalu for a work trip. How about you?"
- You : Nice! I'm off to KK too, but just for a short getaway.
- Traveller : That sounds great! I wish I had more time to explore while I'm there. Have you been before?
- You : A couple of times, actually. It's a great place—there's always something new to see. Are you planning to sneak in any sightseeing?
- Traveller : I'm hoping to! Any recommendations?
- You : Definitely! If you have time, you should check out the Poring Hot Spring. It's one of my favourites.
- Traveller : I'll add that to my list. Thanks! It's always good to hear a local tip.
- You : No problem! Safe travels, and enjoy your trip—whether for work or a little fun!

**Practice 3**

- You : Morning! Coffee to start the day, huh?
- Colleague : Absolutely! Can't survive a morning without it
- You : Definitely. So, how's everything going? Busy week?
- Colleague : Pretty packed, actually. We're wrapping up that e-kasih project. How about you?
- You : Same here. We're in the middle of some final touches on the Gala Night preparation. Keeping us on our feet almost 24/7.
- Colleague : You bet. So, any plans for the weekend?"
- You : Thinking of just relaxing, maybe catching up on some reading. How about you?
- Colleague : Same here. It's nice to recharge. Well, enjoy your coffee.
- You : You too! Happy working!

**UNIT 3: PRESENTING OPINIONS**

(suggested answers – accept relevant answers)

**Practice 1***Speaker A*

<i>Opinion on the topic</i>	<b>Implementing patriotic education in schools</b>
<i>Explanation of the opinion</i>	Teaching patriotism in schools helps students connect with their nation's history, culture, and values, fostering respect and pride for national symbols.
<i>Supporting observations, information or facts</i>	Schools are ideal places for students to gain knowledge about their nation's past and to understand the sacrifices of its leaders. This education cultivates a sense of pride and belonging, helping students develop an emotional connection with their country. Research suggests that early exposure to a country's history and culture instills a lifelong sense of pride.
<i>Personal relevance or context</i>	I remember studying local history briefly in school but without much focus on national pride. Maybe if we had had more patriotic programmes and awareness when we were in school, we would have a stronger connection to national symbols.
<i>Conclusion</i>	Introducing patriotic education in schools is crucial for developing a generation that values national identity, history, and symbols. This approach will likely inspire students to show respect and pride for their country naturally.

## Speaker B

<i>Opinion on the topic</i>	<b>Organising community events that promote patriotism</b>
<i>Explanation of the opinion</i>	Community events that promote patriotism bring people together, strengthening unity and respect for national symbols across generations. These events allow people to actively celebrate and feel part of their nation's culture. Flag-raising ceremonies and cultural performances are powerful symbols of unity that inspire respect for national values.
<i>Supporting observations, information or facts</i>	Observations indicate that community celebrations foster unity and pride. In countries with frequent patriotic events, people display more respect for national symbols and traditions.
<i>Personal relevance or context</i>	I once attended a community event on Independence Day where everyone joined in a flag-raising ceremony. Seeing the collective pride and respect from people of all ages left a lasting impression on me about the importance of national symbols.
<i>Conclusion</i>	Community events that promote patriotism can inculcate a shared sense of pride and respect for national symbols. They bridge generational gaps and provide meaningful, memorable experiences for everyone involved.

## Speaker C

<i>Opinion on the topic</i>	<b>Raising awareness on patriotic values through media campaigns</b>
<i>Explanation of the opinion</i>	Media campaigns can effectively reach young people and convey powerful messages about the importance of patriotism and respect for national symbols. With youth spending much of their time on digital platforms, social media, TV, and radio can deliver patriotic messages that resonate. Campaigns highlighting inspiring stories and visuals can effectively influence positive attitudes toward national symbols.
<i>Supporting observations, information or facts</i>	Studies show that social media campaigns are effective at shaping youth perspectives. Countries that use media for patriotic education see increased engagement and respect for patriotic symbols among younger citizens.
<i>Personal relevance or context</i>	I once saw a social media campaign encouraging respect for the national anthem, which was widely shared and led to people standing more respectfully during public performances. This illustrates how impactful such campaigns can be.
<i>Conclusion</i>	Media campaigns are a powerful way to instill patriotism in youth. They reach a wide audience and can inspire young people to feel pride in their national symbols in a relatable, modern way.

## Speaker D

<i>Opinion on the topic</i>	<b>Demonstrating role models of patriotic behaviour by the parents and elders</b>
<i>Explanation of the opinion</i>	Family values play a crucial role in teaching young people respect for national symbols and pride in their country. Children are strongly influenced by the values they see at home. When parents and elders model respectful behaviour toward national symbols, such as standing for the national anthem, it naturally encourages children to adopt the same respect.
<i>Supporting observations,</i>	Studies indicate that children raised in households with patriotic values are more likely to develop respect for their national identity. Families that



<i>information or facts</i>	emphasise respect for national traditions have a lasting impact on a child's values.
<i>Personal relevance or context</i>	Growing up, I noticed that children in families that valued patriotic practices showed more respect for the flag and anthem than those who didn't observe these values at home.
<i>Conclusion</i>	Family influence is one of the most natural ways to instill patriotism. When parents model respect for national symbols, it sets an example for younger generations to appreciate and respect their country.

## Practice 2

### Speaker A

<i>Opinion on the topic</i>	<b>Promoting recycling and proper Waste Disposal</b>
<i>Explanation of the opinion</i>	Promoting recycling and proper waste disposal can significantly reduce plastic pollution in oceans, protecting marine life from dangerous waste like plastic bags. By encouraging people to recycle and dispose of waste responsibly, we can prevent a lot of plastic from ending up in the ocean. Public awareness about recycling can help people understand how improper disposal harms marine creatures.
<i>Supporting observations, information or facts</i>	Research shows that a large percentage of plastic in oceans comes from improperly discarded waste. Many marine animals, like turtles, are entangled or ingest plastic, leading to injury or death.
<i>Personal relevance or context</i>	I've often seen litter left on the beach, which eventually washes into the ocean. Once I volunteered for a beach cleanup, and seeing the amount of plastic waste collected was shocking.
<i>Conclusion</i>	Promoting responsible waste disposal and recycling can greatly reduce ocean pollution. By understanding the harmful impact of plastic waste on marine life, people may be more motivated to dispose of waste properly.

### Speaker B

<i>Opinion on the topic</i>	<b>Encouraging the use of eco-friendly alternatives</b>
<i>Explanation of the opinion</i>	Using eco-friendly alternatives, like biodegradable materials, instead of plastic can help reduce ocean pollution and protect marine life. If more people use alternatives to plastic, such as paper or reusable bags, we can limit the amount of non-biodegradable waste that ends up in oceans. This would reduce the number of harmful plastic items that marine life encounters.
<i>Supporting observations, information or facts</i>	Studies have shown that biodegradable alternatives break down faster and don't harm marine animals. Cities that promote eco-friendly products have seen less plastic litter in surrounding waters.
<i>Personal relevance or context</i>	I recently switched to reusable bags and containers to minimize my plastic use. I feel that if everyone made small changes, it would have a big impact on the environment.
<i>Conclusion</i>	Using eco-friendly alternatives is a powerful step toward reducing ocean pollution. By adopting these alternatives, we can protect marine animals from unnecessary harm caused by plastic waste.

### Speaker C

<i>Opinion on the topic</i>	<b>Organising beach and ocean clean-ups</b>
<i>Explanation of the opinion</i>	Regular beach and ocean clean-ups help to reduce plastic pollution and protect marine life by removing harmful waste from the environment.
<i>Supporting observations, information or facts</i>	By organising clean-up, people can actively remove waste from beaches before it drifts into the ocean. Clean-ups also raise awareness about the plastic problem and encourage others to help keep beaches clean. Many conservation groups report that clean-ups prevent tonnes of plastic waste from entering oceans each year. Clean-ups also reveal how much waste, particularly plastic, is left behind by visitors.
<i>Personal relevance or context</i>	I joined a beach clean-up once, and it was surprising to see how much plastic we collected. It made me more mindful of the litter I see around and encouraged me to pick up trash whenever possible.
<i>Conclusion</i>	Organising and participating in clean-ups can have an immediate effect on reducing pollution. This hands-on approach makes a difference for marine life and helps create a cleaner, safer environment.

**Speaker D**

<i>Opinion on the topic</i>	<b>Educating the public on the dangers of ocean pollution</b>
<i>Explanation of the opinion</i>	Public education on the harmful effects of ocean pollution on marine life can lead to more responsible behaviour and less plastic waste in the oceans.
<i>Supporting observations, information or facts</i>	By educating people on how pollution affects marine life, we can inspire them to make conscious choices, like reducing plastic use and disposing of waste responsibly. Awareness encourages individuals to take ownership of their actions and protect marine environments. Education campaigns have shown positive results; areas with active environmental education programs see a decrease in littering and increased recycling. Many people don't realize the extent to which their plastic waste impacts marine animals.
<i>Personal relevance or context</i>	I remember watching a documentary on ocean pollution, and it changed how I view plastic waste. It's easy to feel distant from the issue until you understand how severe it is for marine life.
<i>Conclusion</i>	Educating the public on ocean pollution is key to changing behaviours that harm marine life. Increased awareness can motivate people to reduce their plastic use and make choices that are safer for our oceans.

**Practice 3****Speaker A**

<i>Opinion on the topic</i>	<b>Provide permanent and affordable housing for the homeless</b>
<i>Explanation of the opinion</i>	A permanent and affordable housing solution is critical to addressing homelessness at its root by offering individuals a stable foundation.
<i>Supporting observations, information or facts</i>	Housing programs, such as subsidised apartments or community shelters, provide secure accommodations and support for those experiencing homelessness. Research indicates that permanent housing often reduces long-term homelessness and helps individuals reintegrate into society. Studies have shown that stable housing decreases hospitalisations and reliance on emergency services, while improving overall wellbeing. Cities like Salt Lake City have reduced homelessness significantly with affordable housing initiatives.

<i>Personal relevance or context</i>	From personal observation, seeing those who lack a stable home often leads to a cycle of insecurity and struggle, as they have nowhere safe to store their belongings or rest.
<i>Conclusion</i>	Permanent, affordable housing is a vital solution, offering those experiencing homelessness the security they need to rebuild their lives and reducing the strain on emergency services.

**Speaker B**

<i>Opinion on the topic</i>	<b>Support outreach programmes by NGO for the homeless</b>
<i>Explanation of the opinion</i>	Supporting outreach programmes run by NGOs is essential, as these organizations provide immediate, targeted assistance to the homeless community. Many NGOs provide resources such as food, temporary shelter, mental health counseling, and legal assistance, aiming to bridge the gap between homeless individuals and long-term support systems.
<i>Supporting observations, information or facts</i>	Outreach programmes have been proven to offer vital services that may otherwise be inaccessible to homeless individuals, like emergency food services and addiction counseling. For example, organisations like <i>Home for the Homeless</i> have significantly impacted communities through targeted outreach.
<i>Personal relevance or context</i>	Volunteering with a local NGO revealed the importance of outreach; I saw firsthand how even small contributions made a big difference, from food aid to connection to local job resources.
<i>Conclusion</i>	Supporting outreach programs by NGOs is a compassionate and effective way to extend direct aid to homeless individuals, while helping guide them towards opportunities for long-term stability.

**Speaker C**

<i>Opinion on the topic</i>	<b>Provide training and employment opportunities to the homeless</b>
<i>Explanation of the opinion</i>	Training and employment opportunities empower the homeless by giving them the skills and confidence to gain independence. Many people experiencing homelessness are willing to work but face barriers like limited access to training and job opportunities. Programmes focused on job readiness, vocational training, and career counseling can help break these barriers.
<i>Supporting observations, information or facts</i>	Employment programs that partner with local businesses or training centers have shown success in reducing homelessness. For instance, <i>The Doe Fund</i> in New York provides work readiness and employment services, helping thousands transition out of homelessness.
<i>Personal relevance or context</i>	From working with my local community center, I noticed how people experiencing homelessness expressed eagerness to work but lacked the resources to obtain consistent employment. A training programme can bridge that gap.
<i>Conclusion</i>	Offering job training and employment opportunities is essential for helping homeless individuals achieve stability, financial independence, and a renewed sense of purpose in society.

## Speaker D

<i>Opinion on the topic</i>	<b>Providing medical services for the homeless</b>
<i>Explanation of the opinion</i>	Accessible medical services are crucial for homeless individuals, who often face serious health issues without the means for treatment.
<i>Supporting observations, information or facts</i>	Medical outreach programs can address physical and mental health challenges among the homeless, offering preventive care and managing chronic conditions, which are common in this population. Research shows that people experiencing homelessness are more likely to suffer from untreated health issues, from infections to mental illnesses. Medical clinics specifically designed for homeless populations, such as mobile units or free community clinics, have shown to reduce emergency room visits and improve health outcomes.
<i>Personal relevance or context</i>	After volunteering at a health fair, I saw how many homeless individuals were unaware of the services available or lacked access due to logistical barriers, making accessible care a necessity.
<i>Conclusion</i>	Providing dedicated medical services to the homeless is essential for addressing the health challenges that contribute to their vulnerability, helping them maintain better health and resilience as they seek stability.

**UNIT 4 PARTICIPATING IN A GROUP DISCUSSION**

(suggested answers – accept relevant answers)

**Practice 1**

- Aish : Hi, everyone. With all these snatch-theft incidents happening lately, I think we should really talk about ways to protect ourselves. I've been thinking about learning self-defense. Knowing how to defend ourselves could really help us feel safer, and we could also teach others some basic techniques. What do you all think?
- Benny : That's a great idea, Aish. Self-defense is definitely empowering. But I think another way is to avoid attracting attention. Like, wearing too much jewellery can make you a target. If we keep things simple, it might reduce the risk of being singled out.
- Clara : Good point, Benny. I agree that sometimes flashy jewellery draws the wrong kind of attention. But I also think we need to be aware of our surroundings. Avoiding quiet or isolated places when we're alone can really make a difference. Even if we have to take a longer route, it's safer to stick to busier areas.
- Danny : Absolutely, Clara. And on that note, carrying something like pepper spray could give us a little more security. It's easy to carry and could really help in an emergency. I've read about a lot of people who were able to fend off attackers because they had something like that on hand.
- Aish : I agree with all these points. It sounds like we each have a good solution. Self-defense training, keeping jewellery to a minimum, staying in busy areas, and carrying pepper spray—each has its own advantage.
- Benny : Yeah, but if we had to choose the most practical one, I'd lean towards something everyone can do right away, like avoiding quiet places. Self-defense is great, but it takes time and commitment. Being mindful of where we are and carrying something for safety could work more immediately.
- Clara : I agree with you, Benny. Avoiding quiet areas is a small habit to get used to, and it's probably the easiest way to reduce the risk. Maybe carrying pepper spray could be an extra layer of protection, too.

- Danny : Looks like we're all on the same page, then. Staying in well-lit, busy areas seems like the best solution for now, along with something like pepper spray for safety.
- Aish : Alright, so it's decided—our best approach is to avoid isolated areas, and for those who can, maybe carry some kind of safety device. That sounds good. Great discussion, everyone!"
- 

## Practice 2

- Anne : Thanks for getting together, everyone. With everything going on, I think we all agree it's really important to find a way to help students who are struggling financially. I think offering free meals could be a good place to start. Food is a basic need, and if we can help students with meals, it might ease their financial burden. What do you say?
- Bob : That's a great point, Anne. Access to regular meals is so important. I also think we should consider offering vouchers for books and other learning resources. Even if students can eat well, the cost of books and materials is a real struggle, especially for those in programmes with expensive textbooks. Having these vouchers could help them focus more on their studies.
- Chloe : I completely agree with both of you. And actually, another big issue for students, especially now, is the cost of data for online resources. So many courses and study materials are online, and without a good internet connection, some students just fall behind. I think providing free data connectivity on campus would make a big difference in helping students keep up with their work.
- Dina : All these ideas are great! I think another thing we should look into is free transportation around campus. There are students who spend a lot just getting from one end of the campus to the other, especially if they're running between classes, work, or labs. If we had a free shuttle or transport service, that could be a practical way to reduce their expenses and make campus life easier.
- Anne : Good point, Dina. All of these solutions seem useful in different ways. Free meals could address immediate needs, but then so would vouchers and data. I think if we prioritize meals, it would address a very basic need, but the other suggestions would help academically.
- Bob : Maybe we could combine a couple of these ideas, if possible. For instance, free meals could be prioritised, and we could look for partnerships to provide data or book vouchers. Some companies might be willing to help, especially if they know it's for student welfare.
- Chloe : I like that idea of combining options. If we do focus on free meals as the main solution, then perhaps we could look for a pilot program for data or book vouchers on a smaller scale to gauge the impact.
- Dina : And maybe for the long term, if free transportation isn't feasible right away, we could look at discounted rates with a local transport provider. That way, we're still helping with mobility, even if it's not free right away.
- Anne : So, it sounds like we're leaning towards prioritising free meals while exploring options for data vouchers and discounted transportation as complementary support.
- Bob : Agreed. This could be the best immediate impact while we explore the other options.
- Chloe : Sounds good to me too.
- Dina : Same here. Let's move forward with that, then!
-

**Practice 3**

- Amira : Hi, everyone. I'm glad we could meet to discuss ways to help students manage stress better, especially since we know it's becoming a big issue. There are four main ideas we're looking at: living a healthy lifestyle, consulting counselors, managing finances, and staying out of toxic relationships. Let's go through each suggestion and decide on what might be the most effective solution. Batrisyia, would you like to start?
- Batrisyia : Sure. I think adopting a healthy lifestyle is key. If students incorporate regular exercise, healthy eating, and good sleep habits, they can build a strong foundation to deal with stress. Exercise, for instance, releases endorphins, which improve mood, and good sleep makes it easier to stay focused and energized. It's a proactive way to maintain both mental and physical health.
- Charlie : That's a good point, Batrisyia. I agree that staying physically healthy is helpful. But, I think having someone to talk to, like a counselor, can be incredibly valuable too. Many students might not feel comfortable sharing their worries with friends or family, but a counselor can provide a safe space for them to express their feelings, get advice, and learn stress management techniques.
- Darren : Absolutely, Darren. A counselor can be a huge help in offering professional advice and techniques. But I feel that one of the biggest sources of stress is financial problems. A lot of students struggle with budgeting and end up stressed about expenses. I think teaching students financial management skills could really empower them and reduce a major source of stress.
- Amira : That's a very practical suggestion, Darren. Financial stress can certainly affect a student's mental health. I also want to add that avoiding toxic relationships can make a difference. Sometimes, a stressful friendship or relationship can drain a lot of energy and positivity. If students are encouraged to set healthy boundaries, they may feel more in control and focused on what really matters.
- Batrisyia : Yes, Amira, relationships can definitely impact well-being. It's difficult to concentrate on studies if someone is dealing with negativity from a toxic relationship. I still think that a healthy lifestyle lays the groundwork, but maybe a combination of these strategies would work best.
- Charlie : I agree, Batrisyia. If we promote both a healthy lifestyle and regular check-ins with counselors, students can tackle stress from multiple angles. Having access to financial advice could also help, especially if the university offers it for free.
- Darren : Maybe we can suggest a program that includes sessions on health, finances, and relationship advice. Students could attend whatever sessions they feel are relevant. This way, they'd have resources for all aspects of life that might cause stress.
- Amira : I like that idea, David—a holistic programme could be very effective. Let's summarise. We all agree that each of these areas is important, but maybe combining them into a student support program could be the most effective approach. Should we go with that?
- Batrisyia :
- Charlie : Agreed!
- Darren :
- Amira : Great! So, our recommendation is to develop a holistic student support programme that offers guidance on healthy living, financial management, mental health support, and relationship advice. Thank you, everyone, for your input. I think this is a well-rounded solution!

**REINFORCE YOUR SPEAKING SKILLS I**

(suggested answers – accept relevant answers)

**Task A***Student A*

In my opinion, education is fundamental in shaping responsible road users. For example, by implementing educational campaigns, particularly targeting young drivers, we can instill safe driving habits from the start. These campaigns could cover topics such as the dangers of speeding, the importance of obeying traffic signals, and the risks of distracted driving. In addition, schools and driving academies can incorporate these topics into their curriculum, and public service announcements could be broadcast on TV, radio, and social media. All in all, this proactive approach helps build a culture of safety and respect on the road, where people are more likely to drive conscientiously, potentially reducing accidents over time

*Student B*

The way I see it, good road conditions are essential for safe driving. Roads with potholes, poor signage, or inadequate lighting can contribute significantly to accidents, especially at night or during adverse weather. Regular maintenance, like repaving worn roads, repairing potholes, and ensuring clear visibility of road signs and lane markers, can prevent many incidents. Additionally, installing barriers in high-risk areas and ensuring well-lit streets can enhance driver visibility and control. To sum up, by prioritizing road upkeep, the government and local authorities can reduce hazards and make road travel safer for everyone

*Student C*

As far as I am concerned, strict enforcement of traffic laws is crucial to deter reckless driving. Regular police patrols, speed cameras, and random sobriety checkpoints can help curb behaviours like speeding, driving under the influence, and reckless lane changing. Besides that, stricter penalties, such as higher fines or mandatory driving courses for violators, may also discourage repeated offenses. Additionally, awareness campaigns highlighting the consequences of law-breaking behaviours can make people think twice before risking unsafe actions on the road. Strengthening enforcement shows that road safety is a priority and could significantly reduce traffic incidents

*Student D*

I think improving vehicle safety standards can minimise the impact of accidents. By requiring features such as airbags, anti-lock braking systems, and advanced driver-assistance systems (ADAS) in all new vehicles, we can reduce fatalities and serious injuries. Apart from that, regular vehicle inspections can also ensure that cars meet safety standards and function properly, reducing the likelihood of accidents due to mechanical failures. Additionally, offering tax breaks or incentives for individuals purchasing safer or newer cars could motivate more people to choose safer vehicles, collectively improving road safety.

**Task B**

- Suzy : Hi, everyone. We're here to talk about how we can reduce road accidents, which are a major concern in our country. Statistics show that we face over 1,400 accidents daily, and about 18 people lose their lives on the road every day. Let's each share our suggestions, then we'll decide on the best approach. I'll start us off.
- I think educating the public, especially new drivers, about responsible road use is key. Young drivers often learn the basic rules but lack guidance on things like defensive driving, the dangers of distracted driving, and understanding risky

behaviour on the road. If we introduce more comprehensive driver education in schools, driving centres, and through public service campaigns, we could change the mindset of drivers before they even hit the roads. Learning safe habits early can lead to lifelong improvements in road safety. And we'd see a more responsible driving culture overall.

- Dewi : "I agree that education is important, Sam, but I feel we should focus on ensuring road conditions are safe. Poor road conditions—like potholes, unclear signage, and unlit areas—can be hazardous for drivers even if they're careful. By investing in regular maintenance, we could prevent a lot of accidents. For example, clear lane markers, proper signage, and adequate lighting at night can make a big difference in visibility and navigation. And by focusing on high-risk areas, we can have an immediate impact, especially in places where accidents are more frequent.
- Azlan : Those are both solid points, Suzy, Dewi. But to me, enforcing traffic laws is the most effective way. Even if we have good education and road conditions, accidents still happen when people ignore the rules. For instance, speeding and driving under the influence are two major causes of accidents, and they're entirely preventable. If we increase patrols, use more speed cameras, and have stricter penalties, people will be more careful. It's about creating a sense of accountability. When drivers know there are real consequences, they're less likely to take risks.
- Zack : Great suggestions, everyone! I'd like to add that vehicle safety standards are also crucial. Many accidents are fatal because older vehicles lack essential safety features. Requiring things like airbags, anti-lock brakes, and stability control in all cars could save lives. Regular inspections can also make sure that cars are road-ready, which helps prevent accidents from mechanical failures. Plus, if the government offered incentives for upgrading to safer cars, more people might choose them, which would collectively improve safety.
- Suzy : Thank you all for sharing. Each of these points is really valid. Now, let's discuss which strategy we think would be the most effective overall. I'll open it up - what do you think is our best approach?
- Dewi : Honestly, while I think road conditions are important, I'm starting to agree with Ali about enforcing traffic rules. People need that external accountability, and the fear of consequences can make them more cautious.
- Azlan : Right, enforcement is something we can't overlook. But combining enforcement with education could be a powerful approach. When people understand why rules are in place and face consequences for breaking them, they're more likely to take things seriously.
- Zack : I agree with combining them, too. If we have more awareness campaigns alongside stricter enforcement, people will know both the 'why' and the 'what' of road safety. Education could create a more lasting change, but enforcement gives that immediate result.
- Suzy : Good points. So, maybe we agree that educating the public paired with strong law enforcement is the best route. Education builds awareness over time, and enforcement provides that accountability. By focusing on these two, we're addressing both the mindset and behavior of drivers, which could lead to a sustained reduction in accidents.
- Dewi : I think that's a solid conclusion. If we prioritize both education and enforcement, we can make sure drivers are not only aware but also responsible. Let's settle on that approach as our final strategy.
- Zack : Agreed! So, we've decided that a combination of public education on road safety and stronger enforcement of traffic laws is our best approach to reduce road accidents. This way, we'll foster a responsible driving culture while holding people accountable. Thanks for the great discussion, everyone!



**REINFORCE YOUR SPEAKING SKILLS II**

(suggested answers – accept relevant answers)

**Task A***Student A*

To improve employability, I believe that graduates should consider gaining industry-specific skills through certifications or targeted courses. Employers today highly value technical proficiency, particularly skills that directly apply to job tasks. For example, a marketing graduate could learn about digital advertising platforms like Google Ads or Facebook Blueprint, while a data science graduate might gain proficiency in Python or machine learning. These certifications can set candidates apart by showing their commitment to mastering relevant skills and can often lead to higher salaries. Building expertise in tools and technologies in demand within their field can significantly increase their job prospects and open doors to specialised roles.

*Student B*

I think another effective approach is for graduates to build a strong professional network through internships and networking events. Networking offers an inside look into the industry and connects graduates to mentors and potential employers who can provide valuable advice and job leads. Many companies offer internships as stepping stones to full-time positions, and internships also allow graduates to demonstrate their skills firsthand. Attending industry events and joining relevant online groups can help graduates stay informed on trends and meet people who might connect them with job opportunities. A well-developed network often leads to referrals, which can be a major advantage in a competitive job market.

*Student C*

While technical skills are essential, for me, soft skills are equally important in today's job market. Employers look for candidates who can work effectively in teams, communicate ideas clearly, and solve problems creatively. Developing these skills involves more than just self-study; it requires practice in real-world situations. Graduates can improve their soft skills through group activities, such as project collaborations, volunteering, or joining clubs. Additionally, clear communication and effective teamwork skills are often the deciding factors for employers, as these abilities are crucial for building productive work relationships. Enhancing soft skills makes a candidate more adaptable and well-rounded, increasing their overall appeal.

*Student D*

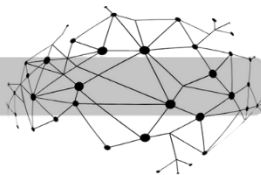
I would think gaining real-world experience through volunteer work or part-time jobs is another powerful way for graduates to strengthen their resumes and skills. This experience provides practical, hands-on knowledge and builds confidence, which is crucial when starting a career. For instance, volunteering in project management roles, even outside a formal job, can teach essential organisational and leadership skills. Part-time jobs also instill a sense of responsibility and help graduates develop time-management skills. Additionally, employers value candidates who have work experience, as it suggests they are ready for the demands of the workplace. Graduates who gain experience this way often find they are better prepared and more resilient in their first full-time roles.

**Task B**

- Hannah : Good morning, everyone! Today, we're discussing how graduates can improve their employability since employers now want both academic qualifications and practical skills. We've each come up with an idea. Let's go through them one by one, then decide which approach would be most effective. Suri, do you want to start?
- Suri : Sure! My suggestion is that graduates should gain industry-specific technical skills through certifications or courses. These can make a huge difference. For instance, adding certifications in software like Excel, data analysis, or Adobe Creative Suite can give graduates an edge in their job applications. Technical skills are highly valued, and certifications show a candidate's commitment to being skilled in their field.
- Hannah : That's a good point, Suri. Technical skills are definitely essential. Azrai, what are your thoughts?
- Azrai : I agree that technical skills are important, but building a professional network through internships and networking events could be even more valuable. Employers often hire people they know or have worked with before. By interning, graduates not only learn industry skills but also build connections with people who might help them land a job. Networking events, either online or in person, can help graduates meet industry insiders and gain insights. It's often who you know that matters as much as what you know.
- Hannah : That's true, Azrai. Networking can open many doors. But what about developing strong soft skills? Communication, teamwork, and problem-solving are consistently among the top skills employers seek. Graduates who can work well in teams and communicate effectively are often preferred over those who might only be technically proficient. Soft skills can be honed through group activities, clubs, or even volunteering. These experiences help graduates become more adaptable and prepared for collaborative work environments.
- Iman : I see your point, Hannah. Soft skills are crucial, but I think gaining real-world experience through volunteer work or part-time jobs is equally effective. Even if these aren't in their field, the experience shows responsibility and dedication. Graduates can learn a lot about workplace dynamics, time management, and professionalism. I believe that having actual work experience, even if it's part-time, can make candidates more prepared for full-time roles and help them transition more smoothly into professional settings.
- Hannah : All excellent suggestions! Let's go around and discuss which one we think might be the most effective approach overall. Suri, do you think technical skills would be the top priority?
- Suri : Yes, I still believe technical skills are vital because they're so specialised. While other skills are valuable, having direct, applicable technical skills can sometimes be the factor that sets a candidate apart. Employers need to know that a graduate can handle specific tasks right from the start.
- Azrai : I can see that, but networking brings hidden benefits. If a graduate is well-connected, they might hear about job opportunities sooner or even get a recommendation from someone in the industry. Networking can lead to job placements that might otherwise be difficult to access.
- Hannah : True, but soft skills impact everything. Without good communication or teamwork skills, even the most technically skilled candidate may struggle. I think employers value someone who can integrate well into their team culture, and that's something soft skills directly influence.
- Iman : While all these points are valid, I'd argue that real-world experience is often the most convincing on a resume. Whether it's a part-time job or volunteering, these

- experiences show that the candidate has applied their skills in real situations. It's also a good way to develop responsibility and maturity.
- Hannah : It's hard to choose because each suggestion covers different aspects of employability. Do you think there's a way to integrate these, or should we focus on one as the most critical?
- Suri : Perhaps we could suggest that graduates focus on one or two areas based on their field. For instance, if they're in a technical field, they might prioritise certifications, while someone in a communication-heavy role might focus more on soft skills and networking.
- Azrai : I agree with Suri. Maybe the best approach isn't just one suggestion but a combination based on individual goals. A balance of technical skills, soft skills, and real-world experience might give graduates the edge they need.
- Iman : That makes sense. Developing a well-rounded skill set would definitely help graduates stand out in the job market.
- Suri : I'm on board with that idea too. Each skill set has its place, so it's about knowing which one to emphasise based on the field and personal strengths.
- Hannah : Great! So, we're agreeing that the most effective approach is to encourage graduates to develop a combination of technical skills, networking, soft skills, and real-world experience depending on their goals and field of study. Thanks, everyone, for your valuable input!

## PART 4 WRITING



### UNIT 1 INTRODUCTION TO EMAIL

#### Practice 1

- a. to apply for a job
- b. to confirm details
- c. to follow up on a previous conversation
- d. to invite to an event
- e. to assign a task

#### Practice 2

- a. Subject Line: Team Reminder: Submit Weekly Reports

Greeting: Hi Team,

Opening Line: I hope you're doing well.

Body: This is a friendly reminder to submit your weekly reports by Friday at 5pm. Please include updates on your progress, any challenges faced, and plans for the coming week.

Closing Line: If you have any questions or need clarification, feel free to reach out to me. Thank you for your cooperation!

Sign-off: Best regards,

Signature: Jordan Lee, Project Manager

- b. Subject Line: Long Time, No See!

Greeting: Hey Hazim,

Opening Line: I hope everything's been great with you!

Body: It's been so long since we last caught up, and I'd love to hear how things are going. How's work, life, and everything in between? I've been busy with work lately, but I finally have some free time coming up. Let's plan to meet for coffee or a quick chat soon—maybe this weekend if you're free? Let me know what works for you!

Closing Line: Take care and look forward to catching up!

Sign-off: Cheers,

Signature: Amirul

- c. Subject Line: Enquiry About Product Availability

Greeting: Dear Sales Team,

Opening Line: I hope this message finds you well.

Body: I am writing to inquire about the availability of paper cutters and binder at your store. I am particularly interested in learning about the pricing and features. Could you please provide me with more information or direct me to the appropriate person to assist with this enquiry? I would appreciate it if you could respond by May 17th.

Closing Line: Thank you for your time and assistance. I look forward to your reply.

Sign-off: Sincerely,

Signature: Amirul Haziq,  
Procurement Officer,  
Konika Engineering,  
+6010234898

- d. Subject Line: You're Invited to My Party! 🎉  
 Greeting: Hi Amirah,  
 Opening Line: I hope you're doing well!  
 Body: I'm throwing a party to celebrate my birthday, and I'd love for you to come. It's happening on 14 March at 5pm, at my place: 1, Jalan BR4, Kayangan Heights. There will be plenty of food, drinks, and music, so feel free to bring a plus one if you'd like. Let me know if you can make it—I can't wait to celebrate with you!  
 Closing Line: See you soon!  
 Sign-off: Cheers,  
 Signature: Felicity
- e. Subject Line: Complaint Regarding Delayed Shipment of Order #12345  
 Greeting: Dear Customer Service,  
 Opening Line: I am writing to express my dissatisfaction with the recent delay in the delivery of my order #12345, which was scheduled to arrive on January 3<sup>rd</sup>.  
 Body: Unfortunately, I have yet to receive any updates or communication regarding the delay. This delay has caused significant inconvenience, and I would appreciate it if you could provide a detailed explanation of the cause and a revised delivery date. Additionally, I would like to request compensation or a discount for the inconvenience caused.  
 Closing Line: I hope to resolve this matter as soon as possible and look forward to your prompt response.  
 Sign-off: Thank you for your attention to this issue.  
 Signature: Sincerely,  
 Margaret,  
 Minolta Enterprise,  
 +601299986

**Practice 3**

- |             |             |           |
|-------------|-------------|-----------|
| a. Informal | c. Formal   | e. Formal |
| b. Formal   | d. Informal |           |

**Student Learning Time****Practice 1**

- |      |      |
|------|------|
| 1. C | 3. C |
| 2. B | 4. A |

**Practice 2**

Subject: Weekend Barbecue Invitation

Hi Fatehah,

I hope you're doing well! I'm hosting a barbecue this Saturday at [location and time], and it would be great to catch up

Let me know if you can make it. We'd love to have you join us!

Looking forward to hearing from you!

Cheers,  
 Aini

### Practice 3

Subject: Project Update

Hi Trudy

I wanted to share a quick update on our project. We've completed the initial phase and are now preparing for the next steps. The team is on track to meet our deadlines.

Please let me know if you'd like to discuss this further or need additional details.

Best regards,  
Celine

## UNIT 2 WRITING FORMAL EMAIL

### Practice 1

- a. ✓
- b. X
- c. ✓
- d. X
- e. X

### Practice 2

Subject: Request for Meeting to Discuss New Project Idea

Dear [Manager's Name],

I hope this message finds you well. I am writing to request a meeting to discuss a new project idea that I believe aligns with our team's objectives.

Please let me know your availability this week, and I will adjust to a time that works best for you. Thank you for your time and consideration. I look forward to your response.

Best regards,  
[Your Name]

### Practice 3

Subject: Response to Your Complaint About the Defective Smart Blender

Dear Mr. Smith,

Thank you for reaching out to us and bringing this issue to our attention. Please accept our sincerest apologies for the inconvenience caused by the defective Smart Blender (Model SB2023). At Bagus Product Electronics, we take pride in delivering high-quality products, and I regret that we did not meet your expectations on this occasion.

After reviewing your email and the attached documentation, we would like to resolve this matter promptly. You have the option to:

1. Receive a Replacement: We can send you a new Smart Blender at no additional cost, with expedited shipping to minimise the delay.

2. Request a Refund: If you prefer, we can process a full refund to your original payment method.

Please let us know which option you would like to proceed with, and we will take the necessary steps immediately. Additionally, if you choose the replacement, we will arrange for the defective unit to be picked up at your convenience.

Once again, I apologise for this experience and thank you for your patience. We are committed to ensuring your satisfaction and hope to regain your trust in our products and services.

Should you have any further questions or concerns, please do not hesitate to contact me directly at [clarenceoh@baguselc.org.my](mailto:clarenceoh@baguselc.org.my).

Warm regards,  
Clarence Oh  
Customer Service Manager  
Bagus Product Electronics  
06552345

### Student Learning Time

#### Practice 1

- |      |      |      |
|------|------|------|
| 1. B | 4. B | 7. B |
| 2. A | 5. A |      |
| 3. B | 6. A |      |

#### Practice 2

Subject: Response to Proposal for Tallyfy Software Update

Dear Saliha

Thank you for bringing forward the proposal to update the software and for outlining how it could enhance productivity and morale. We appreciate your initiative in identifying ways to improve our operations.

After careful consideration, we regret to inform you that we are unable to proceed with the proposed software updates at this time. Due to current budget constraints, our focus remains on initiatives that have been prioritised for this quarter. While we recognise the potential benefits of your request, these updates do not align with our immediate strategic objectives.

We encourage you to continue monitoring the performance of the current software and to report any critical issues that may arise. This will help us reassess the urgency and potential need for an update during future planning cycles.

Thank you for understanding, and please know that your efforts to improve our workflows are highly valued. If you have any other suggestions or would like to discuss this matter further, feel free to reach out.

Best regards,  
Kenneth Power  
Operation Manager  
Papyrus Inc.

### Practice 3

Subject: Re: Request for Report Details

Hi [Colleague's Name],

Thank you for reaching out. I've attached the report you requested, which includes all the relevant details. Please let me know if you need further clarification or additional information.

I'm happy to assist if you have any more questions.

Best regards,  
[Your Name]

## UNIT 3 WRITING INFORMAL EMAIL

### Practice 1

To: [alex@gmail.com](mailto:alex@gmail.com)

Subject: How are you doing?

Hi Alex,

I hope you're doing okay dude. It's been a while since we last talked!

Let me know if you're free to grab a coffee or hang out.

Looking forward to hearing what's new with you.

Take care,

Jamie

### Practice 2

Subject: Congratulations on Your Dream Job!

Hey [Friend's Name],

I just heard the amazing news, and I couldn't wait to reach out—congratulations on landing your dream job! 🎉 I'm so proud of you and all the hard work you've put in to get to this point. You totally deserve it!

I knew you'd do great things, and it's so exciting to see all your efforts paying off. I'm sure you're going to crush it in this new role. When do we get to celebrate? Let's plan something soon!

Wishing you all the best as you start this new chapter. Can't wait to hear all about it!

Talk soon,

[Your Name]

### Practice 3

Subject: Thinking of You

Hi [Friend's Name],

I just heard about [friend's family member's name/relationship], and I wanted to reach out to let you know how sorry I am for your loss. I can only imagine how difficult this must be for you and your family.

If there's anything I can do to help during this time—whether it's running errands, lending an ear, or just being there—please don't hesitate to let me know.

You and your family are in my thoughts, and I'm here for you whenever you need me.

Take care of yourself,

[Your Name]



**Student Learning Time****Practice 1**

Subject: Let's Catch Up Over Dinner!

Hey [Friend's Name],

I hope you've been doing well! It feels like it's been ages since we last hung out. How have you been? Anything exciting happening lately?

I was thinking it would be great to catch up over dinner sometime soon. How about this Saturday at 7pm? We could go to that new Italian place downtown, La Trattoria—I've heard great things about it!

Let me know if that works for you.

Looking forward to catching up! Talk soon.

Cheers,

[Your Name]

**Practice 2**

Subject: Catching Up About the Project

Hey Alex,

Hope you're doing well! Just wanted to check in and see if you're free next week to chat about the project. Let me know what time works best for you, and we'll set something up.

Looking forward to catching up!

Cheers,

Chris

**Practice 3**

Subject: Wishing You a Speedy Recovery

Hey [Friend's Name],

I was so sorry to hear about your accident and the leg injury. That must be really tough, and I just wanted to let you know I'm thinking of you.

If there's anything I can do to help while you're recovering—whether it's running errands or just keeping you company—please don't hesitate to reach out. Take it easy and focus on getting better.

Wishing you a smooth and speedy recovery!

Take care,

[Your Name]

**UNIT 4 ARGUMENTATIVE ESSAY****Practice 1**

Thesis Statement

Counterargument

Supporting Evidence

Conclusion

- A section that acknowledges and refutes opposing viewpoints.
- Information used to back up a claim or argument.
- The final part of an essay that restates the thesis and summarises the points.
- A sentence summarising the main argument of the essay.

## Practice 2

- a. Conclusion
- b. Counterargument Paragraph
- c. Body Paragraph
- d. Introduction

## Practice 3

- a. 1
- b. 3
- c. 4
- d. 2

## Student Learning Time

### Practice 1

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

### Practice 2

- (1) Argument 1
- (2) Introduction
- (3) Conclusion
- (4) Counterargument
- (5) Argument 2

### Practice 3

#### I. Introduction

Hook: With the growing influence of social media on daily life, the question arises: should these platforms be regulated by the government?

Background Information: Social media platforms like Facebook, Twitter, Instagram and TikTok have become central to communication, news dissemination and public opinion. However, concerns about privacy, misinformation and harmful content have raised debates about regulation.

Thesis Statement: Social media platforms should be regulated by the government to reduce the spread of misinformation and ensure a safe online environment.

#### II. Body

A. Topic Sentence: One of the primary reasons for regulating social media is to combat the spread of misinformation and harmful content.

Supporting Evidence: Studies show that false information spreads faster on social media than factual content which can influence public opinion and even elections.

Explanation: Government regulation can enforce guidelines to prevent the spread of fake news, hate speech and other harmful material.

Example: During elections, misinformation campaigns have been known to target voters through social media platforms, leading to significant consequences in multiple countries.

B. Topic Sentence: Regulation is also necessary to ensure that social media platforms remain safe and accessible for all users, especially vulnerable groups.

Supporting Evidence: Social media platforms have been criticised for allowing cyberbullying, harassment and exploitation, particularly among children and teenagers.

Explanation: Government regulations can force platforms to implement stronger protections against bullying and exploitation, creating a safer space for all users.

Example: Some platforms, like Instagram, have taken steps to reduce harmful content, but consistent regulations could make such efforts more widespread and effective.

- C. Counterargument: Opponents of government regulation argue that it could infringe upon freedom of speech and lead to censorship, but regulation can be designed to balance free speech with the protection of public safety and factual accuracy.

Supporting Evidence: Critics claim that regulating social media could allow governments to suppress unpopular opinions and control public discourse.

Refutation: While the concern about censorship is valid, the primary goal of regulation is not to silence dissenting views but to prevent the spread of harmful material such as hate speech, misinformation or cyberbullying.

Example: Proper regulation would focus on harmful content such as hate speech and violence, without stifling healthy debate or expression.

## VI. Conclusion

Restate Thesis: Government regulation of social media platforms is necessary to safeguard privacy, reduce misinformation and ensure a safe online environment.

Summary of Key Points: Regulation will reduce the harmful effects of misinformation and make social media a safer place for everyone.

Final Thought: As social media continues to shape public opinion and behaviour, it is crucial that governments take a proactive role in ensuring these platforms are responsible and accountable.

## UNIT 5 WRITING AN ARGUMENTATIVE ESSAY: INTRODUCTION

### Practice 1

Hook:

Last year, a student at my local high school was relentlessly teased for his clothes, which led to him feeling isolated and disengaged from school. The following year, when the school introduced a mandatory uniform policy, he noticed a change. He was no longer singled out for his appearance, thus he became more involved in class and extracurricular activities.

### Practice 2

Background Information:

This transformation raises the question whether school uniforms should be mandatory to create a more equal and focused learning environment.

### Practice 3

Acknowledgement:

School uniforms have been a topic of debate for decades, with some schools opting for mandatory policies while others leave the decision to students and parents.

## Student Learning Time

### Practice 1

C. Junk food with its high levels of sugar, salt and unhealthy fats has become a staple in many school cafeterias, raising concerns about its impact on students' health and academic performance.

D. The rising rates of childhood obesity and related health issues have sparked debates over whether junk food should be allowed in schools.

A. Critics argue that banning junk food infringes on personal choice, but it is essential to prioritise the health and well-being of young learners.

B. Banning junk food in schools is necessary to encourage healthier eating habits, combat childhood obesity and create a more focused learning environment.

### Practice 2

a. Thesis Statement:

Homeschooling is a better alternative to traditional schooling because it offers personalised learning, a flexible schedule and a safer environment, allowing students to thrive academically and emotionally at their own pace.

b. Thesis Statement:

Homeschooling is not a better alternative to traditional schooling as it can limit social interaction, lack access to diverse resources and extracurricular activities, and place a heavy burden on parents to become both educators and caregivers.

### Practice 3

Hook

In a world where scrolling has replaced strolling, teenagers spend hours every day following the lives of their favourite social media idols.

Background Information

Platforms like Instagram, TikTok and YouTube have turned ordinary people into global celebrities overnight. These influencers shape trends, opinions and even purchasing habits especially among impressionable adolescents who look to them for guidance and inspiration.

Acknowledgement of Debate

While some argue that social media idols can motivate young people, provide educational content or raise awareness for good causes, others warn that the constant exposure to curated lifestyles, unrealistic beauty standards and risky behaviours can be damaging.

Thesis Statement

Social media idols certainly influence teenagers more negatively than positively as they promote unrealistic expectations, encourage harmful behaviours and prioritise popularity over genuine self-development.

## UNIT 6 WRITING AN ARGUMENTATIVE ESSAY: BODY PARAGRAPHS

### Practice 1

a. Topic Sentence 1: The death penalty is inhumane because it involves cruel and irreversible punishment.

Topic Sentence 2: The death penalty fails to deter crime because it does not address the root causes of criminal behaviour.

b. Topic Sentence 1: Animal testing is crucial for ensuring the safety and effectiveness of medications as it allows researchers to identify potential risks before drugs are administered to humans.

Topic Sentence 2: Animal testing contributes to medical advancements by providing essential insights into facilitating the development of life-saving vaccines.

**Practice 2**

- a. Evidence: According to a survey by the National Association of Elementary School Principals, 86% of schools with uniforms reported improved student focus, as students spent less time worrying about their appearance.
- b. Evidence: A single uranium fuel pellet can generate as much energy as approximately one ton of coal or 17,000 cubic feet of natural gas.

**Practice 3**

- a. Some people argue that child vaccination should not be mandatory because it infringes on parental rights to make medical decisions for their children.
- b. Some critics argue that nuclear energy is not a viable world energy crisis solution due to the challenge of managing nuclear waste.

**Student Learning Time****Practice 1**

Topic Sentence 1: Vaccination protects children from preventable diseases by strengthening their immune systems.

Topic Sentence 2: Making child vaccination mandatory helps lower healthcare costs by preventing expensive treatments for vaccine-preventable illnesses.

**Practice 2**

Topic Sentence: Homeschooling is a better alternative to traditional schooling because it offers personalised learning, which caters to the unique needs and strengths of each student.

Evidence: Research indicates that homeschooling allows for a more customised education. According to a study by the National Center for Education Statistics, homeschooled students consistently outperform their peers in traditional schools, particularly in subjects where they may need additional support or have advanced skills.

Explanation: With personalised learning, homeschool educators can adapt lessons to suit the student's pace, ensuring they fully grasp concepts before moving on. This tailored approach fosters a deeper understanding and helps students thrive without the constraints of a rigid classroom schedule.

Example: For instance, a student who struggles with math can receive more focused instruction until they master the topic, while a student excelling in reading can quickly move ahead without being held back by a standard curriculum. This level of flexibility is not always achievable in traditional schools, where teachers must balance the needs of a larger group.

**Practice 3**

Introduce the Opposing Viewpoint:

Critics of homeschooling argue that it lacks the social interaction provided by traditional schooling which are essential for a child's overall development, but many homeschool families use online platforms and extracurricular clubs to ensure their children develop essential social skills.

Provide Supporting Evidence for the Counterargument:

Those who are against homeschooling claim that homeschooled children might struggle with teamwork, communication and adapting to diverse perspectives due to limited peer interaction.

Challenge the Opposing View:

However, homeschooling can incorporate pair and group activities in lesson activities to promote interactions with other homeschoolers. Additionally, homeschooling can integrate community programmes where children engage with peers in structured environments.

Transition Back to Your Argument:

While traditional schools offer built-in social settings, homeschooling provides flexibility to tailor social experiences without compromising personalised learning.

**UNIT 7 WRITING AN ARGUMENTATIVE ESSAY: CONCLUSION****Practice 1**

1. Restated Thesis: The adoption of nuclear energy is vital for addressing climate change and ensuring a sustainable future.
2. Restated Thesis: Animal testing in medical research is crucial as it ensures drug safety and significantly contributes to medical progress.

**Practice 2**

Your Summary:

1. Uniforms promote equality by reducing socioeconomic differences, minimise distractions to help students focus on academics and encourage discipline and unity among students.

Your Summary:

2. Renewable energy reduces greenhouse gas emissions, provides a sustainable power source and supports economic growth by creating jobs.

**Practice 3**

1. Your Call to Action/Final Thought: To create a safer, more truthful online space, it is crucial to support responsible social media regulation that protects user privacy and mental health. Join the movement for a healthier digital world by advocating for stronger policies and promoting ethical online practices.
2. Your Call to Action/Final Thought: Take a stand for healthier futures by supporting the removal of junk food from schools. Promoting nutritious choices helps young minds thrive and establishes lifelong healthy habits.

**Student Learning Time****Practice 1****Conclusion**

1. **Restate Thesis:**

Censoring the internet by governments should be prohibited as it limits free expression and opens the door for potential misuse of authority.

2. **Summary of Main Points:**

Censorship undermines democratic principles, restricts knowledge and creates opportunities for authoritarian practices.

3. **Call to Action:**

It is vital to advocate for internet freedom and hold governments accountable to ensure that the internet remains an open platform for all.

**Practice 2**

In conclusion, cyberbullying should be treated as a criminal offense. This is due to its severe psychological harm and violation of personal safety. The emotional damage inflicted by cyberbullying can lead to lasting mental health issues, while the invasion of personal security through threats and harassment further underscores the need for protection. Implementing laws against cyberbullying would not only ensure justice for victims but also serve as a powerful deterrent against harmful online behavior. To create a safer digital space for all, policymakers must take stronger action by enforcing strict regulations and promoting responsible internet use.

**Practice 3**

In summary, parents and guardians must be held accountable for actions resulting in children's neglect or harm. This is because they have a legal obligation to safeguard their children and accountability promotes safer, more responsible parenting habits. Neglect

and harmful actions can lead to long-term emotional, physical and psychological damage, making it crucial for caregivers to be held to a high standard of care. By enforcing accountability, society can better safeguard the rights and safety of children, ensuring they grow up in a supportive and secure environment.

## REINFORCING YOUR WRITING SKILLS I

### TASK 1

Subject: Complaint Regarding Defective Product Received – Order #12345

Dear Customer Service Team,

I am writing to bring to your attention an issue with a product I recently purchased from your company. The product, [Product Name], was ordered on [Purchase Date] under Order Number [Insert Order Number].

Upon opening the package on [Date], I noticed that the product was defective. Specifically, [describe defect, e.g., "the item had a broken handle and was not functional"]. I have attached photos of the defective product and a copy of the purchase receipt for your reference.

I kindly request [desired resolution, e.g., "a replacement for the defective product" or "a full refund"] as per your return policy.

I look forward to your prompt resolution of this matter. Please feel free to contact me at [Your Email Address] or [Your Phone Number] if you require further information.

**Sincerely,**

[Your Full Name]

### TASK 2

The rapid advancement of artificial intelligence (AI) tools such as ChatGPT has raised questions about their role in education. Some argue that these tools enhance learning, while others believe they undermine academic integrity. Universities should consider banning AI tools like ChatGPT due to the potential harm they pose to critical thinking skills and fair academic practices.

Firstly, relying on AI tools for assignments and research may hinder students' development of critical thinking and problem-solving abilities. Writing essays, analysing data and crafting arguments are essential skills that students must practice to succeed academically and professionally. When students use ChatGPT to generate content, they bypass the mental effort required to process information and develop original ideas. Over time, this reliance can lead to a decline in intellectual growth and creativity which are vital for personal and professional success.

Secondly, allowing unrestricted use of AI tools can compromise academic integrity. Universities strive to create a fair learning environment where grades reflect a student's knowledge and effort. When students use AI to complete their assignments, it becomes difficult to distinguish between genuine work and AI-generated content. This not only creates an unfair advantage but also devalues the efforts of students who choose to complete their work independently. A ban would help maintain the credibility of academic achievements and ensure fairness in assessments.

However, some may argue that AI tools like ChatGPT can be used responsibly to enhance learning, yet the potential for misuse outweighs the benefits. For example, AI-generated content can pass undetected through plagiarism checks as it is not directly copied from existing sources but is instead generated based on patterns in vast amounts of data. This creates challenges for educators who must now find new ways to ensure the originality of student work. Thus, universities should discourage the use of AI in research projects to ensure accountability.

In conclusion, while AI tools like ChatGPT have their merits, their unrestricted use poses significant risks to academic integrity and the development of essential skills. Universities should implement a ban on these tools in academic work to protect the quality and fairness of education. By doing so, institutions can ensure students focus on genuine learning and intellectual growth.

## REINFORCING YOUR WRITING SKILLS II

### TASK 1

**Subject:** "Which Club Should We Join to Boost Our Skills?"

Hey [Friend's Name],

Hope you're doing great! I've been thinking about how we can both work on improving our leadership, teamwork, and communication skills while we're at university, and I thought joining a club together might be the perfect way to do that.

Do you know of any clubs that focus on these areas or have activities where we can grow in these skills? I'm thinking something like a debate club, leadership group, or even a volunteer-based club might be great options. Let me know what you think or if you've got any other ideas!

Looking forward to hearing from you!

Cheers,

[Your Name]

### TASK 2

In today's fast-paced, technology-driven world, gadgets like smartphones, laptops and wearables have become an integral part of our daily lives. While some argue that these devices have turned us into slaves to technology, when used responsibly, they can empower us, enhance productivity and foster connections rather than diminish our autonomy. Rather than enslaving us, gadgets have revolutionised how we live, work and interact with others.

One of the primary arguments against the claim that gadgets make us slaves is that they significantly increase our efficiency and productivity. Smartphones and computers allow us to access vast amounts of information at the touch of a button, enabling us to complete tasks faster and with greater precision. For instance, students can use educational apps to access study materials, attend online classes and collaborate on projects with peers worldwide. Professionals can work remotely, attend virtual meetings and manage tasks using various productivity tools. Rather than being controlled by these gadgets, we are empowered to accomplish more and optimise our time.

Moreover, gadgets have enhanced our ability to connect with others, fostering relationships and communication across distances. Social media platforms, messaging apps and video conferencing tools allow us to maintain friendships, collaborate with colleagues and engage with family members, no matter where they are in the world. In the past, maintaining such connections would have been far more challenging. Gadgets have bridged geographical gaps, offering us the opportunity to engage in meaningful conversations and share experiences with others, enhancing our social lives rather than limiting them.

Additionally, the argument that gadgets diminish our ability to live in the present overlooks their potential to improve our well-being. Devices like fitness trackers, meditation apps and smart home systems help us manage our health, monitor our habits and create a more balanced lifestyle. By using gadgets to track our physical activity, manage stress and even remind us to take breaks, we are taking proactive steps toward better self-care. Far from making us slaves to technology, these devices enable us to live healthier, more mindful lives.



Although there are concerns about over-reliance on gadgets, such as addiction to social media or the potential for distractions, this is not an inherent flaw of the gadgets themselves, but rather a result of how individuals choose to use them. Like any tool, gadgets require responsible use. Setting boundaries such as limiting screen time or turning off notifications during important tasks can help mitigate potential negative effects and ensure that we are using technology to enhance our lives, not to be controlled by them instead.

In conclusion, gadgets have not turned us into slaves to technology. Instead, they have provided us with unprecedented opportunities to improve our productivity, stay connected and enhance our well-being. By using gadgets responsibly, we can harness their power to make our lives more efficient, enjoyable and meaningful. Rather than being dominated by technology, we have the ability to control how we interact with it and, in turn, enrich our daily lives.