PART 3 METHOD

# Make the discussion a conversation

## Start, respond, compare, decide

• Start with an idea and a reason. Invite your partner to respond.

• Refer to what the partner actually said before adding a point.

• Explore the supplied ideas. Compare practicality, reach or a possible drawback.

• When the examiner asks for a decision, choose one and explain the shared reason.

## Avoid the common trap

A: I think a reading shelf would help. What do you think?
B: I agree that it gives us more choices. My concern is keeping track of books. Could we use a simple borrowing record?
A: That would address the problem. We could start with a small collection.

This exchange develops one idea together. Merely taking turns to list separate ideas gives less evidence of interaction.

## Recover when you get stuck

Describe an unknown word: “It is something we use to ...” Ask for repetition politely when needed. Correct an important error once and continue. Do not restart the entire answer after a small mistake.

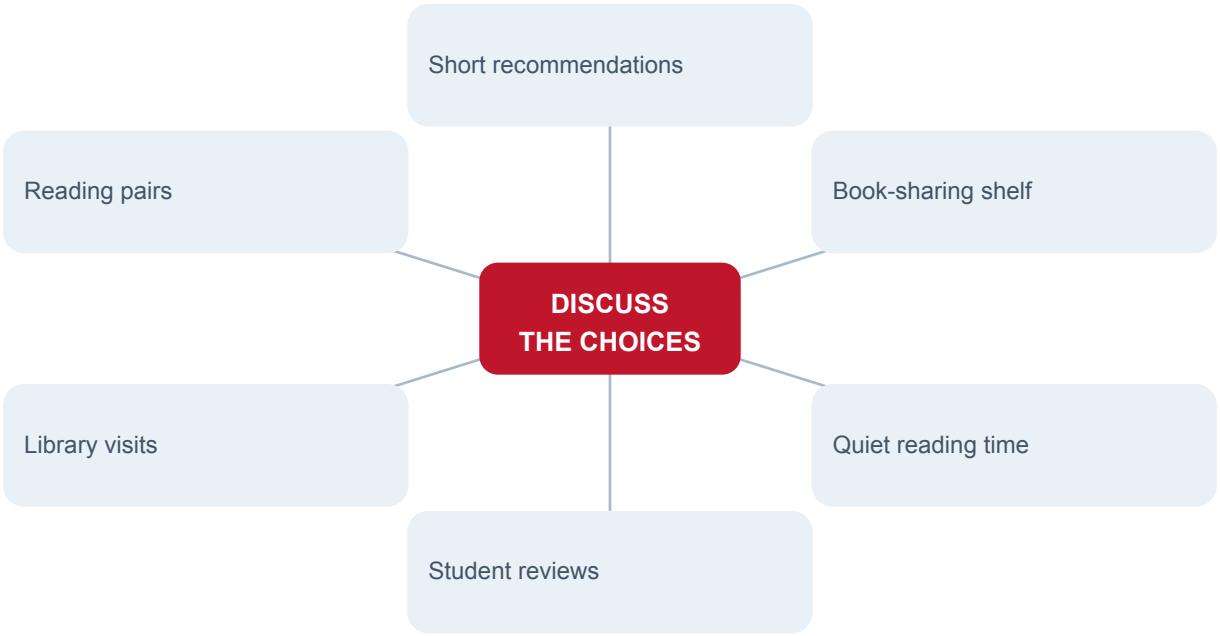
## BM tip

Dengar, sambung idea, kemudian tambah sebab. Jika tidak setuju, jelaskan dengan sopan dan bandingkan pilihan.

PART 3 • TASK CARD

# Card 31 • Discuss together

## How can our class encourage reading?




## Run the task

Look at the ideas for around 20 seconds. Discuss for about 2 minutes. Then decide which one is the most useful starting point for your situation. Explain why.

## Further question

Can reading be enjoyable even when it is part of schoolwork?

## Plan your own reasons

## BM tip

Bincang pilihan, kemudian pilih satu. Jangan hanya baca enam perkataan.

PART 3 • BAND 4-STYLE MODEL

# Card 31 • A clear first discussion

Teaching illustration only. Practise the reasons, then add your own examples.

A: Short recommendations could help because students can choose a book based on a clear idea of its topic. What do you think?

B: Book-sharing shelf could help because students gain more choices without buying every title. That is worth considering.

A: Quiet reading time could help because a regular short period makes reading part of the routine. What do you think?

B: Student reviews could help because readers hear opinions from classmates with similar interests. That is worth considering.

A: Library visits could help because students learn where to find books that suit their level. What do you think?

B: Reading pairs could help because a supportive partner can help someone begin a difficult text. That is worth considering.

## Decision exchange

A: We have several useful ideas. I would start with book-sharing shelf because it fits our main need. Do you agree?
B: Yes. We can begin with that and review whether it works. The other ideas can support it later.

## Further question: model exchange

A: Yes, students may enjoy it if they can choose material that interests them. A small amount of choice can make a required activity feel more personal.
B: I agree, although we still need to read some challenging material. Teachers could balance useful required reading with time for personal choices.

## BM tip

Bincang pilihan, kemudian pilih satu. Jangan hanya baca enam perkataan.

PART 3 • BAND 5/6-STYLE MODELS

# Card 31 • Build on your partner

## Band 5-style illustration (not an awarded score)

A: Shall we begin with short recommendations? One benefit is that students can choose a book based on a clear idea of its topic. What is your view?

B: That is useful. I would also consider book-sharing shelf, since students gain more choices without buying every title. We should compare what students need most.

A: Your point about needs is important. With quiet reading time, a regular short period makes reading part of the routine. It might complement the first two ideas.

B: Yes, and student reviews is another possibility because readers hear opinions from classmates with similar interests. We would need to organise it clearly.

A: That is true. We should not overlook library visits: students learn where to find books that suit their level. Would it be practical in our situation?

B: It could be, provided we plan carefully. Finally, reading pairs could help because a supportive partner can help someone begin a difficult text. Which option should come first?

A: I would choose book-sharing shelf as our starting point. It addresses a clear need, and we can check how well it works.
B: I agree. Let us choose that first rather than trying to introduce everything at once.

## Band 6-style illustration (not an awarded score) • alternative exchange

A: I would prioritise book-sharing shelf, though its success would depend on a clear plan. An idea can be attractive without being easy to maintain.
B: That distinction matters. We should judge both the benefit and the effort required, rather than assume that one choice suits everyone.
A: Exactly. We can begin on a small scale and use the response to decide what to change.
B: Then we agree on a practical first step, while keeping the other possibilities open.

Use the topic-specific reasons above to develop this alternative exchange. It demonstrates qualification and negotiation, not an examiner-awarded band.

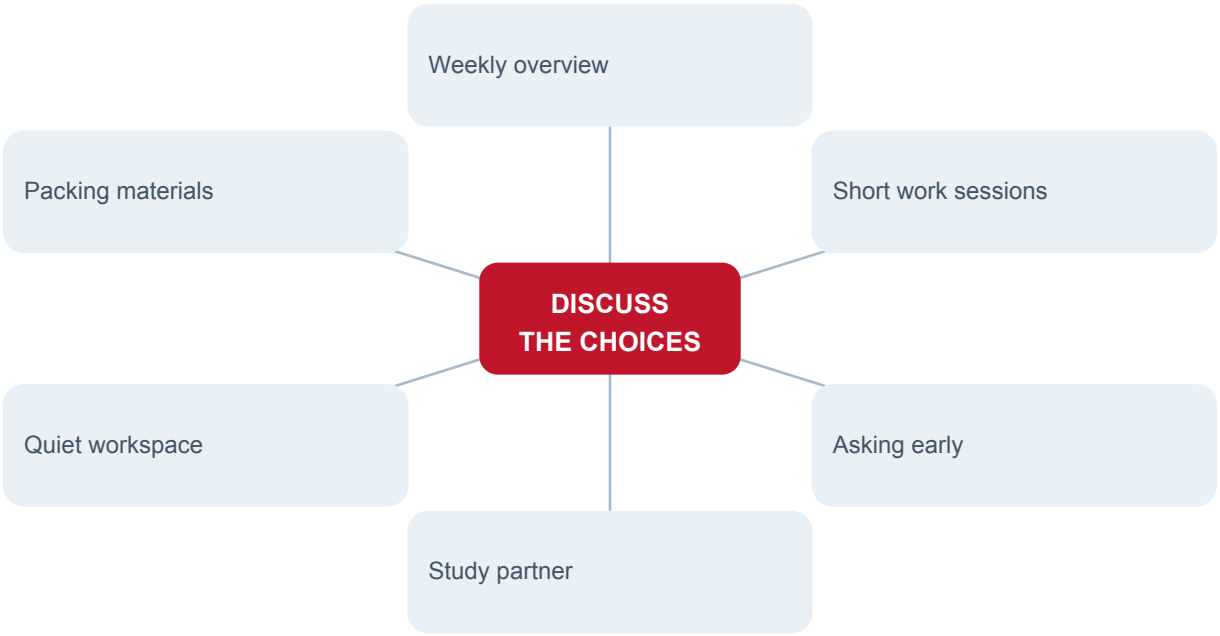
## BM tip

Bincang pilihan, kemudian pilih satu. Jangan hanya baca enam perkataan.

PART 3 • TASK CARD

# Card 32 • Discuss together

## How can students manage homework better?




## Run the task

Look at the ideas for around 20 seconds. Discuss for about 2 minutes. Then decide which one is the most useful starting point for your situation. Explain why.

## Further question

Should students plan every minute of their free time?

## Plan your own reasons

## BM tip

Bandingkan sebab kelewatan, bukan salahkan pelajar. Cadangan perlu mudah dilaksanakan.

PART 3 • BAND 4-STYLE MODEL

# Card 32 • A clear first discussion

Teaching illustration only. Practise the reasons, then add your own examples.

A: Weekly overview could help because students can see deadlines before work builds up. What do you think?

B: Short work sessions could help because a small clear task is easier to begin. That is worth considering.

A: Asking early could help because a confusing instruction can be explained before the deadline. What do you think?

B: Study partner could help because partners can check progress without doing each other's work. That is worth considering.

A: Quiet workspace could help because fewer interruptions help students stay with a task. What do you think?

B: Packing materials could help because having the right book avoids wasting the start of a session. That is worth considering.

## Decision exchange

A: We have several useful ideas. I would start with weekly overview because it fits our main need. Do you agree?
B: Yes. We can begin with that and review whether it works. The other ideas can support it later.

## Further question: model exchange

A: I do not think so. A plan should protect important tasks while leaving some flexible time for rest and unexpected events.
B: That is sensible. If a timetable is too strict, one delay can make the whole day feel like a failure.

## BM tip

Bandingkan sebab kelewatan, bukan salahkan pelajar. Cadangan perlu mudah dilaksanakan.

PART 3 • BAND 5/6-STYLE MODELS

# Card 32 • Build on your partner

## Band 5-style illustration (not an awarded score)

A: Shall we begin with weekly overview? One benefit is that students can see deadlines before work builds up. What is your view?

B: That is useful. I would also consider short work sessions, since a small clear task is easier to begin. We should compare what students need most.

A: Your point about needs is important. With asking early, a confusing instruction can be explained before the deadline. It might complement the first two ideas.

B: Yes, and study partner is another possibility because partners can check progress without doing each other's work. We would need to organise it clearly.

A: That is true. We should not overlook quiet workspace: fewer interruptions help students stay with a task. Would it be practical in our situation?

B: It could be, provided we plan carefully. Finally, packing materials could help because having the right book avoids wasting the start of a session. Which option should come first?

A: I would choose weekly overview as our starting point. It addresses a clear need, and we can check how well it works.
B: I agree. Let us choose that first rather than trying to introduce everything at once.

## Band 6-style illustration (not an awarded score) • alternative exchange

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A: Exactly. We can begin on a small scale and use the response to decide what to change.
B: Then we agree on a practical first step, while keeping the other possibilities open.

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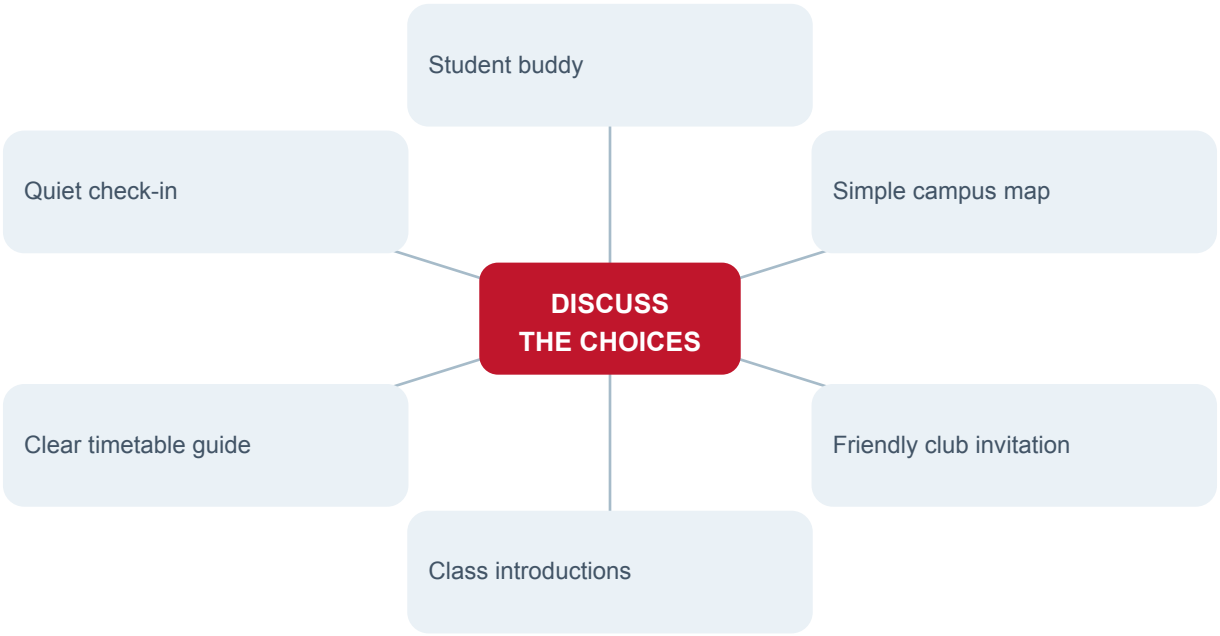
## BM tip

Bandingkan sebab kelewatan, bukan salahkan pelajar. Cadangan perlu mudah dilaksanakan.

PART 3 • TASK CARD

# Card 33 • Discuss together

## How can a school welcome new students?




## Run the task

Look at the ideas for around 20 seconds. Discuss for about 2 minutes. Then decide which one is the most useful starting point for your situation. Explain why.

## Further question

Is joining many activities the best way to settle into a new school?

## Plan your own reasons

## BM tip

Gunakan nada hormat. Tawarkan pilihan dan jangan paksa orang menjadi peramah.

# Suka sampel ini?

## English T1–5

SPM Speaking 1119/3

- Practice book ikut form, dengan answer key
- Exercise book Form 1–5
- Listening 1119/4: modul 20 set + audio + skema

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