

Malaysian Independent Chinese Secondary School Textbook

ENGLISH

Senior Middle 3

A



Unified Curriculum Committee

Malaysian Independent Chinese Secondary School Working Committee (MICSS)

Suitable for Senior Middle Level

English Senior Middle 3

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Preface

1. The contents of English Senior Middle series follow closely the Unified Curriculum prepared by the Curriculum Department of the United Chinese School Committees' Association of Malaysia (Dong Zong).
2. The series are specially written for the students of Malaysian Independent Chinese Secondary Schools (MICSS). There are 3 books in the series, which are written for Senior Middle 1, 2 and 3 students.
3. There are 12 units in this book: 10 units of the lessons are theme-based and 2 units are reviews. Each unit (except Units 6 and 12) consists of 7 sections: Listening, Speaking, Reading, Writing, Summary Writing, Language and Enrichment.
 - **Listening.** A variety of exercises have been provided to develop the skills of listening such as finding main ideas and supporting details, understanding sequence and giving information. The exercises are progressively controlled in length and difficulty.
 - **Speaking.** A variety of oral practices are provided to ensure motivating and enjoyable lessons. These activities include role-plays, conversations and discussion.
 - **Reading.** Each unit includes a reading passage. The exercises provided after each passage are aimed at developing the various comprehension skills.
 - **Writing.** The writing task given in each unit is related to the theme of the unit and is purposeful. The exercises in this section enable students to write coherently and cohesively about the issues and topics found in each unit.
 - **Summary Writing.** The summary writing activities enable students to practice their summarising skills. Various type of exercises are provided. Thus, students should be able to do the exercises with increasing confidence.

- **Language.** The grammar exercises have been carefully planned to ensure that every item of the syllabus is covered. Various types of exercises are provided for the students to practise and enhance their language knowledge.
 - **Enrichment.** This section focuses on the words and expressions for students at this level.
4. The series are tailored for the weekly 6 times 40-minute lessons. However, teachers are encouraged to adapt or add to the activities in the textbooks based on the teaching-learning context.
 5. Each of the series contains an audio CD for listening activities.
 6. A Teacher's Guide is available for each of the series.
 7. We welcome any feedback from teachers and readers in helping to improve future editions of the series.



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UNIT 1

ENTREPRENEUR





Listening

LESSON 1

Warm-up

What do these words have in common?

Entrepreneur Monopoly Industrialist Enterprise Establishment

Listen and Understand Words, Phrases and Sentences

A **word** is used in speech to indicate anything that has a meaning.

A **phrase** is a group of words that are linked.

A **sentence** is a group of words that begins with a capital letter and ends with a full stop. It will always have a subject, a verb and in some cases, an object.

Examples:

Words – entrepreneur, transform, customer

Phrase – new business, creative and innovative

Sentence – You should plan every aspect of your business. Come here. [*(You) come here.*].

Look at the following information and indicate if it is a word (W), phrase (P), or sentence (S).

1. marketing strategies
2. The reward for hard work is the ability to do better.
3. innovative
4. It is critical to plan your time properly for maximum returns.
5. Manage your resources and funds wisely.
6. Deadline
7. Punctuality is also a part of time management.

Practice

A Listen to the text on entrepreneurship and then match the sentences correctly.

- | | |
|---|--|
| 1. An entrepreneur takes the initiative | a. by bringing in the latest products into the market. |
| 2. Entrepreneurs boost the economy | b. is the ability to do better. |
| 3. Entrepreneurship | c. to capture the lucrative markets? |
| 4. Commitment and the drive to succeed | d. the result of proper time management. |
| 5. Successful enterprises are | e. are essential qualities. |
| 6. How do you plan the right strategies | f. is not for the faint-hearted. |
| 7. The reward for hard work | g. to set up a new business enterprise. |



B Listen to the text on entrepreneurship and then fill in the blanks with words from the brackets.

1. Entrepreneurs _____ new organizations and revitalize mature organizations by providing innovations that can _____ the company into having a comparative advantage over competitors. (propel, start, create)

2. Sales and _____ skills are important because the business can only be _____ if there are customers purchasing the products. (trendy, successful, marketing)

3. Entrepreneurs need to possess good time management skills because they need to _____ for new business opportunities, aside from thinking about where to obtain _____ for the new business. (funds, scout, set up)

4. Time management is _____ for entrepreneurs because they rely on themselves to achieve the _____ in the business so that they will not lose potential customers. (goals, ordinary, crucial)
5. We can infer that _____ is important for entrepreneurs as they need to have the _____ to get their business moving. (self-motivation, passion, aggression)

LESSON 2

Warm-up

What do these words mean? Match them with their meanings below.

Words

Meanings

- | | | |
|-----------------|---|---|
| 1. Business | ● | a. To introduce something new, or make changes in anything established. |
| 2. Entrepreneur | ● | b. A person who manages or organizes any enterprise, especially a business, with considerable initiative and risk. |
| 3. Innovate | ● | c. Having the quality or power of creating. |
| 4. Creative | ● | d. A corporation, also known as an enterprise or firm engaged in commerce, manufacturing, or a service; profit-seeking enterprise or concern. |

Making Notes

It is a good practice to make notes of the key points as you listen to a text.

The key points are the important ideas in the text. To understand the key points, remember the following:

- Read the title or instructions which may give the main subject of the text.
- Identify the main idea related to the subject. This is the topic sentence in a paragraph or section.
- Always note down the supporting sentences of the topic sentence.

Example:

June had dreams of being an entrepreneur when she was still studying in secondary school. Her dreams started when she took vocational classes in school and was taught how to sew and design clothes.

Upon graduating from secondary school, she started sketching her ideas on a drawing block and derived inspiration from animations. One day, as she was walking around the shopping mall, she passed by a child who was telling her mother how she wished the pillow was of a cute rabbit face that she could hug.



From there, June got a brilliant idea.

Following the encounter with the child, she went through her sketches and realised that she could customize the pillows with cute animations. Without any hesitation, she bought the items such as various cloth designs, buttons, and ribbons and started sewing her first pillow. June's friends took notice of her customized pillows and started asking if she would take orders and that was the start of her small-scale business. The business grew further when

June decided to market her products online and slowly, her dream of being an entrepreneur was realised.

Main subject – June, dreams of being an entrepreneur

Main point(s) – start of her dreams, sketched her ideas on a drawing block, designed her own customised pillows, marketed her products online

Supporting point(s) – took vocational classes in school, learnt how to sew and design, met a child in a shopping mall that reminded her of her dreams, friends took a liking to her customised pillows and placed orders.

Practice



Dash Murthy, an entrepreneur, was recently interviewed by a reporter of a local publication, 'Headlines'. His interview was published in the paper. Listen to his views on entrepreneurship. Make notes of the interview under the following headings.

1. Subject of interview –
2. Name of interviewer –
3. Name of interviewee –
4. Point one –
5. Supporting sentence –
6. Point two –
7. Supporting sentence –
8. Point three –
9. Supporting sentence –
10. Point four –
11. Supporting sentence –

***B) Complete the following information.***

A successful entrepreneur is daring enough to pursue his (1)_____. There may be (2)_____ ahead and goals to fulfill, but with (3)_____ an entrepreneur can close potential deals that will bring growth to the (4)_____. Products from successful entrepreneurs will always have a (5)_____ advantage against the competitors.



Speaking

LESSON 1

Warm-up

You are looking at potential business partners for your new business. List some of the points that an applicant could use to convince you into making him a partner (use words to express an opinion).

e.g. My skills will be of benefit to the company.

(1) _____

(2) _____

(3) _____

Expressing Opinions, Agreement and Disagreement

In your day to day life, you use many expressions to voice out your opinions, agreements or disagreements on certain issues.

As we learnt in Senior 1, there are three ways to express opinions: Personal point of view, General point of view and Disagreeing with an opinion.

Examples for each are shown below:

1. **Personal point of view** – In my opinion, she should have gone for the holiday.
2. **General point of view** – It is considered bad luck to sweep the floors on the first day of Chinese New Year.
3. **Disagreeing with an opinion** – That's a different matter entirely. She should not have gone on the holiday.



Useful expressions:

My opinion is...

I totally agree with...

My advice is...

I think...

I do not agree...

I strongly disagree...

I believe...

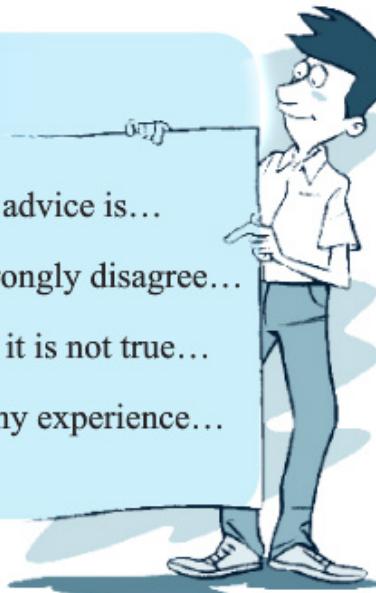
Yes, it is true...

No, it is not true...

On the contrary...

It is considered...

In my experience...



Making Predictions

In the business world, an entrepreneur needs to be able to make predictions on the future trends of his or her industry. There are many different perspectives of business planning as there are usually a lot of parties involved (you as the entrepreneur, stakeholders, your staff and the community).

Making predictions or forecasting is one of the basic skills needed in preparing any business plan. One must be able to make predictions or calculated estimates of future sales, and other factors to be able to plan ahead.



Useful expressions:



What would happen?

Why is this so?

I think ... will take place.

What is your suggestion?

Practice



Complete the dialogue below using suitable expressions to state your opinion, and agreement and disagreement.

Kula : Hi Anita! How are you?

Anita : Hi Kula! I am fine, thank you. And you?

Kula : I am ok but I am so undecided about the school society I should join.

Anita : Well, my (1) _____ is join a club that has interesting activities.

Kula : That's good advice but most of my friends are in the Entrepreneur Club and I don't know much about this club.

Anita : That's a great club. (2) _____ you should find out more about it.

Kula : Ok I will do that. (3) _____ the sports activities are more fun but I will talk to the teacher in charge about the aims of the Entrepreneur Club.

Anita : (4) _____ as a member I found it great. It teaches you about starting and running a small enterprise. (5) _____ you intend to be a businessman in future so this is just the place to get some knowhow.

Kula : Yes, (6) _____, but I wish to join my father's firm which is quite established. (7) _____ I will learn anything useful from a small club in school.

Anita : (8) _____ you will learn about the importance of perseverance, networking, goodwill and of course providing honest service.

Kula : Wow! That will be quite interesting. I think I will join this club. Thanks for your help, Anita.

Anita : You are welcome. See you again soon.



Make predictions about your partner's dreams of being a successful entrepreneur. Think for a few minutes, then tell your partner your predictions.

I THINK YOU...

...will be famous somedayyour business will be successful

....your business will grow.... You will be rich and successful

...You will be known internationally...

_____ (share your idea)

_____ (share your idea)

_____ (share your idea)

Now add a 'because' to why you made those predictions. Use the word 'because' to complete your predictions.

e.g. I think you will be a successful entrepreneur BECAUSE
you are very smart.

_____ (share your idea) because _____

_____ (share your idea) because _____

_____ (share your idea) because _____

LESSON 2

Warm-up

If you are going to become a successful entrepreneur, you will need to possess the characteristics of an effective leader. *Choose from the points below and list five characteristics.*

- Have a global perspective
- Entrepreneurial spirit
- Be afraid to take chances
- Always postpone meetings
- Be optimistic
- Be a leader
- Always be a pessimist
- Have fundamental values (integrity, honesty, respect for others and personal responsibility)

1. _____
2. _____
3. _____
4. _____
5. _____

Describing Characteristics of a Successful Entrepreneur

When you describe the characteristics of a successful person, you give an account of the main traits or qualities of that person which have helped him towards his success.

Example:

Characteristics of a good teacher.

1. The teacher is fun and creative and thus makes lessons interesting and enjoyable.
2. She usually encourages discussions about lesson topics or related or relevant issues.

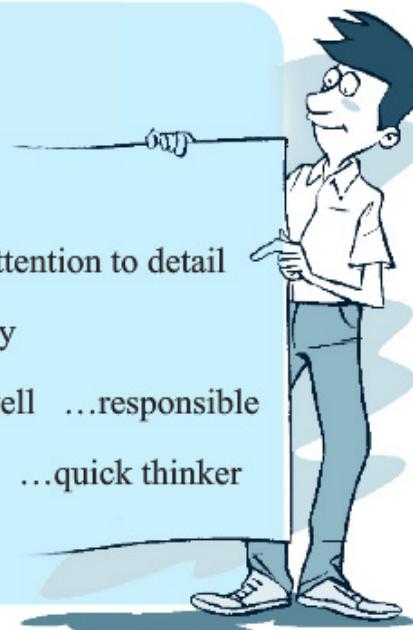
3. She treats others with respect and is open and friendly and is not an authoritarian.
4. She is honest and genuinely interested in the students, knows their likes, dislikes, ideas and needs and tries to make learning more effective for them.
5. She motivates students to do their best and uses problems and setbacks as opportunities and stepping stones towards success. She affirms and makes students confident in themselves.



Useful expressions:

Describing characteristics of an entrepreneur:

...broad range of skills ...creative problem-solver attention to detail
 ...dependable professional ...take-charge personality
 ...loyal ...trustworthy ...integrity ... communicates well ...responsible
 ...ambitious ...keeps calm under pressure ...risk-taker ...quick thinker
 ... hardworking ...self-motivated ...optimistic ...



Tick the characteristics of an employee whom you think will be promoted in his work place.

1. She is a competent and an ethical worker. ()
2. She usually volunteers for extra responsibility. ()
3. She likes to backstab and criticize others. ()
4. She has many personal problems to attend to. ()
5. She rebounds quickly from mistakes and setbacks. ()

Practice

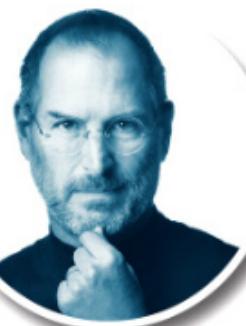


A Read the description below out loud to the class.

An entrepreneur is a person who has decided to take control of his/her future and is willing to take the risk. He is self-employed either by creating his very own business or by working as a member of a ‘team’. Successful entrepreneurs share certain characteristics. They tend to be passionate about achieving their goals and have the spirit for adventure and are willing to take risks. They also have a very strong need to achieve and seek personal accomplishments. They are persistent, hardworking, energetic, innovative, creative, versatile, self-confident, positive and are willing to take the initiative and are committed to their goals.



B Imagine you are one of the characters below. Describe the characteristics that made them who they are today.



creator of Apple - creative, committed, willing to take the risk, never gives up

owner of AirAsia - risk taker, persistent, creative, self-confident, quick-thinker, innovative



Discussion

Entrepreneurship is a very interesting and important topic. There are many characteristics and dos and don’ts that play an important role in ensuring that a person can become a successful entrepreneur or vice versa. You may use the following ideas in your discussion.

1. What is an entrepreneur?
2. What are the characteristics of an entrepreneur?
3. What is a business plan and its importance to an entrepreneur?
4. Which Malaysian is a successful entrepreneur?



Reading

it 1

Warm-up

"I have not failed. I have just found 10,000 ways that won't work." – Thomas Edison, American inventor, scientist and businessman.

Talking to many successful entrepreneurs, you will find one common trait – persistence. More often than not, their accomplishments are not built upon talent or luck. Anyone can have an idea; it takes hard work to actualise it and make something tangible out of it.

The following are some quotes by successful entrepreneurs. Pick an Adjective that best encompasses the statement. For example, using the quote above :

I have not failed. I have just found 10,000 ways that won't work. – **Persistence**

1. The only place where success comes before work is the dictionary. – Vidal Sassoon, British hairdresser and businessman.
2. Positive thinking will let you do everything better than negative thinking can. – Zig Ziglar, American salesman and motivational speaker.
3. The more you are willing to accept responsibility for your actions, the more credibility you will have. – Brian Koslow, American entrepreneur and author.
4. Watch, listen and learn. You can't know it all yourself. Anyone who thinks he does is destined for mediocrity. – Donald Trump, American business magnate.
5. Do you want to spend the rest of your life selling sugared water or do you want a chance to change the world? - Steve Jobs, American business magnate and inventor.

Read-on



A Read the following passage.

*"Your time is limited, so don't waste it living someone else's life. Don't be trapped by **dogma** - which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you*



truly want to become." – Steve Jobs.

In 1982, TIME magazine **dubbed** Steve Jobs, then a young **fledgling** of 27, 'the most famous maestro of the micro'. For someone who has become a pioneer in an industry often mocked for being populated by nerds, geeks and others who had probably occupied lower positions in the high school hierarchy, he also has the honour of having been featured in a movie – the 1999 docudrama "Pirate of the Silicon Valley".

Jobs' life has been anything but typical, even from a young age. An extraordinarily intelligent and innovative child, he often **frustrated** his teachers who were compelled to bribery to make him study. He tested so well that the administration wanted him to

skip ahead from elementary to high school. His parents however, declined.

When he finally did enrol in high school, he took it upon himself to frequent after-school lectures at the Hewlett-Packard Company near his hometown. He developed a professional relationship with Steve Wozniak, computer engineer extraordinaire, and was hired to work at HP over the summer holidays. Wozniak will later return to this **narrative**.

After graduation, Jobs enrolled at Reed College in Oregon. Reed College was a pricey liberal arts college, beyond the means of his adoptive parents, but they had made a promise to his biological mother and willingly made the sacrifice. One semester in, Jobs knew that this wasn't the place for him. He did continue to attend classes, making do by sleeping on the floor in friends' rooms, scrounging up Coke bottles and exchanging them for cash as well as waiting in line for free meals at a nearby temple. He took a *calligraphy* class that he frequently **attributes** as important to his later success.

Jobs went through a 'hippie' period thereafter, travelling to India with friends, experimenting with vices, and adopting strange eating habits. He did a stint with Atari in 1974, but his first real venture into the pond was in 1976 when he, along with the hitherto mentioned Wozniak, started Apple Computers. It was a **humble** enterprise operating out of Jobs' garage and funded by the sale of Jobs' Volkswagen bus and Wozniak's beloved scientific calculator.

Between the two, they conceived a personal computer that they initially priced at \$666.66. The first run of models pocketed them a cool \$774,000. Within three years, the release of Apple II had brought in an astounding \$139 million, an increase of 700%. In 1980, just four years after their modest beginnings, Apple Computer became a publically traded company with a market value of \$1.2 billion. Imagine that!

Jobs was an undisputedly charismatic and **influential** leader at Apple, but his **erratic** ways and explosive temper soon brought things to a head. In 1985, a power struggle ended with him being stripped of his duties by the board of directors. Jobs resigned and sold his shares, starting a new company – Next Computers. He was also introduced to a team of brilliant graphics **experts** who shared the common goal of making computer animated movies. Jobs bought the company from George Lucas, renowned for his Star Wars' movies and incorporated it as Pixar. Both ventures

floundered, and by 1991, Jobs was spending most of his time at home with his family.

Patience and persistence did win out eventually. After producing Toy Story for Disney with Pixar, Jobs decided that the company should go public. The success of the movie saw his net worth rising to over \$1.5 billion. Around this time, Apple was also struggling to remain profitable. They turned back to Jobs, purchasing Next for a cool \$402 million and appointing him interim CEO. Since then, there has been no turning back and Apple is today the largest technology firm in the world, with annual **revenues** of more than \$60 billion.

Jobs' story is indeed **atypical** to most people, but common to that of many an entrepreneur. Here is someone who was willing to take risk after risk, and when faced with failure, simply refused to give up. In 2005, Jobs delivered a **commencement** speech to students graduating from Stanford and had this to say:

When I was 17, I read a quote that went something like: “If you live each day as if it was your last, someday you’ll most certainly be right.” It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: “If today were the last day of my life, would I want to do what I am about to do today?” And whenever the answer has been “No” for too many days in a row, I know I need to change something.

Wise words indeed.

Vocabulary Check

1. **dogma** (*noun*) – something held as an established opinion
2. **fledgling** (*noun*) – something that is young or new
3. **calligraphy** (*noun*) – the art of producing artistic, stylised writing
4. **revenue** (*noun*) – total income produced by given sources
5. **commencement** (*noun*) – a ceremony for giving out degrees and diplomas



Read the passage carefully and choose the most appropriate meaning for each word printed in **BOLD below.**

1. ...TIME magazine **dubbed** Steve Jobs, then a young fledgling of 27, 'the most famous maestro of the micro'.
A. referred B. called
C. criticised D. praised
2. ...he often **frustrated** his teachers who were compelled to bribery to make him study.
A. confused B. annoyed
C. disheartened D. depressed
3. Wozniak will later return to this **narrative**.
A. story B. event
C. experience D. adventure
4. ... frequently **attributes** as important to his later success.
A. believes B. gives
C. characterizes D. credits
5. ... a **humble** enterprise operating out of Jobs' garage...
A. modest B. pricey
C. clever D. showy
6. ... charismatic and **influential** leader...
A. aggressive B. authoritative
C. capable D. commanding
7. ... but his **erratic** ways and explosive temper...
A. unpredictable B. amusing
C. crazy D. slow
8. ...a team of brilliant graphics **experts**...
A. teachers B. leaders
C. designers D. creators

9. Both ventures **floundered**...
- A. struggled
 - B. failed
 - C. stopped temporarily
 - D. stagnated
10. Jobs' story is indeed **atypical** to most people, but common to that of many an entrepreneur.
- A. normal
 - B. irregular
 - C. unusual
 - D. dissimilar



Answer the questions that follow.

1. A major influence in Steve Jobs' early life was
 - A. his teachers.
 - B. his parents.
 - C. Steve Wozniak.
 - D. his lecturers.
2. Which of the following is not what Jobs studied at high school?
 - A. Liberal Arts
 - B. Computer studies
 - C. Calligraphy
 - D. Business
3. Jobs' success began when he
 - A. created and sold the personal computer.
 - B. travelled to India.
 - C. studied calligraphy.
 - D. started Next Computers.
4. Jobs and Wozniak worked together because
 - A. they helped each other financially.
 - B. they were willing to make sacrifices.
 - C. they had a common interest in computers.
 - D. they made a lot of money.
5. From the passage we know that an entrepreneur
 - A. can succeed if he is lucky.
 - B. has to take many risks.
 - C. needs a lot of support.
 - D. will always make a fortune eventually.



Summary Writing

it 1

Warm-up

Fill in the blanks with appropriate letters.

Clue: The words are related to the word ENTREPRENEUR

b_sinessm_n t_adер fina_cier r_tailer a_ent st_ckbr_ker m_n_ger

Paraphrase in a More Concise Manner

In summary writing we have to keep to the word limit as given in the instructions. Thus we have to write the main ideas or points of the summary in a concise manner without changing the meaning of the text.

Example:

Read the following text and rephrase it in a more concise manner.

In your first month at college, you are going to have a lot of initial expenditure. Note down your expenses. This will give you a rough estimate of how much you spend. In the coming months, you can then budget accordingly, keeping in mind the essentials – rent, food, utilities, textbooks, toiletries, transportation, entertainment, etc. Always ensure you have a little left over for unexpected expenses – a friend may have a birthday coming up, and you might be called to pool resources to get her a present.

Summary: From the start of college, keep track of your expenditure. Record your expenses. Then you can budget in a proper way for the future.

Read the following text and rephrase it in a more concise manner.

As a student at college, you will need to pay for tuition and examination fees as well as for food, lodging and transport. It can be a hassle if you are short of funds. But don't give up on your studies. If your grades are exemplary, you could apply for a scholarship from your institution, the government or a philanthropic group. In addition, you could check for available student loans. For some extra pocket money, you could also get a part time job on campus. Check the boards around college or your college's newsletter.

Practice



Read each extract and then choose the sentence that BEST summarises the extract.

1. Jobs' life has been anything but typical, even from a young age. An extraordinarily intelligent and innovative child, he often frustrated his teachers who were compelled to bribery to make him study. He tested so well that the administration wanted him to skip ahead from elementary to high school. His parents however, declined.
 - A. Jobs was an above average child in his junior classes.
 - B. Jobs' teachers were in despair over his behaviour.
 - C. Jobs' parents did not believe he was exceptional.
 - D. Jobs did not study but still excelled in life.

2. When he finally did enroll in high school, he took it upon himself to frequent after-school lectures at the Hewlett-Packard Company near his hometown. He developed a professional relationship with Steve Wozniak, computer engineer extraordinaire, and was hired to work at HP over the summer holidays. Wozniak will later return to this narrative.
 - A. Jobs learned a lot from Wozniak, his mentor.
 - B. In high school, Jobs honed his interest in the computer field.
 - C. Jobs showed his latent talent in computer technology.
 - D. Jobs worked part time at Hewlett-Packard.

3. Jobs went through a 'hippie' period thereafter, traveling to India with friends, experimenting with vices, and adopting strange eating habits. He did a stint with Atari in 1974, but his first real venture into the pond was in 1976 when he, along with the hitherto mentioned Wozniak, started Apple Computers. It was a humble enterprise operating out of Jobs' garage and funded by the sale of Jobs' Volkswagen bus and Wozniak's beloved scientific calculator.
 - A. Jobs sowed his wild oats but in 1976 began his business venture, Apple Computers.
 - B. Apple Computer started in a small way.
 - C. Jobs and Wozniak sold their belongings to start off Apple Computer.
 - D. Jobs started Apple Computers from humble beginnings with Wozniak.

4. Between the two, they conceived a personal computer that they initially priced at \$666.66. The first run of models pocketed them a cool \$774,000. Within three years, the release of Apple II had brought in an astounding \$139 million, an increase of 700%. In 1980, just four years after their modest beginnings, Apple Computer became a publically traded company with a market value of \$1.2 billion. Imagine that.
- A. After four years, Apple computer was firmly established.
B. The two became wealthy but still maintained a low profile.
C. The two created a personal computer and their company became a runaway success.
D. Apple Computer had a market value of \$1.2 billion.
5. Patience and persistence did win out eventually. After producing Toy Story for Disney with Pixar, Jobs decided that the company should go public. The success of the movie saw his net worth rising to over \$1.5 billion. Around this time, Apple was also struggling to remain profitable. They turned back to Jobs, purchasing Next for a cool \$402 million and appointing him interim CEO. Since then, there has been no turning back and Apple is today the largest technology firm in the world, with annual revenues of more than \$60 billion.
- A. Apple Computer is the largest computer firm in the world.
B. Jobs' new company and Apple Computer were incorporated and this made Apple Computer the richest company in the world.
C. Jobs headed the largest computer firm in the world.
D. Jobs' exemplary attitude and business acumen finally made Apple Computer the best in the world.



Read the comprehension passage on pages 16-18 carefully once more. Summarise Jobs' professional life in not more than 150 words.



Writing

Warm-up

The word ENTREPRENEUR is a French word. *What other French words do you know that are commonly used in English?*

e.g. envoy

Brainstorming, Thesis Statement and Topic Sentences

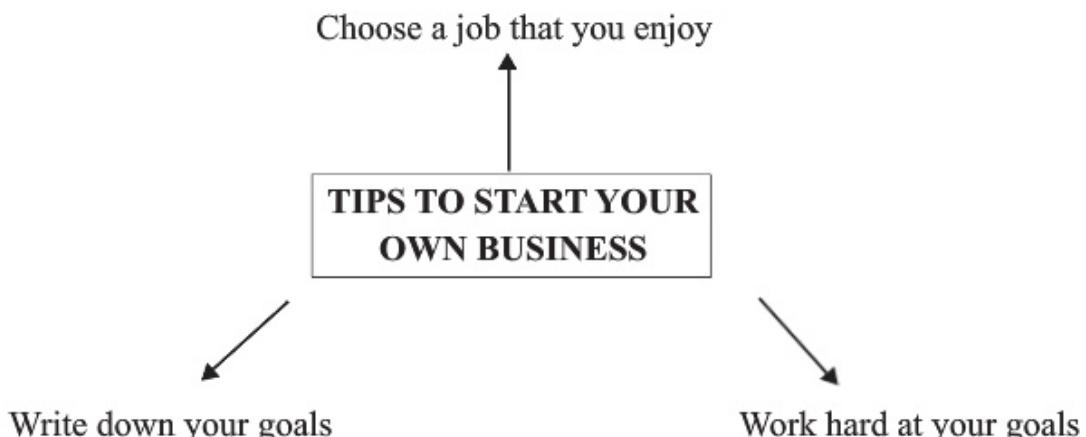
Brainstorming is the process of generating as many ideas as possible about a topic. You can list down the points or create a mind map to show the points in a clear and organised manner.

The **Thesis statement** is the introduction to your composition. The thesis statement states clearly what the composition is about. It gives the scope and main points of your composition.

For the content, use paragraphs for each main point. The first line of each paragraph is the **Topic sentence** which gives the main point in the paragraph. This key sentence is followed by supporting sentences which elaborate on the topic sentence. The last line in the paragraph is the concluding sentence.

Example:

Brainstorming



Your composition – Starting Your Own Business

Thesis statement - You have decided to start your own business. This is wonderful and here are three tips to help you achieve success. They are choosing a job you enjoy, writing down your goals clearly and lastly working hard at it.

Topic sentence - The first tip to ensure that you have a successful business is to choose a job that you enjoy.

Supporting sentences - When you do what you like, you are excited and enthusiastic about every aspect of your job and will be willing to spend long hours at it. This is especially crucial in the beginning stages as you build up your business. When you are passionate about what you do, you will attract more interest from people who will later become your potential clients.

Concluding sentence - Therefore, choose your job wisely.

Complete the following with appropriate thesis statement and topic sentences.

Tips to Excel in Your Studies

Introduction

Thesis statement – _____

Body Paragraphs

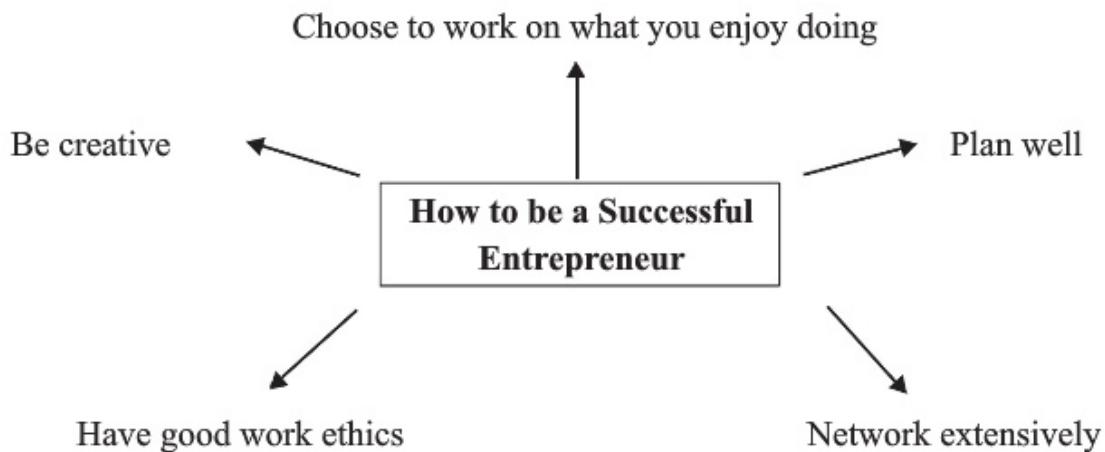
Topic sentence 1 – _____

Topic sentence 2 – _____

Topic sentence 3 – _____

Practice

Write a composition of 350 words on ‘How to be a Successful Entrepreneur’. You may use the mind map below.



Project

Work in groups. Set up a mini exhibition in the foyer of your school on the life and achievements of Kapitan Yap Ah Loy. Include also pictures and information about the Chinese settlers in early Malaya highlighting their entrepreneurial spirit.

Warm-up

Choose the correct answer.

1. We took the fastest (root, route) to the village.
2. Do you (knead, need) flour to make roti canai?
3. My (knees, niece) is a karate exponent.
4. Her chalet is beside the (see, sea).
5. Please (meet, meat) us tomorrow for lunch.

Part of Speech

The words in the English Language are grouped into nine Parts of Speech according to the way they are used. They are:

- Noun, Pronoun, Adjective
- Verb, Adverb
- Preposition, Conjunction
- Interjection
- Articles

Noun, Pronoun, Adjective

A **noun** can refer to a person, creature, object, place or idea. A **pronoun** is a word used in place of a noun. An **adjective** describes a noun or pronoun.

- **John** used a **hoist** to lift the **rhinoceros** into its **enclosure**.
- He used a **hydraulic** hoist to lift **it** into its **new** enclosure.

Verb, Adverb

A **verb** refers to an action or a state of being. **Adverbs** modify or describe verbs, adjectives or other adverbs.

- We can **walk** along this jungle track. We can walk *safely now* along this jungle track *here*.
- I **am** happy. I *certainly* am *very* happy.

Preposition, Conjunction

A **preposition** shows the relationship between two things or describe where, when or how something is done. **Conjunctions** are used to join words, phrases or sentences.

- They sat **on** a rock **beside** the shimmering waves **till** the sun set.
- They sat on a rock beside the shimmering waves till the sun set **and** later went for a night swim.

Interjection

Interjections are also known as exclamations and are followed by exclamation marks (!). Interjections are used, for example, to show anger, surprise or joy.

- Hurray! It's a holiday tomorrow.
- Ahh! Help! A tiger is chasing me!
- Oh No! I have overslept!
- Gosh! What a lovely sunset!

Article

Articles refer to the words “a”, “an” and “the”. They are used before nouns. “**An**” is used for words beginning with vowel syllable and “**The**” is used to refer a second time to a known word.

- I saw **a** lady with **an** umbrella on **the** way home.

Exceptions:

- **A** unique pastime for my dad is solving Mathematics questions.
- It is **an** honour to be invited for this occasion.

Read the text below and name the different parts of speech that are in bold.

Hi! Everyone. Do you know about the power of visualisation? Seeing yourself **in** your mind as having accomplished your **dreams** is the first step towards achieving them. If you want to be rich, **picture** yourself in luxurious surroundings with of course a huge bank balance. And the process of envisioning your goal should be a **constant** activity! You need to think **continuously** that you are successful (**or** will be). A good practice is when climbing stairs; **voice** out your goal with every step you take. This technique will reinforce your goal and keep **it** fresh in your mind.

1. Noun _____
2. Pronoun _____
3. Adjective _____
4. Verb _____
5. Adverb _____
6. Preposition _____
7. Conjunction _____
8. Interjection _____
9. Article _____

Practice



Choose the correct option.

1. A dollar saved _____ a dollar earned.
A. is B. was C. will be
2. What is something unique you remember of _____ trip to Germany?
A. your's B. your C. yours
3. In Germany, some men wear skirts _____ many women wear ties and suits to work.
A. and B. also C. so
4. As a little child, I _____ deep in a rubber estate in Johor.
A. living B. lives C. lived
5. My neighbour, Elizabeth Abraham, was _____ only child.
A. a B. an C. the

6. She had _____ of wonderful story books and comic books.
A. shelf and shelf B. shelves and shelves C. shelves and shelves
7. Thank you Elizabeth for sharing your fantastic library with _____.
A. mine B. me C. I
8. Well done! You have _____ clinched the million dollar deal.
A. profoundly B. terribly C. successfully
9. I may be little _____. I will do my best. I think I can!
A. but B. though C. even though
10. The reward for hard work is the ability to do _____.
A. best B. better C. good



Fill in the blanks with the correct word form of the word in brackets.

1. Time dedicated to _____ (educate) is time truly well spent.
2. The rocket was successfully _____ (launch) from the Thumba Space Station.
3. The school prize giving day is a _____ (form) occasion.
4. Orange juice _____ (be) a popular drink for those suffering from a cold.
5. _____ (Certain)! Innovation plays an important role in a country's entrepreneurial development.
6. The observable universe contains more than 100,000 million _____ (galaxy).
7. What is your _____ (explain) for the origin of the universe?
8. Everything happened so _____ (rapid).
9. Taking chances and recovering from failures are traits that _____ (employ) like in workers.
10. Children need free, _____ (structure) play to learn the coping skills for real life.



In each of the sentences below, four parts are underlined and lettered A, B, C and D. One of these parts contains an error. Circle the letter indicating the error.

1. Mr Shaun he is a TV newsreader who has a very good voice.
A B C D

2. I love to read Jean's writing as she is creative, diligence and humourous.
A B C D

3. My gosh! Look at the times. We are going to be late.
A B C D

4. After the rain has stop, we can continue our football game.
A B C D

5. It is a honour to be given this opportunity to speak to all of you today.
A B C D

6. All of the furniture are antique and very expensive.
A B C D

7. Snails have shells in which it live in.
A B C D

8. Mother asked Kate what was she doing as it was past bedtime.
A B C D

9. I was very boring during the long holidays as my friends were away.
A B C D

10. "Hurray! We have win the lottery again!" the man shouted excitedly.
A B C D



Enrichment

Making a Future Business Plan

You are planning to open up a small store. Come up with a business plan based on the design and type of store you want to open. You are required to present answers to the key questions such as who, what, where, when, how, why and how much. Address the strengths and weaknesses of your business idea.

A

Add in the details for your business plan.

Description	Analysis
1. Name	1. Development Time Frame:
2. Type	2. Cost – Projected income, expenses, profits:
3. Location	3. Strengths:
4. Funding	4. Weaknesses:
5. Staff	5. Others:

B

Fill in the blanks with the correct words.

plan written viability analysis size

A business plan is the key ingredient in a successful business. Many forget or are ignorant of the fact that a good business (1)_____ is the same as a good foundation to any successful business.

What is a business plan?

A business plan is a (2)_____ outline that evaluates all aspects of the economic (3)_____ of the business venture. It includes a description and (4)_____ of your business prospects. Preparing and maintaining a business plan is vital for any successful business regardless of the business (5)_____ or nature.

Your business plan will be useful as it will help you define and focus your objective using appropriate information and analysis.



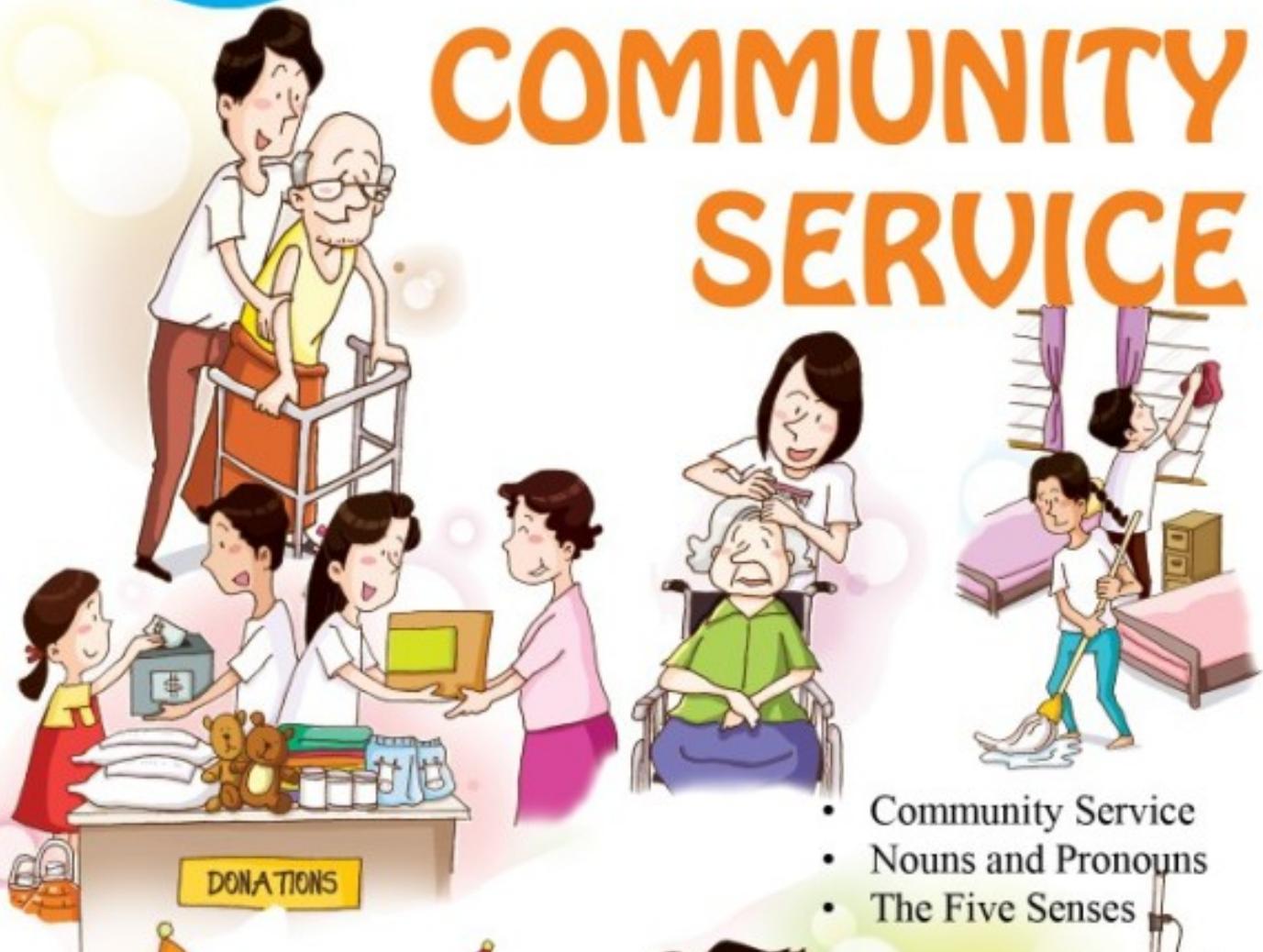
Word List

1.	advantage (n)	opportunity	kelebihan	优点
2.	benefit (n)	a helpful / good effect	faedah	利益
3.	characteristic (n)	a quality or trait	sifat-sifat	特性
4.	charismatic (adj)	special charm	menarik	超凡魅力的
5.	clientele (n)	customers of a business	para pelanggan	客户
6.	clinched (v)	won	dapatkan	获得
7.	creative (adj)	innovatory	sifat mencipta	创造性
8.	enterprise (n)	business	keusahawanan	企业
9.	entrepreneur (n)	a person who manages an enterprise	pengusaha	企业家
10.	establishment (n)	a company	syarikat	公司
11.	estimate (n)	to evaluate	menafsirkan	估计
12.	ethics (n)	moral principles	sistem dasar tingkahlaku	道德规范
13.	extraordinaire (adj)	outstanding	istimewa	非凡的
14.	forecasting (v)	foretelling	meramalkan	预测
15.	hoist (n)	apparatus for lifting	jentera untuk mengangkat barang	提升间
16.	industrialist (n)	enterpriser	pengusaha industri	实业家
17.	innovate (v)	introduce something new	menggubahkan	创新
18.	intuition (n)	sixth sense	gerak hati	直觉
19.	key (adj)	main	yang penting	关键
20.	knead (v)	mix flour with hand	menguli	揉(面等)成团
21.	maestro (n)	master	pemimpin	大师
22.	monopoly (n)	having dominance over to control a market	menguasai	垄断
23.	nerds (n)	persons who spend a lot of time on a particular interest and who are not popular or fashionable	orang yang bergaya dan membosankan	讨厌的人

24.	observable (adj)	can be seen	boleh dilihat	看得见的
25.	optimistic (adj)	believing in positive aspects	percaya yang baik akan berlaku	乐观的
26.	persistence (n)	continue without giving up	ketekunan	坚持
27.	pessimist (n)	a person who thinks of only the negative side	orang yang mudah putus harapan	悲观主义者
28.	picture (v)	imagine	gambaran	想像
29.	pocketed (v)	got	mendapat	得到
30.	possess (v)	to have	memiliki	拥有
31.	potential (adj)	possible	boleh jadi / bakal	潜在的
32.	projected (adj)	forecast	menunjukkan	预测
33.	realistic (adj)	true	keadaan yang sebenarnya	现实的
34.	skill (n)	ability	kemahiran	技能
35.	stint (n)	short period of work	kerja yang ditetapkan dalam sesuatu tempoh	(工作的)一段固定时间
36.	stripped (v)	removed	dilucutkan	剥去
37.	undesirable (adj)	not wanted, approved of or popular	tidak disukai	不合需要的
38.	undisputedly (adv)	without doubt	pasti	真正的
39.	venture (n)	undertaking	terokai	冒险
40.	viability (n)	feasibility	boleh laksana	可行的

UNIT 2

COMMUNITY SERVICE



- Community Service
- Nouns and Pronouns
- The Five Senses





Listening

LESSON 1

Warm-up

How many five letter words can you make from the word SERVICE?

Example: serve

Listening to Understand Information in a Text

The information in a text is organised in a proper order. It begins with the introduction, goes on to the main content and ends with the conclusion. The sentences are in the correct sequence chronologically (according to time sequence) and logically (according to a logical order). We usually have sequence linkers or logical connectors to help us.

Sequence linkers – first, next, before, after that, finally

Logical connectors – consequently, therefore, thus, besides, as a result of

Example:

Community service plays an important part in our lives. Firstly, it is an ideal way for the young to spend their time and energy in a constructive manner. At the same time, they get to interact with others from different backgrounds and all walks of life. Thus, they will learn some invaluable communication and leadership skills. Finally, it is an opportunity for people to give back to society by making a positive difference in the lives of those less fortunate.

Choose the correct words to complete the following text.

then

consequently

for example

besides

We should inculcate the spirit of volunteerism. Look for ways to get involved in your community. (1) _____ local charities like the welfare homes will always welcome your contribution of time and moral support. (2) _____ the next step is becoming involved in community events like blood donation drives or recycling projects. (3) _____ you can join associations and clubs that concentrate on programmes and policies designed to improve the local community. (4) _____ you will become acquainted with like minded people and get to know them as friends and respected members of the community.

Practice



A Listen to the talk and arrange the information in the right sequence.

Finally, the youngsters learn invaluable social skills.

However, community service is not an obligation but a commitment.

Subsequently, volunteers can heighten their sense of community.

Community service has developed steadily over the past few years.

Firstly community service benefits both the individuals and society.



B Choose the suitable options to complete the information correctly.

1. Communication skills are important _____.
 A. especially as they help individuals to interact with disparate people.
 B. because volunteers can get to know one another eventually.

2. Participants in many community service activities _____.
 A. can make some new business contacts.
 B. will subsequently acquire lifelong leadership skills.

3. People skills are important in life. _____.
 - A. They help us show loyalty and concern.
 - B. Participants befriend other volunteers whilst creating a network with community members.
4. The younger generation learns about lending a helping hand to the needy in the community. _____.
 - A. Consequently it will make a difference in their lives and it teaches them what charity really is.
 - B. They will be able to get help from the community.
5. Community service can heighten an individual's sense of community. _____.
 - A. The person shares in the privilege and responsibility of being part of the community.
 - B. The individual plans for a more balanced relationship in the community

LESSON 2

Warm-up

Unscramble the letters below.

- | | |
|----------------------|--------------|
| 1. elph | 4. lunvoteer |
| 2. mmunicoty viceser | 5. thyous |
| 3. fitbene | |

Listening for Main Ideas

It is important for you to follow the steps below when listening for the main points in the text.

1. Listen carefully to the heading and the text.
2. Make notes of the main points or ideas that are usually the key words and expressions.
3. The main ideas help us understand the text.

4. They (main ideas) can be elaborated by supporting ideas.
5. Remember not to include minor points in your notes.

Example:

Notes of key points.

Community service engages people of all age groups and most of the time, youths are involved in helping those in need. It can be seen as a form of giving back to the community, especially those who are needy.



Youths who participate in community service will have an added advantage. Even though some people do not believe that it can help build certain characteristics by volunteering for community service, most youths have learnt the art of giving back and charity. It may not be an obligation but youths can learn that by lending a helping hand, they are making the lives of some people better.

Among the characteristics that can be developed or learned by participating in community service is that it will teach individuals about being team players and having leadership skills. It can also help to build their communication skills, as there is a need to interact with the people and community they are working with.

Notes:

1. Community service – definition – a form of giving back to the community especially those in need
2. Examples:
 - Participating in community service teaches youths the art of giving back and doing charity.
 - Youths develop characteristics such as being team players, learning leadership skills and building communication skills.

Practice

Listen to the talk that Shane Lim shared with his classmates on his experiences in volunteering for community service. Identify the main ideas that you have listened to in the text.

Main Point –

Main Idea –

Supporting Ideas –

- a)
- b)
- c)
- d)



Speaking

LESSON 1

Warm-up

Before we talk about the different types of NGOs around, we need to understand what an NGO is. NGO is the abbreviation for Non-Government Organisation. It is a legally constituted organisation that is created by legal persons who operate independently of any government body.

List three NGO's that exist in your community (state or country).

- (1) _____
- (2) _____
- (3) _____

Talking about Different Types of NGO in Community Service

There are various types of NGO that can be understood by orientation and level of co-operation:

Types of NGO by orientation

- Service Orientation
- Charitable Orientation
- Empowering Orientation
- Participatory Orientation

Types of NGO by level of co-operation

- National NGOs
- International NGOs
- Community Based Organisation

One of the popular NGOs is the NGO that concerns the environment, -‘Greenpeace’. Environmental NGO advocates issues such as air pollution, deforestation of areas or water issues.



Useful expressions:

There are various expressions or phrases that can be used when describing something or someone both positively and negatively.

Positive / Good:

Generous	Kind	Reliable
Honest	Friendly	Responsible
Truthful	Trustworthy	Considerate
Helpful	Civic conscious	Optimistic

Negative / Bad:

Lazy	Dishonest	Unreliable
Thoughtless	Inconsiderate	Dull
Cold	Short-tempered	Unfriendly
Mean	Stingy	Authoritarian

Practice



A Read the following dialogue between Kee Hua and Juan Heng.

Kee Hua : Have you heard of the Malaysian Mental Health Association?

Juan Heng : No, I haven't. Can you tell me more about it?

Kee Hua : Sure. It is an association that was founded in 1967 by some staff members of the University Malaya Medical Centre. It is made up of a group of psychiatrists, psychologists, medical social workers, nurses and occupational therapists who are involved in the management of people with mental disorders.



Juan Heng : Interesting. Is it a government body?

Kee Hua : No it is not. It is actually a community based NGO and it operates solely on public funds and a small annual grant from the Department of Social Welfare.

Juan Heng : So what are the objectives of this association?

Kee Hua : Well, it wants to be a dynamic advocate for positive attitudes towards mental health as well as to promote mental health in the community. They aim to help raise the standard of treatments and prevention in the field of mental health. They also aim to provide rehabilitative services for the mentally ill and to support caregivers and family members of mentally ill persons.



Talk about the different types of NGOs in community service using the information below.

1. Yayasan Salam Malaysia (SALAM)

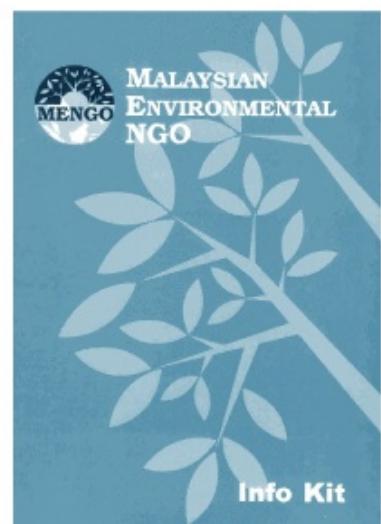
- A local NGO which focuses on volunteer-based activities dealing with issues and programmes needed in the community
- A non-profit organisation formed to promote the spirit of volunteer service among fellow Malaysians
- Organises volunteer service programmes in various fields:
 - Education
 - Health
 - Community development work
- Eight reasons to volunteer:
 - To make a difference
 - Find purpose
 - Connect with the community
 - Meet new people
 - Explore new areas of interests
 - Use your skills in a productive way
 - Contribute to a cause that you care about
 - Expand your horizons



2. Malaysian Environment NGOs (MENGO)



- **Mission:** To be committed towards enhancing the environmental sustainability agenda at local, national and international levels
- **Goal:** MENGO aspires towards an ecologically-sound, transparent, participatory and socially just society, through sustainable development policies and practices related to natural resources management and biodiversity conservation.
- Formed under the DANIDA - supported programme for environmental assistance to Malaysia (DANIDA is the Danish International Development Assistance) - The Mengo coalition was formed in November 2001
- **Objective:** to contribute to the strengthening of the MENGOs and facilitate their impact on the decision making at all levels in the Malaysian society



LESSON 2

Warm-up

Turn to the person next to you. List her/his skills or attitude that you admire and compliment or praise her/him. From the list, create a sentence each complimenting or praising that person. Read it out to her/him.

Name of Person: _____

Skills or Attitude: (1) _____ (2) _____ (3) _____

Sentence (1) _____

Sentence (2) _____

Sentence (3) _____

Giving Compliments or Praise

Each of us holds an amazing power which we seldom use. This ‘power’ can put a smile on a person’s face and make him feel better. We may have many achievements, but “***with Great Power Comes Great Responsibility***”. In this case, it is our responsibility to use the power of compliments and praise at every chance that we can.

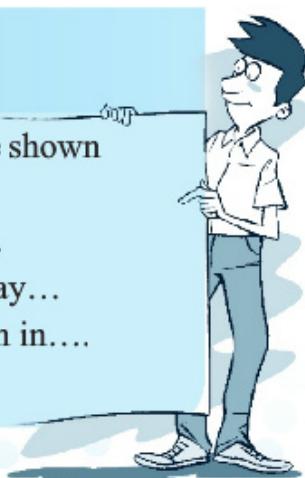
People normally would like to know why they are receiving a compliment of praise.



Useful expressions:

Some of the phrases that can be used when giving compliments are shown below:

- Congratulations on ...
-did such an amazing job
- How grateful I have been for...
- Knowing that I could count on you...
- How much I admire...
- Am so proud of the way...
- Have restored my faith in....



Example:

Congratulations on making it to the final round of the competition. You are making headlines as you are our first student to have made it to the finals after 5 years.

Compliments and praise can also be given by acknowledging positive personal qualities or special efforts that have been carried out.



Useful expressions:

Phrases that can be used to acknowledge:

- Your patience with...
- Your valuable expertise...
- If it hadn't been for you...
- Such a flair....
- Handled it like a pro...
- Gave me the incentive to....
- Your outstanding talent...
- Your ability to...

Examples:

1. You always submit the reports required with great detail and high quality work.
2. You always put extra effort in all the assignments I have given.
3. I am very impressed and it is always delightful reading your work.

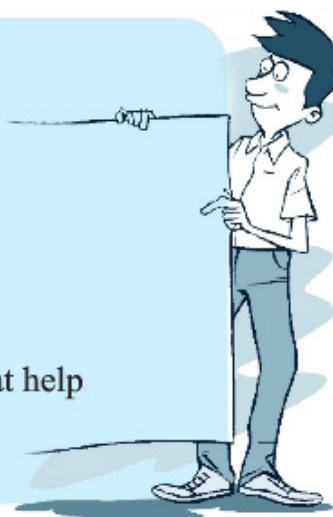
When complimenting or expressing appreciation, we need to convey it directly to the person.



Useful expressions:

Phrases that can be used to do so are:

- ...are proud to
- ...are an inspiration to
- ...can always count on you
- Thank you for being there.../ for being such a great help
- Thank you for your kindness...
- My respect and admiration...



Examples:

1. Thank you for setting such a good example and in creating a great working environment.
2. Thank you very much for your helpful contributions. It is great to have someone who is a great team player.

Expressing Opinions

Below are some basic phrases you can use when expressing an opinion:

- I think...
 - I feel...
 - I believe...
 - In my opinion...
 - My point of view is that...
 - I figure that...
- } ... + a sentence using the present tense

Examples:

1. I think violence shown in cartoons affects children negatively.
2. I feel cloning a human being is wrong.
3. In my opinion, you have to be out of your mind to swim with sharks!

There are ways to ask others for their opinions. Phrases used as shown below:

- What do you think about...?
- How do you feel about...?
- What is your opinion of / about...?

Examples:

1. What do you think about human cloning?
2. How do you feel about extreme sports?
3. What is your opinion about social media?

Practice



Alex and Amanda managed to raise RM100,000.00 from the charity run that they organised with a local NGO, family and friends to help raise funds for abused children. Create a dialogue praising or complimenting the two of them for their dedication towards their cause and in making it a success.



Complete the dialogue below using suitable expressions to state your opinion.

Shu Ping : Hi Sho Wei! How are you?

Sho Wei : Hi Shu Ping! I am fine, thank you. How are you? Where are you off to?

Shu Ping : I am fine, too. Thanks. I am on my way to give some English lessons to a few children in my neighbourhood. (1) _____ (I guarantee / I believe) this is a constructive way to use my free time.

Sho Wei : Wow! That is interesting and (2) _____ (I figure / I wish) that you will be earning a bit of money.

Shu Ping : Oh, I don't get paid because I am volunteering my time to help the children in my community. (3) _____ (I think / I thought) we should repay society after we have succeeded in life.

Sho Wei : Wow! That is so kind of you. (4) _____, (For my opinion / In my opinion) education is so important to help a person achieve his dreams. And (5) _____ (I feel / I find) these children are so lucky to have a dedicated tutor like you.

Shu Ping : (6) _____ (My reason / My point of view) is that these children are going to be agents of positive change in the future, so I am happy to give them a boost.

Sho Wei : (7) _____ (I am of the opinion / It is probable) that their parents will certainly appreciate what you are doing.

Shu Ping : Oh, (8) _____ (I believe / I hope) they do. Most of them are single parents and are usually away at work. So I hope what I do will make a difference in their difficult lives.

Sho Wei : Shu Ping, I think I will come along and help you.

Shu Ping : Thanks, Sho Wei. Believe me, this will be a great learning experience for you.



Discussion

Do you think our elected community representatives are really involved in the problems of the community? Is there any area which you feel they should pay more attention to?

Points that can be used in your discussion

- road congestion
- need for traffic lights
- lack of parking spaces
- lack of law enforcement on the road
- dirty dining venues



Reading

Warm-up

It is the greatest of all mistakes to do nothing because you can only do little - do what you can. ~Sydney Smith, English writer

As a student in Malaysia, I'm sure you have found yourself involved in some form of community service or other through various extra-curricular groups such as the Interact Club, the Red Crescent Society, St. John's Ambulance, etc. Try to think out of the box. In what way could you give back to your community beyond your current activities?

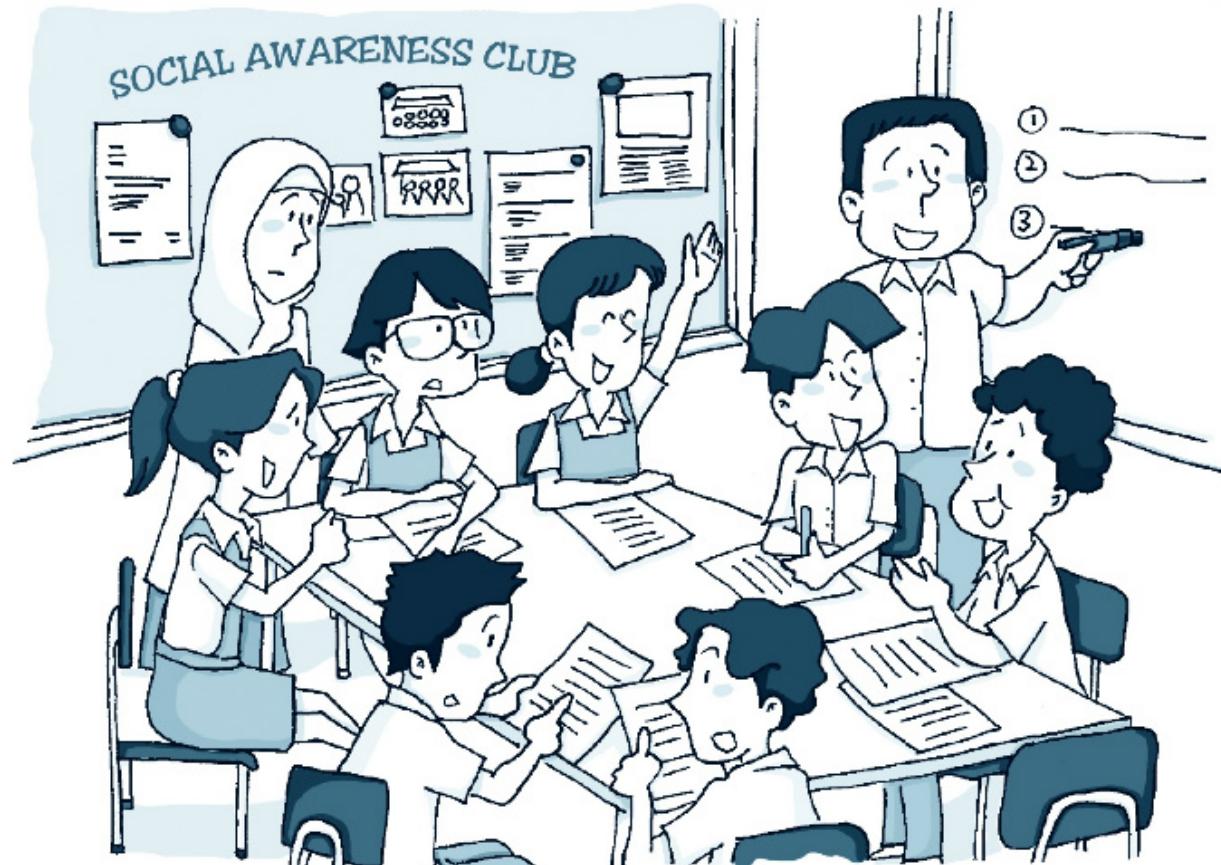
Below are some issues/areas in which we can contribute to our community. Think of an interesting activity that could be beneficial to that area. If you have time, make posters to publicise your activity.

e.g. Dirty Local Beach – organise a day-long clean-up where volunteers pick up trash. This could end with games and a barbecue for those involved.

- a. Local orphanage
- b. Poor students in school who cannot afford tuition
- c. Profusion of stray animals
- d. Funds required by a needy family
- e. Poor health unawareness among students

Read-on

A Read the following conversation.



- Dev : Hey, guys! Welcome to our first Social Awareness Club meeting. Aren't you guys excited to be here?
- May : I'm only here because Puan Hamidah told me she'd let me out of **detention** if I came. This is boring. I'd rather be home watching 'Gossip Girl'.
- Lily : Yeah, me too. Oh, well. We're here. What are we doing today?
- Dev : We're planning out our schedule for the year. I'd really like to do some fun stuff for a change. Do you guys have any ideas?
- Sam : I have a weird one. It's something my brother and his college mates did back then when they were studying. Groups of them adopted **potholes**, bought manhole covers and looked in to **ensure** they were still in place every few weeks. It seems crazy, but the residents of the town where their campus was situated were really grateful.
- May : Wow. That's a cool idea, but aren't manhole covers really **expensive**?
- Judy : Can I suggest something?

- Dev : Sure, Judy. Go ahead.
- Judy : I was watching a documentary a while back, and lots of American teenagers set aside days to pick up trash from the beach. Have you been to the seaside lately? It's terribly disgusting. Wrappers, cigarette butts, **decomposed** food...
- May : Gosh, I don't want to pick up garbage.
- Judy : We could make a really fun day out of it. Divide the beach into sections, and see which team can collect the most rubbish. After that, we could **unwind**, play some volleyball, build sandcastles, have a barbecue...
- Lily : That actually sounds like a lot of fun! I'd like that. Hey, it's not that bad. We could pretend we're collecting sea shells.
- May : It's garbage!
- Dev : May, how about this? We'll put you in charge of refreshments or something? Would that work for you?
- May : Thanks, Dev. I'm sorry I'm not as **accommodating** as the others.
- Dev : That's alright. We all contribute in our own ways. Do you have any ideas yourself?
- May : Well....
- Dev : Yes?
- May : Lily and I often go shopping, and we've got so many clothes! I'm a girl! I don't like wearing the same thing more than once! We've been planning to do this for a while, but we'd like to **organise** a weekly clothing exchange. Obviously, we'll be very selective and we won't allow just any old rag to get by. Seriously, Lily, did you see that skirt Jean was wearing? She's definitely not invited.
- Dev : May!
- May : I'm sorry! Anyway, what do you think of my idea? Oh, no! You think it's **frivolous**, don't you?
- Dev : Not at all! I think it's a great idea! Community building doesn't just involve serving the less fortunate or recycling. This is a wonderful opportunity for us to connect better among ourselves and hey, at least those pretty clothes of yours won't go to waste, right?
- May : Thanks, Dev. Oh, I'm glad Puan Hamidah made me come for this meeting! This is fun!
- Dev : That's the spirit! Anybody else?
- Mat : A couple of us are here because the discipline master caught us painting the back wall. Adults don't understand! It's not graffiti, it's art! We had some **phenomenal** ideas too...

- Dev : I'll talk to the headmistress tomorrow. I heard that she's actually looking for professional artists to add some school colours to the walls facing the main road. She said they don't reflect well on our establishment.
- Mat : That's awesome! We are thinking about a mural on a blue background, with a sealion **emerging** from beneath the surface. You know, because that's our school mascot. Hey, John! What do you think?
- Dev : Mat, why don't you guys discuss after I've got **approval** from Miss Tan? Let's see what she has to say first.
- Mat : Of course, Dev. Thanks!
- Dev : I suppose that's about it. Oh, we do have a request! The district hospital would love for some of us to volunteer our services from time to time. The matron I spoke to wanted us to come up with our own activities, though. Any suggestions?
- Lim : Oh, oh! Can I be Patch Adams? Have you watched that movie? I've been learning magic tricks over the holidays. I'm not very good, but I'm sure the children will appreciate it.
- Ain : I could read story books to the younger kids. I do it for my **siblings** every night.
- Lily : How about a blood drive? Do you guys know Quinn? She's got a blood disorder, and she tells me that the hospital often runs short of supplies for certain blood groups.
- Dev : This is fantastic! Let's end the meeting here. I'll speak to the teachers and get back to you guys at our next meet up.

Vocabulary Check

1. **detention** (*noun*) – the act of holding back.
2. **potholes** (*noun*) – pot-shaped holes in a road surface
3. **phenomenal** (*adjective*) – extraordinary, remarkable



B Read the passage carefully and choose the most appropriate meaning for each word printed in **BOLD** below.

1. ... looked in to **ensure** they were still in place...
A. make sure B. clarify
C. believe D. show

2. ... aren't manhole covers really **expensive**?
A. extravagant B. luxurious
C. costly D. cheaper

3. Wrappers, cigarette butts, **decomposing** food...
A. inedible B. rotting
C. organic D. bad

4. ... we could **unwind**, play some volleyball...
A. sleep B. refresh
C. amuse D. relax

5. I'm sorry I'm not as **accommodating** as the others.
A. helpful B. fast
C. kind D. sincere

6. ... we'd like to **organise** a weekly clothing exchange.
A. set up B. carry out
C. establish D. work out

7. You think it's **frivolous**...
A. wasteful B. funny
C. empty headed D. silly

8. ... with a sealion **emerging** from beneath the surface.
A. coming out B. swimming
C. going in D. entering

9. ... after I get **approval** from Miss Tan?
A. proof B. consent
C. permission D. instructions

10. I do it for my **siblings**...

- A. cousins
- B. brothers and sisters
- C. relatives
- D. kin



Answer the following questions.

1. Who was not forced to attend the meeting?
 - A. Lily
 - B. May
 - C. Sam
 - D. Mat
2. Which of the following was not suggested by Judy as part of the beach activity?
 - A. volleyball
 - B. swimming
 - C. beach cleaning
 - D. barbecue
3. According to Dev, community building helped
 - A. young people to start a career.
 - B. people to get to know each other better.
 - C. donors give their clothes to the right people.
 - D. clear away a lot of clutter.
4. Lim wants to volunteer at the district hospital as a
 - A. clown.
 - B. magician.
 - C. doctor.
 - D. story teller
5. Why is a blood donation drive a worthwhile community service?
 - A. We should donate blood sometime or other.
 - B. Patients may need blood transfusions.
 - C. Many road accidents take place during the festive season.
 - D. We may need help sometime.
6. Which of the two ideas suggested involve turning a negative activity into a positive one?
7. Imagine that you are a student at the meeting. Which idea would you be most supportive of? Why? Which idea would you be least supportive of? Why?



Summary Writing

Warm-up

Match the words correctly.

1. community	a. scouts
2. boy	b. student
3. foster	c. aid
4. exchange	d. service
5. first	e. family

Relevance

When you write a summary of a given text, you only include points that are relevant to the instructions. If you are asked to state the **causes** of flooding, you should not include points about the **results** of flooding. If you include irrelevant points in your summary, it means you do not understand what is required in the summary.

Example:

Read the text below and answer the following.

What an eyesore and a disgrace some of our beaches are! There are inconsiderate and boorish picnickers who just leave their garbage on the beaches when they go back home and stray dogs then come looking for scraps and soon there is rubbish strewn all over the place. We like to run barefooted on the sand. Gosh, what if there is a piece of broken glass or some rotting foodstuff? It is common to see discarded plastic bags being blown into the water. Well, we know how they pose a danger to sea creatures that mistake them for food.

Put a tick on the benefits of keeping our beaches clean.

1. The place will be safe and clean. ()
2. Non-civic minded people like to dirty the beaches. ()
3. It will prevent sea animals from choking on plastic bags. ()
4. We can carry out beach cleaning as a community service. ()
5. It gives a good impression to visitors. ()

Read the text below and list the ways in which the retirees have made Taman Cantek a pleasant neighbourhood.

Some enterprising retirees in our neighbourhood, come together almost every evening to work on making Taman Cantek really beautiful. Instead of whiling away their time, they have decided to do something purposeful. They have planted some lovely ferns and flowering plants around the community park. In addition, they have turned some vacant plots into vegetable gardens. Juicy tomatoes and fresh green chillies now adorn the ground where lalang and dark bushes once grew. Being active in this way is a boon to their health and newcomers are warmly welcomed into their group. Other family members also join in when they can and this has certainly made the neighbourhood a very pleasant place in more ways than one.

Practice



Read each extract and then choose the sentence that BEST summarises the extract.

1. Sam : I have a weird one. It's something my brother and his college mates did back when they were studying. Groups of them adopted potholes, bought manhole covers and looked in to ensure they were still in place every few weeks. It seems crazy, but the residents of the town where their campus was situated were really grateful.
 - A. Sam suggested they help keep the area safe.
 - B. Sam shared how his brother and his friends adopted potholes.
 - C. The people in the area will be safe and happy.
 - D. Sam's suggestion was to monitor the area for potholes and missing manhole covers.

2. Judy : I was watching a documentary a while back, and lots of American teenagers set aside days to pick up trash from the beach. Have you been to the seaside lately? It's terribly disgusting. Wrappers, cigarette butts, decomposing food...
- A. Judy proposed that they pick up rubbish from the seaside.
B. Judy hoped that they could do what the American teenagers did.
C. The documentary showed American teenagers cleaning the beach.
D. People should be told to pick up their own trash.
3. May : Lily and I often go shopping, and we've got so many clothes! I'm a girl! I don't like wearing the same thing more than once! We've been planning to do this for a while, but we'd like to organise a weekly clothing exchange. Obviously, we'll be very selective and we won't allow just any old rag to get by. Seriously, Lily, did you see that skirt Jean was wearing? She's definitely not invited.
- A. This is a good way to clear all their excess clothes.
B. Jean does not wear good clothes.
C. May and Lily plan to have a weekly clothing exchange.
D. Only good outfits will be included in the clothes exchange.
4. Dev : Not at all! I think it's a great idea! Community building doesn't just involve serving the less fortunate or recycling. This is a wonderful opportunity for us to connect better among ourselves and hey, at least those pretty clothes of yours won't go to waste, right?
- A. Dev felt community building benefits everyone.
B. With community building, we can develop better ties with the less fortunate.
C. With community social activities, others benefit more than the needy in the community.
D. Waste not, want not.

5. Dev : I'll talk to the headmistress tomorrow. I heard that she's actually looking for professional artists to add some school colours to the walls facing the main roads. She said they don't reflect well on our establishment.

- A. Professional artists will be hired to paint the school walls.
- B. The headmistress wants to give a good impression of the school to the public.
- C. Dev will suggest to the headmistress that the students help to paint the walls.
- D. Dev will discuss the matter with the headmistress the next day.



Read the conversation on pages 51-53 carefully once more. Summarise the suggestions for the year long activities for the club in not more than 150 words.



Writing

Warm-up

Complete the expressions below by matching the phrases correctly.

1. Smile and	a. flock together.
2. An idle mind is	b. the world smiles with you.
3. Birds of a feather	c. the devil's workshop.

Writing the Introductory and Concluding Paragraphs

The introductory paragraph or thesis statement introduces the topic to the reader and also gives the main ideas and scope of the essay.

The concluding paragraph concludes the essay and it can be a brief summary of the main points.

Example:

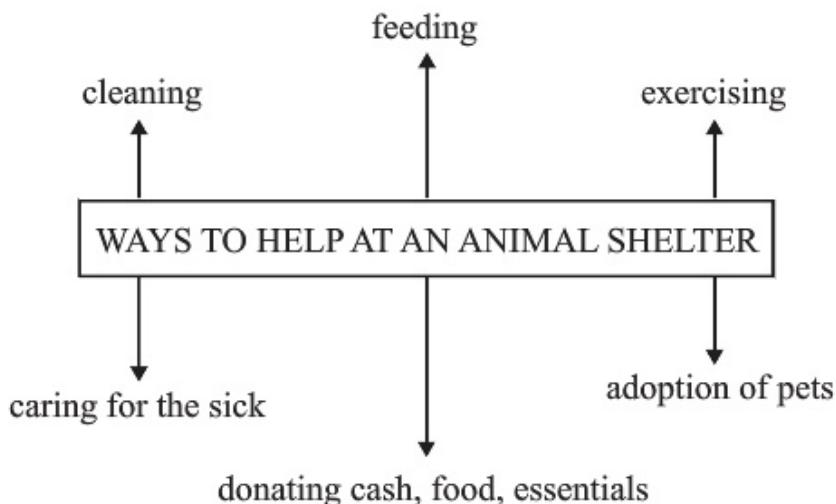
INTRODUCTION

Thesis statement - There are many ways we can do community service, which ultimately will benefit the public at large and maybe our own kith and kin. We can help at a school for special children, volunteer at orphanages or old folks' homes or help clean the beach or park. In this essay I will discuss these different ways that can make a positive difference to our community.

CONCLUSION

Concluding paragraph - These are the ways we can do community service. We can volunteer to help at special schools, orphanages and old folks' homes or help to clean the beach or park. Every contribution of time and effort makes a positive difference to our community.

Look at the mind map below and write a thesis statement and concluding paragraph on '**Ways to Help at an Animal Shelter**'.



Thesis statement -

Concluding paragraph -

Practice

Create a mind map for the topic '**The Benefits of Community Service**'. Then write a thesis statement and concluding paragraph for your composition.

Project

Organise a class game time. Students sit in groups of five. For each group, get a different picture for each person. These pictures or images are cut up into jigsaw pieces and all the pieces are mixed up. Then, one person deals out the pieces to everyone in the group and each tries to put his or her picture together. Next, each must look at his or her neighbour and give a piece that belongs to that picture. No one must ask one another what is missing. Each must look around and help to complete their friends' pictures. The group that completes all the pictures first is the winner.

Warm-up

Fill in the blanks with the correct Collective Noun from the given list.

school	1. A _____ of stars
choir	2. A _____ of players
galaxy	3. A _____ of fish
class	4. A _____ of pupils
team	5. A _____ of angels



Nouns and Pronouns

Nouns are words that refer to persons or things. They are grouped under **countable nouns** (e.g. boys, stars and fish) or **uncountable nouns** (e.g. water, air and noise).

Pronouns usually refer to nouns that had been stated earlier. (e.g. he, she, it, they)
This is **Chris**. **She** is awesome.

1. Types of Nouns

Common baby, music, paper, sky (persons / objects)

Proper John, Chinese, Malaysia, Utopia (names)

Abstract joy, bravery, horror, misery (emotions / qualities)

Collective committee, platoon, gang, herd

2. Singular Plural

Regular Nouns son - sons son-in-law - sons-in-law hero - heroes
fairy - fairies

Irregular Plurals child - children tooth - teeth medium - media

No Change bread, meat, trousers, series

3. Formation of Nouns

New nouns can be formed by adding suffixes to words or by other changes.

Examples: clean – cleanliness wise – wisdom speak – speech advise - advice

Rewrite the following sentences in the plural form.

1. The man helped to repair a playground. It took a lot of strength and hard work.
2. Please place this container onto that trailer. It has medical equipment for the refugee camp.
3. I must clean the drain. The mosquito breeds in stagnant water.

Practice



Correct the errors in the sentences below.

1. We spend our times in a meaningful way when we volunteer for community service.
2. Some people get a lot of satisfactions when they help to improve their neighbourhood.
3. Many voluntary organisations provided aid for the flood victims at the relieve centres.
4. The public spirited citizens showed every individual in some community is important.
5. Thomas helps the children at the special school once a weekly.
6. Nora is a volunteer lifeguard at the beach every weekends.
7. Someone has left their scissors behind.
8. Please help me wash and mend this pair of trouser.
9. Some students from German helped set up a kindergarten in the village.
10. Are you coming for mine birthday party?



Fill in the blanks with the correct word form of the word in brackets.

The Si Rosa Company had a Family Day with a difference. The staff decided to include some less fortunate members of the (1) _____ (commune) in their day of fun and (2) _____ (relax). Thirty five underprivileged children were taken for an (3) _____ (out) to the Port Dickson Community Park where for (4) _____ (start) a sumptuous breakfast awaited them.

Breakfast was just over when suddenly, a happy shout rang out! A very tall clown arrived in a horse drawn (5) _____ (carry) and as the excited (6) _____ (child) crowded round, he magically pulled eggs, rambutans and an assortment of different items from their ears or armpits! What fun it was! He then led them in a lively and hilarious group dance which was a (7) _____ (combine) of line dancing, aerobics and even some Mike Jackson moves. Wow! After half an hour, everyone was ready for the fresh fruits and drinks sponsored by a local fruit (8) _____ (sell).

This was followed by an interesting session making twist balloons – Blow, tie, twist, turn and Hey Presto there was Goofy or Mickey. Next carrying the colourful balloons everyone walked over to a nearby old folks' home where they were welcomed by the senior (9) _____ (city). The hall was decorated with more balloons and then lunch was had as new friendships were made. An entertaining (10) _____ (perform) of songs, dances and skits followed. Finally after a round of drinks and snacks, it was time to say adieu. It was truly an enriching experience for all, young and old.

TIPS

Pronouns

As Subject	As Object
I am at the station.	Can you see me ?
S/He is great.	I will call her/him .
We can see you.	Wave to us .
They are happy.	Mary wrote to them .



Enrichment

The Five Senses

Human beings are blessed with senses. Senses are the physiological capacities within organisms that provide inputs for perception. We have five senses. They are namely, sight, hearing, taste, smell and touch. However, not all human beings are blessed with the five senses. Some may have lost either one or two senses due to an accident or they could have been born without one of the five senses.

Activity 1

Blindness is the condition of lacking visual perception due to physiological or neurological factors. Blind people may have lost their vision due to diseases, genetic defects and sometimes due to abnormalities and injuries. Sometimes society can be very cruel to people who are disabled. For example, youths today are reluctant to even give up their seats for the blind while travelling in the train.

Now, for this activity, you are to close your eyes for 10 minutes and imagine that you have lost one of your most important senses, which is vision. Try using your other senses; hearing, smell and touch and then narrate to the class how you feel.

Once you are done, write a summary of your experience and give ideas on how you can contribute to the blind as part of a community service programme to help those who are in need.

Activity 2

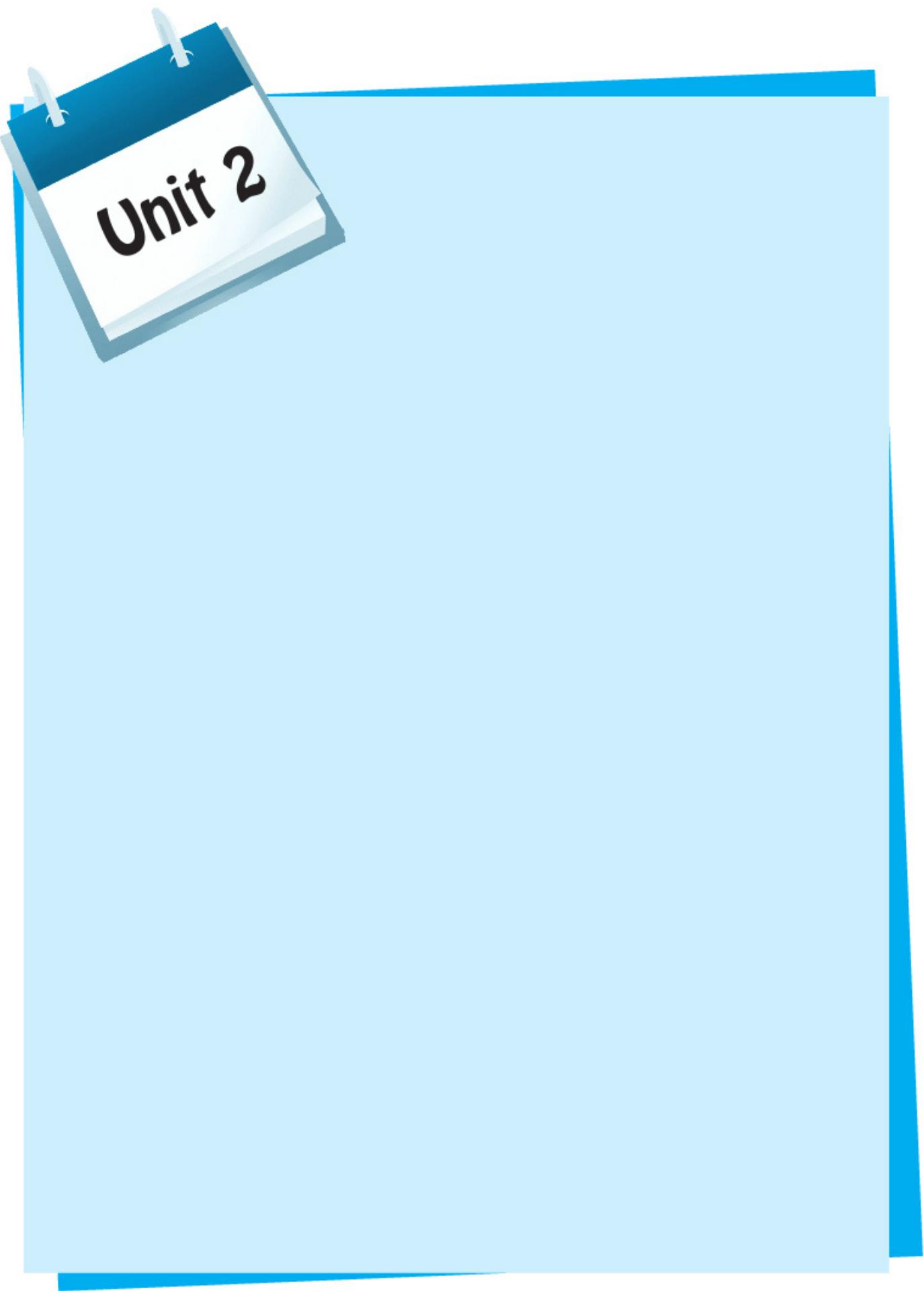
If you happened to dine in certain restaurants or even fast food joints, you would realise that some of the outlets have waiters or even waitresses who sport a badge that explains their disability, such as a speech impediment. Do you think that this is a noble cause? Write a short summary on this issue.



Word List

1.	abstract (adj)	not concrete ideas or qualities	tidak berujud	抽象的
2.	accommodating (adj)	willing to help	sudi menolong	愿意帮忙
3.	admire (v)	to find someone or something attractive	mengagumi	钦佩
4.	advocate (v)	to publicly support or suggest an idea	menyokong	鼓吹
5.	appreciated (v)	showing gratitude	menghargai	感激
6.	assortment (n)	varied collection	berbagai	分类
7.	authorities (n)	those in power	pihak berkuasa	权威人士
8.	breeds (v)	reproduce	membiaik	繁殖
9.	clambered (v)	climbed	naik atas	爬上
10.	charity (n)	generous actions	derma	慈善
11.	compliment (n)	a remark that expresses approval, admiration or respect	pujian	称赞
12.	community (n)	society	masyarakat sesuatu kawasan	社会
13.	commitment (n)	pledge	perjanjian	委托事项
14.	decomposing (adj)	rotting	menjadi busuk	腐烂
15.	deforestation (n)	cutting down of trees in a large area	menebang pokok dengan banyak	森林开伐
16.	emerging (v)	coming out	mengeluarkan	浮现
17.	frivolous (adj)	unimportant	yang tidak penting	琐碎的
18.	help (v)	assist	menolong	帮忙
19.	horizons (n)	the limits of someone's knowledge or experience	batas pengalaman	(知识,思想等的)范围
20.	impediment (n)	defect	sesuatu yang menghindar	障碍物
21.	incentive (n)	something to encourage a person	dorongan	动机
22.	interact (v)	socialise	bergaul	互相影响
23.	inspiration (n)	someone/something that gives you ideas for doing something	ilham / inspirasi	灵感
24.	manhole (n)	covered opening to underground	lubang untuk masuk bawah tanah	检修孔

25.	neighbourhood (n)	place of residence	kawasan sekitar	毗邻
26.	networking (adj)	connecting	rangkaian	网络
27.	organisation (n)	a group of people who work together in a structured way with a shared purpose	pertubuhan / persatuan	组织
28.	phenomenal (adj)	big	besar	显著的
29.	potholes (n)	holes on the road	lubang di atas jalan	路面上的坑洼
30.	praise (v)	to express admiration or approval about the achievements	memuji	赞扬
31.	reflect (v)	show	menunjuk	反映
32.	refugee (n)	person seeking a safe place	pendatang	难民
33.	responsibility (n)	something that is your job or duty to deal with	tanggungjawab	职责
34.	satisfy (v)	fulfill	memenuhi	满足
35.	selective (adj)	particular	terpilih	选择性的
36.	siblings (n)	brothers and sisters	adik beradik	兄弟姐妹
37.	situated (v)	located	ditempatkan	位于
38.	supportive (adj)	helpful	menolong	支持的
39.	stagnant (adj)	not flowing	bertakung	不流动的
40.	underprivileged (adj)	unfortunate	miskin	穷困的
41.	valuable (adj)	worth a lot of money	yang berharga	有价值的



UNIT 3

MORAL DILEMMA



- Moral Dilemma
- Verbs, Adverbs and Comparison of Adverbs
- Agony Aunt: Letters





Listening

LESSON 1

Warm-up

- What do you think a moral dilemma is?
- Give an example of a moral dilemma.

Listening to Differentiate Fact and Opinion

Facts are precise details that can be used to emphasise the truth of an assertion. It can be used especially if a person wants to use it as a piece of information for a report or a news piece. However, opinions are views formed from judgments of an individual, which is not necessarily based on facts or knowledge.

Examples:

Ethical or moral dilemma is a complex situation that will often involve an apparent mental conflict between moral imperatives, in which to obey one would result in transgressing another.

However, there have been some arguments and opinions that ethical dilemma is only apparent and does not really exist because situational ethics or situated ethics take precedence.

Fact – Moral dilemma is a complex situation where it often involves an apparent mental conflict between moral imperatives.

Opinion – Some have argued that ethical dilemma does not exist because there is situational ethics

Distinguish which are facts and opinions in the statements given below.

1. A woman who has been raped finds that she is pregnant due to the rape and she can choose whether to abort or to keep the baby. Some have debated that the foetus has a right to live and the mother cannot abort the child even though it is the result of a rape.
 - a) Fact –
 - b) Opinion –

2. Euthanasia refers to the practice of intentionally ending a life to relieve pain and suffering. There are differing laws in each country when it comes to euthanasia. It has been widely debated that it should be legalized even though human rights activists argue that it is a crime to use physician-assisted suicide to end someone's life, for example, if he has been declared brain dead.
 - a) Fact –
 - b) Opinion –

Practice



Listen to the talk that Salmah gave on euthanasia and answer the questions below by filling in the blanks with the appropriate words you have listened to from the text.

1. It is a fact that euthanasia is a practice of _____ ending a life to relieve pain and suffering.

2. It is of the opinion that euthanasia will _____ society's view on the sanctity of life.

3. It is a fact that some of the key concerns that were focused in _____ involving euthanasia is that people should be _____ to choose their own fate and that they have a right to self-determination.

4. Anti-euthanasia groups are of the opinion that if _____ suicide were legalised, it would give more _____ to the doctors and selfish families to decide on the life and death of the patient.

5. A recent _____ that sparked anti-euthanasia groups to protest was the _____ by writer, Terry Pratchett, which showed an assisted suicide of retired hotelier, Peter Smedley.



Karim's talk was about abortion. Fill in the blanks with the appropriate words for the facts and opinions that you have listened to from his talk.

1. Clinical abortion means a _____ destruction of the unborn foetus with the use of _____ means or pills. It is allowed if the mother is in a _____ situation and under the advice of a doctor. (involuntary / forced / voluntary / practical / surgical / safe / life threatening)
2. Karim said those who are pro-abortion would argue that it is a _____ that can only be made by the mother, as she is within her _____ to do so. (decision / choice / life / rights)
3. Pro-abortion groups have the opinion that an abortion is not a _____ because the foetus is not a real human. (homicide / murder)
4. He also said that those who are in the pro-life group are _____ abortion and it is of their opinion that life begins at _____. (supporting / against / birth / conception)
5. Pro-life groups believe that a foetus should not be aborted due to _____ and moral beliefs because it would take away the _____ for the foetus to live a full potential life. (aesthetic / religious / idea / chance)

LESSON 2

Warm-up

Now that you have learnt about ethical dilemma in the previous lesson, give an example of a moral dilemma that you went through. How did you end up resolving the problem?

Listening to Understand Information in an Interview

To help you understand the information in an interview, you should keep in mind the following: What is the purpose of the interview? Who are the people involved? Pay attention to the questions asked by the interviewer and make notes of the responses. What is the advice or information that is shared by the interviewee?

Example:

Interviewer: Why is good parenting important?

Interviewee: Correct parenting is needed to ensure that a child is properly brought up. Children need guidance and nurturing. They should also have some space to be themselves. Remember the saying, “The child is father of the man.” Behaviour that is seen in a small way in the early years develops into a wide range of social and emotional competencies. Furthermore, poor impulse control in childhood is a powerful indicator of later delinquency.

Which option do you think is the question that suits the story below?

A lady, Zaini, went around spreading lies about an acquaintance. One day, however, she went to apologise to her friend for her wrong behaviour. The woman told her she would forgive her but she had to do something first. She had to cut open a feather pillow so that the feathers were scattered in the wind. She did so and then asked her friend for forgiveness again. The friend then asked her to go and collect all the feathers into the pillow. The lady said it was impossible to do so. Her friend then told her that our words, like the feathers, get scattered everywhere. Words once spoken can never be taken back.

- A. What is the dilemma faced by Zaini?
- B. Why were the feathers scattered by the wind?

Practice

A

Use the given information to complete the table based on the interview you have listened to.

rights moral and ethical positive and negative fair end results

How to Resolve a Moral Dilemma	
A. Study the situation and consider the (1) _____ of your action.	B. Consider the (3) _____ aspects of any step taken.
Analyse the (2) _____ consequences.	Is the action (4) _____ to all parties? Does the action respect the (5) _____ of all the people involved?

B

Choose the correct option.

1. Dan's good friend Eddie has started smoking. What should Dan do?
 - A. Support him and follow his example.
 - B. Explain to Eddie the dangers to his health.
 - C. Explain to Eddie what a moral dilemma is.
2. The examples of moral dilemmas mentioned in the interview include
 - A. mercy killing, rape, abortion and corruption.
 - B. euthanasia, smoking and cancer.
 - C. rape, drug addiction and power struggle.
3. Which of the following statements summarises the text?
 - A. We should look at the positive and negative consequences of our actions.
 - B. Analyse the right steps to take to resolve a dilemma and focus on the consequences of the steps.
 - C. Consider if our actions are ethical and honest.



Speaking

LESSON 1

Warm-up

A moral is a message or lesson conveyed / to be learned from a story or an event. We have been exposed to a lot of stories with moral teachings at the end of each story. Examples of these are Aesop's Fables or the popular Malaysian stories of Sang Kancil.

A dilemma is basically a problem that offers more than one possible solution or possibility; each of which is not preferred by the person dealing with the 'dilemma'.

Therefore, a moral dilemma is when we have to choose one of two equally undesirable options.

You are short of money and you have bills piling up. On your way back from work, you find a lot of RM50 notes lying on the road. You see the driver of the van with the company logo a few metres in front of you trying to pick up all the notes. Will you help pick up the cash and return it to the company and continue with your money problems or do you keep the money and use it to solve your problems?

Share with the class your option and why you chose that decision.

Talking about Regrets

Most of us have difficulty in talking about regrets or even expressing regrets. Some think that by apologising or expressing regrets, one is admitting to have lost. The 'face' value of refusing to apologise sometimes causes much ill will among the people involved. Talking about regrets and apologising can strengthen the bond between you and the people around you.

Therefore, a regret is for something you did or didn't do in the past.

Two phrases can be used to express a regret of a past action. The phrases that can be used to talk about / express regret are:

1. If only...
2. I wish...

We use the word **wish** to express a regret or when we want a past situation to be different.

Combine it with a past perfect phrase and your sentence will express regrets.

e.g. I wish I **had not slept** late last night. (I overslept and missed my bus to school).

Practice

Think of a mistake you have made in the past, something you should not have done or something you have regretted doing. If granted the chance to go back to the past and change what was done, what would you do first and how. Share it with the class.

You can also share with the class your opinion on:

- How important regrets are in a person's life.
- Would a person's life be better or worse without any regrets?
- What is the worst decision you have made in your life?
- Why was it so terrible?
- What advice would you give to your younger self?

LESSON 2

Warm-up

What would you do in these situations?

1. You are going on a trip and you can only carry a very small bag. What would you pack in that bag?
2. You have five good friends and you have the last two tickets to a play that all five are interested in. How would you resolve this?
3. You saw your best friend smoking in the school toilet. What would you do?

Giving Opinions and Advice

Your opinion is what you feel about a subject or issue. When giving your opinion, you first state your point of view. Then you have to support your opinion/s with a valid reason. When you give advice, you wish to help or correct another person.



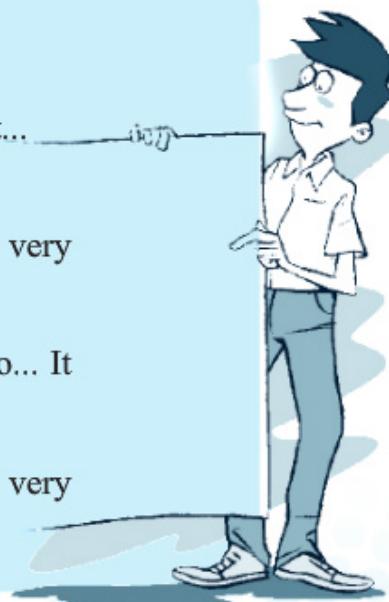
Useful expressions:

Giving opinions In my opinion... It is my opinion that...
I believe that.... I feel that

Response Thank you for your opinion. That is very interesting.

Giving advice My advice is.... I would advise you to... It will be better if... You should...

Response Thank you for your advice. That is very kind of you.



Examples:

- In my opinion, single mothers should be given more help. This is because they need to bring up their children by themselves.
- Teenagers should not go out at night. I would advise you to stay at home and focus on your studies.
- Thank you for your advice. I appreciate your concern for me.

Fill in the blanks with suitable expressions (I would advise you, It will be better, I believe that).

P: Hi Zara! How are you?

Z: Hi Pete! Not too good. This haze is affecting my health.

P: Oh! I am sorry to hear that. (1) _____ to stay indoors and (2) _____ if you rest till you are better.

Z: Thanks Pete. (3) _____ the authorities should take some measures to prevent the haze.

Practice

Looks at the images below. Describe the decisions that were made by the people in the images. Were they good decisions or bad ones? Express your opinions using the expressions you learnt on pages 77-78.

①



②



③



④



Expressing Surprise or Shock

There are various phrases that can be used to express surprise or shock (interjection). Examples of a few are listed below:

- **Ooh / Oh** – this is used for showing a reaction such as surprise, pleasure or excitement
- **Wow** – usually used when one is very surprised or impressed by something.
- **Hey** – Used when trying to get someone's attention or for showing that one is surprised or annoyed.

Examples:

Yikes! Eeks! Great Scot! I was shocked to hear about ...
 We are all in complete shock ... It happened out of the blue!
 I was just stunned by... I was completely taken aback by...

Fill in the missing letters.

1. G_____t S_____t! I didn't realise you were standing behind me.
2. I was sh_____d to hear about the earthquake in Japan.
3. I was completely taken a_____k by his comment.
4. I was st_____d for a moment with his antics.
5. We are all in c_____e shock about Jay's accident.

Practice



Read the sentences below out loud. Then underline the phrases that indicate someone is expressing shock / surprise.

Anis : OH MY GOODNESS! You startled me!

Jack : Opps...my fault.

Chee Wah : I am bored. Can we go out?

Phua : Sure.

Zack : This place doesn't look clean at all.

Sharifah : Yikes! I just saw a rat!

Ah Bee : I just won the lottery.

Sharon : Wow! Congrats!

Karen : Jason was so rude to the guests.

Lim Ah : I was completely taken aback by his behaviour.

Jason : I think you are all wasting your time here.

Timmy : Jason, don't be rude.

Caster : GREAT SCOT!! You scared me with your halloween costume!

Billy : It's cool, right?



In groups of three, prepare a dialogue expressing shock or surprise. It can be based on anything - the three of you were having dinner at a restaurant and suddenly found a cockroach or rat running towards you. It was a friend who was playing a prank on you and you were shocked by the prank.



Discuss with your class some of the bad habits you see in students, for example, copying homework and using vulgar language. What are the reasons for this behaviour? How can you help them to change?



Reading

Warm-up

We would frequently be ashamed of our good deeds if people saw all of the motives that produced them. ~La Rochefoucauld, *Maxims*, 1665

A moral dilemma might not simply involve a choice between doing what is right and what is wrong. Sometimes, we do good with ulterior motives. On the other hand, sometimes a little evil is necessary for the greater good. Have you come across such a moral dilemma in your life? Talk about your experience and how you dealt with it.

The following are Aesop's Fables. What do you think is the moral dilemma faced by the protagonist in each situation? What are the available choices?

- a. A cock was once strutting up and down the farmyard among the hens when suddenly he espied something shining amid the straw. "Ho! ho!" he said, "that's for me," and soon rooted it out from beneath the straw. What did it turn out to be but a Pearl that by some chance had been lost in the yard? "You may be a treasure," Master Cock said, "to men that prize you, but for me I would rather have a single barley-corn than a peck of pearls."

- b. "Well, little one," said a Tree to a Reed that was growing at its foot, "why do you not plant your feet deeply in the ground, and raise your head boldly in the air as I do?" "I am contented with my lot," said the Reed. "I may not be so grand, but I think I am safer." "Safe!" sneered the Tree. "Who shall pluck me up by the roots or bow my head to the ground?" But it soon had to repent of its boasting, for a hurricane arose which tore it up from its roots, and cast it a useless log on the ground, while the little Reed, bending to the force of the wind, soon stood upright again when the storm had passed over.

- c. Two Pots had been left on the bank of a river, one of brass, and one of earthenware. When the tide rose they both floated off down the stream. Now the earthenware pot tried its best to keep away from the brass pot, which cried out: "Fear nothing, friend, I will not strike you." "But I may come in contact with you," said the other, "if I come too close; and whether I hit you, or you hit me, I shall suffer for it."

- d. The Wind and the Sun were disputing which was the stronger. Suddenly they saw a traveller coming down the road, and the Sun said: "I see a way to decide our dispute. Whichever of us can cause that traveller to take off his cloak shall be regarded as the stronger. You begin." So the Sun retired behind a cloud, and the Wind began to blow as hard as it could upon the traveller. But the harder he blew the more closely did the traveller wrap his cloak round him, till at last the Wind had to give up in despair. Then the Sun came out and shone in all his glory upon the traveller, who soon found it too hot to walk with his cloak on.

Read-on



Read the following diary entry.

Dear diary,

I did something terrible today. I had no choice! Or did I? I'm so **confused** right now, but let me tell you what happened. Maybe I'll feel better. I hope I will. This is weighing down on my **conscience**. I thought I was doing the right thing. I really did. You have to believe me. How was I to know that things would go so wrong?



It all started yesterday. If only I could turn back time. Sigh. If only.

You know Rebecca, of course. We've been best friends. I would do anything for her. Her family's going through some rough times. No, that's **definitely** an understatement. Her mother met with a terrible accident earlier this year. She was **in a coma** for quite a while, but has since woken up and returned home. Then last month, her father lost his job at the local plant. How can one family have so much bad luck?

Rebecca told me that she suspected a colleague of her father's had been forging his signature on cheques. His superiors didn't believe him however,

and he was promptly fired when the **embezzlement** was discovered. He had been working with them for more than thirty years, and they knew of the difficulties he was going through so they showed him some mercy and declined to press charges. The damage was still done. No one would hire him thereafter. He has since resorted to drinking all through the day. Rebecca and her brother would rather spend as much time as possible away from home but their mother is still bedridden so what choice do they have?

Things came to a head yesterday. Rebecca came to visit me crying. She had been offered a partial music scholarship to study at a **prestigious** university in the city, but was now faced with the likelihood that she could not accept simply because she could not cough up the other half. This was her **lifelong dream**, and she had worked hard to get to this point. It was now all for naught. Her brother Robby had started fending for himself financially, but she knew that she could not depend on him for long.

As we got to talking, she voiced her rage at that colleague of her father's. Had he not been dismissed, she would have been given a stipend under the company's financial plans for the children of employees. It was his entire fault, yet there he was, still gainfully employed while Rebecca's family struggled to get by.

That was when we came up with the plan. Please don't judge me. There were some blank cheques in the house with the company stamped on them. Rebecca duplicated her father's signature as best as she could. It took a while, but it was a perfect **replica**. We then pulled on our darkest shirts and trousers and set out into the night.

Mr Tan, the colleague, lived a road down. Here's what we did. We climbed over the fence. We sneaked through the bushes. We crept into the house through a broken kitchen window. His office was just down the hallway. Mr. Tan was watching a cartoon with his two young children and wife. The Little Mermaid, I think. The little ones were giggling **hysterically**. The sight of those innocent kids made me pause. After all, their lives would be affected too. I **chased those thoughts away**. He had brought it upon himself. He deserved this.

We placed the cheques into his desk drawer, and took clear photographs. He was only getting what he had coming anyway. Once more, we crept out the window, sneaked through the bushes and climbed over the fence. We headed to Robby's room where the only computer in the house was situated and emailed the photographs to the superiors of the plant as well as the local police. We used an **anonymous** account. It was done. Justice had been served. Now all we had left to do was wait for the morning to come.

I took off the gloves I was wearing and **tossed** them aside. One fell behind the desk. I crouched down to retrieve it. A yellow piece of paper caught in a half opened drawer by the bedside caught my eye. It looked oddly familiar. I felt a heavy weight coiling in the pit of my stomach. Slowly, I inched it out of the drawer. Oh, no. No.

"Rebecca..." I whispered, holding it out towards her. "Tell me this isn't what I think it is. This can't be true. We did not just frame **an innocent man**."

Rebecca stared at the cheque with her mouth **agape**. "It was Robby. How could I have missed it? He hasn't been working but he's had cash to spare. What do we do?"

What should I do, diary? Incriminate Rebecca, Robby and myself? Their family's been through so much already and this will surely break them. Yet, how can I allow an innocent man to go to prison? What would I do?

Vocabulary Check

1. conscience (*noun*) – the feeling or obligation to do right or be good.
2. prestigious (*adjective*) – commanding position in people's minds
3. hysterically (*adverb*) – with emotional excess
4. agape (*adjective*) – wide open

***Fill in the blanks with the appropriate word.***

terrible	confused	conscience	local
declined	prestigious	rage	hysterically

West Bank Securities was a (1)_____ global company that had just set up a (2)_____ office in Malaysia. They had offered Ram a job but he had (3)_____. “I don’t understand you,” said his wife. “I’m (4)_____. Why would you turn them down?”

“It’s right in the heart of the city, and you know how traffic is in the morning. I don’t want to be caught in those (5)_____ jams every day,” Ram reasoned with her.

“You crazy man,” his wife said with (6)_____. “We could have been rich!” She began to chortle (7)_____. “Wait till our neighbours hear about this. They’ll think I’m married to an idiot!”

Ram could not sleep that night. He tossed and turned till his wife told him off. Was he wrong to say no? Was it too late? Those questions continued to play on his (8)_____ till he nodded off at 4.30 am.

***Read the passage carefully and choose the most appropriate meaning for each word or phrase printed in **BOLD** below.***

1. I’m so **confused** right now...

A. afraid	B. muddled up
C. anxious	D. unsure

2. ...that’s **definitely** an understatement.

A. same as	B. contrary to
C. sure as	D. certainly

3. ... was **in a coma** for quite a while, but has since woken up...
A. unconscious B. sick
C. critical D. in a daze
4. ... was promptly fired when the **embezzlement** was discovered.
A. wrong B. cheating
C. scandal D. cover up
5. This was her **lifelong dream**...
A. goal B. promise
C. fantasy D. wish
6. ... it was a perfect **replica**...
A. clone B. mould
C. copy D. replacement
7. I **chased those thoughts away**.
A. worried very much about it. B. did not want to think about it.
C. thought more and more about it. D. tried to think deeply about it.
8. ... an **anonymous** account.
A. unnamed B. identified
C. known D. friendly
9. I took off the gloves I was wearing and **tossed** them aside.
A. pushed B. placed
C. arranged D. threw
10. ... frame **an innocent man**.
A. a man who is not guilty. B. a man who is good.
C. a man who does new things. D. a man who is ignorant.



Indicate whether the following are true or false.

1. The writer was an observer of the scheme that took place. ()
2. Rebecca's father lost his job after her mother had met with an accident. ()
3. Mr Tan had been keeping company cheques in a drawer by his bedside. ()

4. Robby was the writer's best friend's brother. ()
5. Mr Tan was giggling hysterically while watching 'The Little Mermaid'. ()



Choose the correct answers.

1. A suitable title for the passage is
 - A. Crime Does Not Pay
 - B. A Moral Dilemma
 - C. In Hot Soup
 - D. A Friend in Need
2. The rough times Rebecca was going through do not include
 - A. the loss of income for the family.
 - B. her mother's health condition.
 - C. betrayal from her siblings.
 - D. her father being suspected of cheating.
3. The writer and Rebecca decided on the plan to
 - A. take revenge.
 - B. help each other.
 - C. prove themselves right.
 - D. play a trick.
4. Rebecca's brother can be termed as a
 - A. suspect.
 - B. victim.
 - C. rogue.
 - D. troublemaker.
5. "How was I to know that things would go so wrong?" What is it that had gone wrong?
 - A. The emails had been sent to the wrong people.
 - B. The writer would have to answer for her misdeed.
 - C. An innocent person was going to suffer.
 - D. The writer had discovered the true culprit.
6. List three moral choices that were made in the story.
7. What would you have done if you were the writer? Once the cheque had already been planted, what would you do?



Summary Writing

Warm-up

Arrange the movements below in an ascending order.

e.g. zoom hurry trot - trot hurry zoom

1. saunter streak creep
2. dash sneak march
3. trudge chase speed

Sequence of Events

When you write a summary, the events that take place must be written in the correct sequence as given in the text. This shows that you have not changed the meaning of the text and that the information in your summary is sequentially and hence, logically correct.

Example:

Read the text below and summarise the main ideas.

We gathered around the table, everyone tired and hungry. The trek through the jungle had been torturous and two of the boys had also been injured. They had been attended to and now they also waited, one with an arm sling and another with his eye covered with white gauze. The food was obviously insufficient for the ten robust teenagers but they had not eaten since the morning and so they edged closer to the table. Grandmother knew she had to feed them all so she closed her eyes and clasped her hands and prayed aloud to thank God for all his providence and especially to bless the food they were about to partake. Yes, everyone ate to his fill and there was even some rice left over.

Summary: The boys had walked from morning through the thick jungle. Two boys had been injured. They had been treated and now waited with the others hungrily. Grandmother prayed over the little food and finally everyone ate and was satisfied.

Read the text below and then complete the task below.

Rebecca told me that she suspected a colleague of her father's had been forging his signature on cheques. His superiors didn't believe him however, and he was promptly dismissed when the embezzlement was discovered. He had been working with them for more than thirty years, and they knew of the difficulties he was going through so they showed him some mercy and declined to press charges. The damage was still done. No one would employ him thereafter. He has since resorted to drinking all through the day. Rebecca and her brother would rather spend as much time as possible away from home but their mother is still bedridden so what choice do they have?

Complete the main points below.

1. The forgery of the cheques was discovered and soon ...
2. The authorities had compassion on him because ...
3. Life became very difficult since ...

Practice



Read each extract and then choose the sentence that BEST summarises the extract.

1. I did something terrible today. I had no choice! Or did I? I'm so confused right now, but let me tell you what happened. Maybe I'll feel better. I hope I will. This is weighing down on my conscience. I thought I was doing the right thing. I really did. You have to believe me. How was I to know that things would go so wrong?
 A. I did the right thing but it has misfired.
 B. I am in a terrible dilemma.
 C. I was forced to do something wrong.
 D. Let me tell you my problem and clear my conscience.

2. You know Rebecca of course. We've been best friends forever. I would do anything for her. Her family's going through some rough times. No, that's definitely an understatement. Her mother met with a terrible accident earlier this year. She was in a coma for quite a while, but has since woken up and returned home. Then last month, her father lost his job at the local plant. How can one family have so much bad luck?
- A. It was terrible that Rebecca's father lost his job.
B. Rebecca's family was hit by a lot of bad luck.
C. Rebecca is my dear friend and I will do my best to help her.
D. Rebecca's mother had an accident and needs help.
3. Things came to a head yesterday. Rebecca came to visit me crying. She had been offered a partial music scholarship to study at a prestigious university in the city, but was now faced with the likelihood that she could not accept simply because she could not cough up the other half. This was her lifelong dream, and she had worked hard to get to this point. It was now all for naught. Her brother Robby had started fending for himself financially, but she knew that she could not depend on him for long.
- A. Rebecca was greatly upset by the offer from the university.
B. Rebecca could not expect any help from her brother.
C. Rebecca was distraught because her dream could not be achieved.
D. Rebecca needed money for her music course.
4. That was when we came up with the plan. Please don't judge me. There were some blank cheques in the house with the company stamped on them. Rebecca duplicated her father's signature as best as she could. It took a while, but it was a perfect replica. We then pulled on our darkest shirts and trousers and set out into the night.
- A. We forged some old company cheques.
B. We forged the father's signature on a company cheque.
C. We forged the company cheques, dressed ourselves in dark clothes and went out.
D. We planned to do something that night.

5. We placed the cheques into his desk drawer, and took clear photographs. He was only getting what he had coming anyway. Once more, we crept out the window, sneaked through the bushes and climbed over the fence. We headed to Robby's room where the only computer in the house was situated and emailed the photographs to the superiors of the plant as well as the local police. We used an anonymous account. It was done. Justice had been served. Now all we had left to do was to wait for the morning to come.

- A. We emailed photos of the incriminating evidence to the authorities.
- B. We did what was just and lawful.
- C. The morning would reveal the truth.
- D. The photos of the forged cheques were planted in the desk drawer.



Read the diary entry on pages 82-84 carefully once more. Summarise the events that occurred over the two days in chronological order in not more than 150 words.



Writing

Warm-up

Who are the writers of these books? Choose the right names from the box below.

- | | |
|---|-----------------------------|
| 1. Harry Potter and the Deathly Hallows | 4. The God of Little Things |
| 2. Romeo and Juliet | 5. The Malay Dilemma |
| 3. The Joy Luck Club | 6. The Ugly Duckling |

Mahathir Mohamad
Arundhati Roy

Hans Christian Andersen
J. K. Rowling

Amy Tan
Shakespeare

Writing the Body Paragraphs

The paragraphs which form the content of your essay will have the full information for the topic that has been introduced in the first or introductory paragraph of your essay. It will show the development of the essay by giving the reasons, causes or explanations for the topic. Each paragraph is clearly written, beginning with the topic sentence, supporting details and concluding sentence.

Example:

Thesis statement

Water plays an important part in our lives. Without water we cannot survive. In this essay I will look at the importance of water in our homes, for the country and finally its environmental importance.

Body paragraphs

Topic sentence - Firstly, water is needed daily for domestic use in our homes and facilities.

Supporting sentences - In the home it is used for cooking, drinking, washing, cleaning and other uses. Without water we cannot carry out all these essential activities that many times we take for granted. Facilities such as schools, eateries and hospitals need water. We

are blessed with a ready supply of clean piped water which is not the case in many countries plagued by drought or war.

Concluding sentence - Thus, we should not waste water.

Next, water plays an important role for the needs of the country. It is needed for agriculture to produce food crops. If there is a water shortage due to poor rainfall, the crops will fail and the farmers will suffer great losses and the country will have to import its food. Water is vital for industries especially the steel and manufacturing sectors. It is needed to generate power supply for production of goods and services and as transport systems.

Concluding sentence - Without a doubt, water is the most valuable commodity in a country.

Finally, we will look at its environmental importance. Water has a moderating influence on the climate and this has a great impact on man and development. It is also needed for a balanced ecosystem where all the living creatures are able to thrive and survive. If the habitats of animals are lost, the animals may face extinction.

Concluding sentence - Therefore, water is essential for a clean, cool and rich environment.

Concluding paragraph

Thus, we see how necessary water is in our lives. We would face great inconvenience and suffering if there is lack of water for domestic use, for the needs of the country and for a habitable environment. So let us appreciate every precious drop. Waste not, want not.

Link the points to the relevant details and write out the body paragraphs for the topic 'The Importance of Education'.

Points	Details
1. For the Individual	<ul style="list-style-type: none"> ● a. skilled workforce, more investment and development
2. For the Community	<ul style="list-style-type: none"> ● b. literate, mental and emotional maturity, for the future
3. For the country	<ul style="list-style-type: none"> ● c. professional class, higher standard of living

Practice

Use the points below to write the body paragraphs for the essay ‘Ways to Cope with a Moral Dilemma’.

- reflect on the problem and attempt to solve it
- get advice from parents, teachers, elders or trusted friends
- see a counsellor for help and therapy

Project

Have a class discussion on dilemmas faced by the students and what can be done to help them.



Warm-up

Rewrite the sentences correctly.

1. She write clearly in her book.
2. The fresh air deeply breathe in.
3. The man walks more slower than before.
4. The children sing happily than the last time.
5. The water flowed quick down the slope.

Verbs, Adverbs and Comparison of Adverbs

The following are two examples of **Verbs**:

- a. **Action Verbs** e.g. do, walk (Present Tense); did, walked (Past); will do/walk (Future)
- b. **Be Verbs** e.g. am, is, are (Present tense) was, and were (Past); will be (Future)

1. Verbs

I/we/you/they/ the men **do**... She/he/it/the man **does**...

I am. She/he/it/the man **is/was**... You/we/they/the men **are/were**...

Fill in the blanks correctly using the present tense of the given verb.

1. I _____ (cycle) to school but the others _____ (go) by a bus which _____ (be) early.
2. We _____ (be) happy to help the children _____ (complete) the project.
3. The men _____ (work) very hard and _____ (be) satisfied with the result which _____ (be) amazing.

2. Adverbs

Adverbs are words which modify a verb, an adjective or another adverb.

There are adverbs of manner, place, time, degree and frequency.

Examples:

- a. Manner e.g. He ran **swiftly**. (Shows how he ran.)
- b. Place e.g. He ran swiftly **round** the stadium. (Shows where he ran.)
- c. Time e.g. He ran swiftly round the stadium **yesterday**. (Shows when he ran.)
- d. Degree e.g. He ran **very** swiftly round the stadium yesterday. (Shows how swiftly he ran.)
- e. Frequency e.g. **As usual**, he ran very swiftly round the stadium yesterday. (Shows how often he ran swiftly.)

Fill in the following Adverbs in the correct columns.

suddenly	dangerously	when the shot was fired
last night	on the road	from the tree

	ADVERBS		
	MANNER	PLACE	TIME
He drove	_____	_____	_____.
The birds flew	_____	_____	_____.

3. Comparison of Adverbs

We use the Positive degree to compare two similar actions, the comparative degree to compare two different actions and the superlative degree to compare three or more actions.

Examples:

Positive	Comparative	Superlative
Fast	faster	fastest
Beautifully	more beautifully	most beautifully
Far	farther, further	farthest, furthest
Well	better	best
Little	less	least
Much	more	most
Badly	worse	worst

Complete the sentences with suitable adverbs.

1. The spectacular fireworks lighted up the sky _____.
2. They climbed _____ and _____ up the mountain.
3. Doris was the one who danced the _____ at the party.

TIPS

One-syllable adverbs end with ‘er’ and ‘est’ to show the comparatives and superlatives. e.g. quick, quicker, quickest. Adverbs with two or more syllables usually have ‘more’ and ‘most’ to show the comparatives and superlatives.

e.g. comfortably, more comfortably, most comfortably.

Practice



Underline the correct verb in the bracket.

1. We _____ (teaches, teach) children to be high achievers but _____ (fail, failed) to teach them gratitude and self respect.
2. Success _____ (is, be) measured by the good job you have but the rat race _____ (have, has) spawned a lot of stress related illnesses.
3. Mary _____ (have, will have) to choose whether to continue her studies or look for a job.
4. Money is a limited resource, so _____ (was, be) frugal and (lives, live) a simple life.
5. Each of the boxes _____ (contain, contains) a valuable item. Which _____ (do, does) you want?
6. Jon _____ (will have, has) two mobile phones but he never _____ (call, calls) his parents.
7. The hope of both his parents _____ (is, are) the same. They _____ (wishes, wish) him to be happy.
8. Either Max or his friends _____ (has, have) taken the bag.
9. The irony of our times _____ (is, will be) we have so many far away friends on Facebook but we _____ (do, don't) know our neighbours.
10. Some people _____ (like, likes) to smoke but they must be considerate of the discomfort to non-smokers. Passive smoking _____ (be, is) just as harmful.



Underline the adverbs in the sentences below.

1. Aunty Rita regularly babysits her neighbours' children for free. She says graciously, "I enjoy the children's company and after all I am at your place watching TV and this helps save on my electricity bill."

2. Most afternoons, when others are napping soundly, Jim drives carefully to a deserted area and quickly feeds a group of stray dogs there. He says, "If my dog got lost, I would greatly appreciate someone being kind to it."

3. Mona can sing as sweetly as a lark. She says, "This is what I do for a living and I enjoy it tremendously."

4. Arif grows many banana and papaya trees on a vacant stretch, so animals in a nearby jungle can freely enjoy the fruits. He says, "We have thoughtlessly destroyed their habitats and they find it more difficult to get food."

5. John exercises differently. He wants what he does to benefit others. So, as he jogs daily on the beach, he dutifully collects in a bag every bit of garbage he finds along the way.



6. Govin always clears the litter from the drains around her house. She just wants the place to be at its cleanest when her husband and children return home, tired.

7. Chan, a retired clerk, has a strange hobby. He dutifully keeps track of the cars parked on the road near his house and voluntarily drops coins into the parking meters for those who are late. The grateful drivers usually reimburse him but most are unaware of his kind deeds. "It's all right," he says. "I would rather do this than foolishly spend my extra money on cigarettes."

8. Marlene quietly places used envelopes in her school toilets for the children to dispose of their tissues in a more hygienic manner. It certainly makes the work of the cleaners a lot more pleasant.

9. There is a shelf in Alan's school, aptly called the Extra Shelf. Here students often place extra items for others who may fancy them. I saw a pair of almost new trainers, some interesting books and magazines, sachets of hot chilli sauce and even a delightful flower vase. I happily helped myself to the chilli sauce.
10. The Rela Shopping Centre has boxes for people to easily donate items like used spectacles and food containers. These will be sold later to help raise funds for charitable organisations. This definitely makes it easier for householders to get rid of their clutter.

C

In each of the sentences below, four parts are underlined and lettered A, B, C and D. One of these parts contains an error. Circle the letter indicating the error.

1. I am not sure if this product is from German or France.
A B C D
2. She spends her time watch horror movies till the wee hours of the morning.
A B C D
3. The flood victims from the affected areas stayed a fortnight at the relieve centre.
A B C D
4. Despite my reminder, somebody has left their books on the table.
A B C D
5. Are you going for hers birthday party this Saturday evening?
A B C D
6. Please pay more attentions to your work or you are going to make a mistake.
A B C D
7. Every weekends, there are many holidaymakers at the beach.
A B C D
8. Jill had been drinking and she drove quite dangerous on the winding road.
A B C D
9. Many people believe that money is the route of all evil.
A B C D
10. I have made my choice and this is certainly the best of the two paintings.
A B C D



Enrichment

it 3

Agony Aunt: Letters

Can you write the replies to the following writers?

1. Dear Aunty Aggie,

I have fallen in love with one of my seniors at school. I know he is interested in me but he also seems to have so many other friends. How can I make him pay more attention to me and be truly mine?

Lovesick

2. Dear Aunt Aggie,

I come from a very dysfunctional family, - always shouting and quarrelling, no meals prepared, house a mess, money problems, mother threatening to leave. What can I do to correct this? I love my family very much and I need peace and quiet and I am so lonely and unhappy.

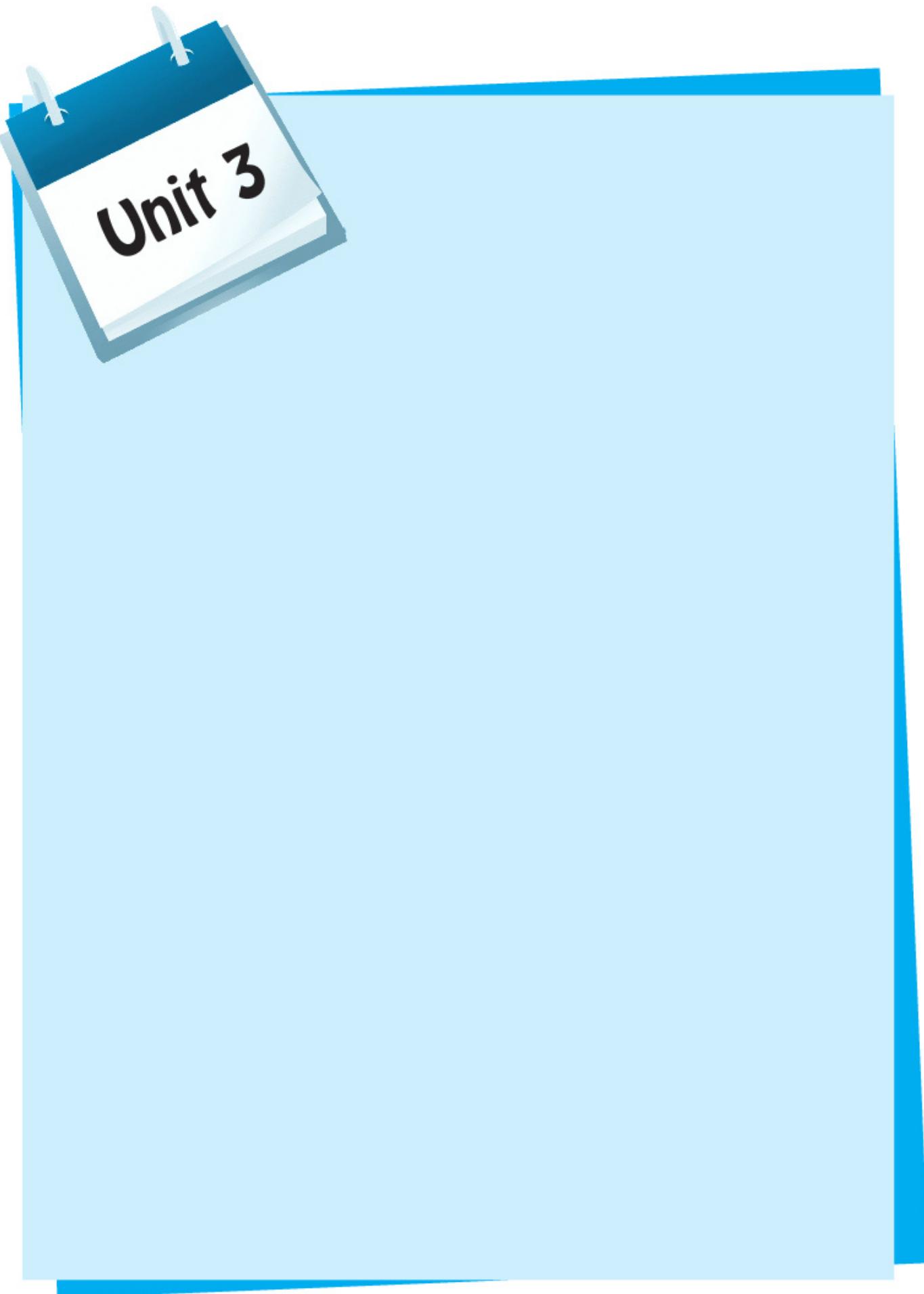
Amy



Word List

1.	activist (n)	advocate of a cause	pejuang	行动主义分子
2.	agape (adj)	open mouthed	terkejut	目瞪口呆地
3.	anonymous (adj)	unnamed	tidak bernama	匿名的
4.	belief (n)	firmly held opinion	kepercayaan	信念
5.	bond (n)	a close connection joining two or more people	ikatan	纽带
6.	climate (n)	the general weather conditions usually found in a particular place	iklim	气候
7.	coherence (n)	when the parts of something fit together in a natural or sensible way	pertalian	一致
8.	coiling (v)	going round	memusing	成卷
9.	composition (n)	a piece of music that someone has written the way that people or things are arranged	gubahan	创作
10.	debate (n)	open discussion	perbahasan	辩论
11.	decision (n)	a conclusion	keputusan	决定
12.	derived (v)	to get something from something else	mendapat	得自
13.	dilemma (n)	a serious problem	kesulitan	进退两难的局面
14.	domestic (adj)	relating to a person's own country	tempatan	国内的
15.	duplicated (v)	copied	pendua	复制
16.	embezzlement (n)	fraud	penggelapan	盗用
17.	equally (adj)	fairly and in the same way	sama	公平地
18.	exposed (v)	having no protection	dedah	曝光
19.	fraud (n)	wrongdoing	penipuan	欺诈行为
20.	gainfully (adv)	profitably good job	pekerjaan yang mendatangkan hasil	有收入地

21.	graciously (adv)	pleasantly	anggun	优雅地
22.	incriminate (v)	make a person appear guilty	melibatkan	控告 (某人)
23.	investment (n)	venture	melabur	有罪
24.	maturity (n)	the quality of behaving mentally and emotionally like an adult	matang	投资
25.	moral (adj)	proper conduct	akhlak	成熟
26.	opinion (n)	conception	pendapat	道德(上的)的
27.	prestigious (adj)	reputable	terkenal	意见
28.	protest (n)	objection	bantahan	声望很高的
29.	partial (adj)	part	sebahagian	抗议
30.	regret (n)	a feeling of sadness about something sad or wrong or about a mistake that you have made	menyesal	局部的
31.	replica (n)	duplicate	tiruan	歉意
32.	resolve (n)	solution	penyelesaian	复制品
33.	retrieve (v)	get back	membawa balik	解决方案
34.	situation (n)	combination of circumstances	keadaan	重新得到
35.	sneaked (v)	entered without being seen	menyelinap	境遇
36.	stipend (n)	a fixed regular salary	gaji	偷偷摸摸地做
37.	strengthen (v)	to make something stronger or more effective	mengukuhkan	薪金
38.	surroundings (n)	area around	keadaan sekitar	加强
39.	tarnished (adj)	stained	menjadi cemar	周围的环境
40.	ulterior (adj)	hidden	tersembunyi	失去光泽
				隐蔽的



Unit 3

UNIT 4

PRESERVING OUR HERITAGE

- Preserving Our Heritage
- Adjectives and Comparison of Adjectives
- Figurative Expressions





Listening

LESSON 1

Warm-up

If you had to speak about your career or job, what are the points you would include?

Company? Position? Field of work? Hours? Benefits? Ambition? Hobbies? Likes and dislikes?

These are the key points or main points.

Key Points

When we are writing a summary, we only include the key or main points. Details, examples and illustrations are not included in the summary. The sentences need to be rephrased, sometimes, so that a general term for similar details could be given instead.

Examples:

1. The man sells screwdrivers, hammers and nails.
The man sells hardware.
2. Individuals who do not care about time will always go late for a meeting or events.
These individuals are not punctual.

Practice



From the text that you have listened to, choose the correct answers for the questions below.

1. Jenny wants to pass on her culinary skills _____.
 - A. so she can show the traditional methods of preparing the dishes
 - B. to preserve the authenticity of Nyonya dishes
 - C. to teach people how to cook

2. Knowledge and skills on preparing Nyonya dishes can be shared with those _____.
- who are willing to learn
 - who want to cook for fun
 - who do not want to learn
3. Preparing Nyonya dishes requires much meticulous effort and this skill needs to be _____.
- protected
 - preserved
 - ignored
4. Nyonya dishes are difficult to prepare because it requires _____.
- long marinating and blending of herbs
 - a long steaming time
 - a lot of frying
5. Salim said scouring for heritage buildings in modern towns is like antique hunting.
- No
 - Yes
 - Maybe
6. Photographing heritage buildings helps to preserve their beauty.
- Yes
 - No
 - Maybe



Fill in the blanks with the words that you have listened to from the text.

- _____ likes scouring the countryside and ranging through old parts of modern towns for heritage buildings.
- Photographing the _____ buildings is Salim's job so that it will _____ the beauty in photos.
- A _____ said every old building has much to tell about the people who once worked or lived in it, as it was a _____ to a way of life.

4. Salim's photos have been _____ in many travel books and also books on heritage buildings.
5. Angela Manickam said _____ heritage buildings can help local economies through _____ industries.
6. _____ legacies can also preserve the culture and traditions of the people who once thrived there and would be an excellent hub to showcase the history of the area to _____.
7. Heritage buildings in _____ have been reused as heritage inns whereby not only is the past illuminated, the people who run them can also make a _____ living.

LESSON 2

Warm-up

- What is heritage?
- Why is preserving culture and traditions important?
- Give an example of something you consider a heritage in your country that needs to be preserved.

Look back in your life. Have you ever been told about the importance of preserving heritage? What do you think can be done to preserve them?

Listening to Understand Information

We can understand a text better if we keep in mind three skills.

1. Noting important details and telling what the text is about.
2. Following the sequence of ideas.
3. Identifying key ideas of the listening text for example – who, what when, how and why.

Example:

Preserving heritage in our country is vital especially through education. By preserving the heritage in the country, the future generation can learn about the legacies of their culture, tradition and also heritage buildings. However, not everyone is keen on taking care of his or her own heritage. Due to their reluctance to preserve the heritage, everything will be lost and this would be a great disadvantage to the future generation.

The text says that preserving heritage is vital because it can be used to educate the future generation but however, due to ignorance, most heritages are often ignored.

The keywords are *preserving heritage, to educate future generation, ignorance, causes loss of heritage*.

Read the information below and write out the key points.

Many people consider traditional ways of preparing a meal very tiresome as they suffer from the modern day ‘instant meal’ or the takeaway habit. However these meals may not have sufficient nutrition so important for growing children.

The coastal areas of Kerala, India, are dotted with fishing villages and if you are from Kerala you are supposed to know the best ways to prepare fish and other seafood. Let me share with you a simple preparation for a delicious fish curry.

First, you clean and cut the fish to the required size. Peel and finely chop some onions (big and small), some garlic, ginger, curry leaves and chillies if you wish. Add some water to a bit of tamarind and get about three cups of tamarind juice. Add this to a bowl with about three tablespoons of fish curry powder and a bit of saffron powder and mix well. Now heat a little oil in the cooking pot and fry some spices – mustard, cumin and fennel seeds. Add in the chopped ingredients with a pinch of salt. When this becomes fragrant, add in the tamarind mixture and bring to a boil. Next, place the fish in the curry and cook for 15 – 20 minutes. You can add in some tomato wedges for added taste.

Now enjoy.

Key Points:

- 1.
- 2.

Practice



Choose the correct answer for each sentence.

1. Songket is a piece of traditional Malay fabric handwoven in silk or cotton threads. Colourful metallic threads are used to form the _____ . (design, motifs, books)
2. Fatimah said the motifs are created using _____ weft technique and it is called _____ in Bahasa Malaysia where the metallic threads are inserted and _____ into the cloth. (primary, secondary, supplementary, sewn, woven, tied, ‘menyongket’)
3. A beautifully woven songket would exhibit master _____ and skills of the weaver. (performance, craftsmanship, ability)
4. The number of weavers have _____ over the years and the weavers are mostly women who learn their skills from their _____. (increased, dwindled, relatives, elders)
5. The Yayasan Tuanku Nur Zahirah was founded in 2007 to _____ the heritage and art of weaving songket and it also aims to _____ indigenous craft and heritage. (destroy, preserve, enhance, stimulate)
6. Underprivileged communities in rural areas are being assisted by the foundation to gain _____ and sustainable income through songket weaving. (irrational, unreasonable, reasonable)
7. Potential growth and _____ for songket weaving are also being sought through the Yayasan Tuanku Nur Zahirah. (sustainability, livelihood, adventure)
8. New avenues for _____ have also been opening up through the foundation, which has helped to add and create new job opportunities for those living in the rural areas. (business, entrepreneurship, teaching)

B

From the text that you have listened, state whether the sentences are true (T) or false (F).

1. Songket weaving is not laborious and tedious and it would take a weaver about a week to finish weaving. ()
2. Songket weavers can be found mainly in Kuala Terengganu, Kelantan and Pahang and East Malaysia, especially in Sarawak. The weavings are done in Malay villages or handicraft centres. ()
3. Yayasan Tuanku Nur Zahirah is not a charitable foundation and it does not aiming to preserve the heritage of songket weaving. ()
4. The foundation is seeking to help the underprivileged by improving their standard of living through creating new job opportunities and new avenues for entrepreneurship through songket weaving. ()
5. Yayasan Tuanku Nur Zahirah is involved in activities that encourage design adaptation and production, research and development, skill transfer, quality control and enhancement, process management and marketing to facilitate successful commercialisation of songket and local crafts. ()



LESSON 1

Warm-up

The term ‘heritage’ refers to something that is inherited from the past. It is divided into a few sub-sectors such as Natural Heritage, Cultural Heritage (Food, tradition or industrial), Inheritance Heritage, Heredity Heritage or Kinship Heritage.

In groups, discuss and share what you believe is a heritage in our country. It could be monuments, cultural and so on.

Asking for and Providing Specific Information

There are various expressions when asking for specific information.



Useful expressions:

- Could you tell me...?
- I would like to know...
- Do you know...?
- I am interested in...
- I am looking for...

When seeking information, direct questions can be constructed by combining the above expressions with the 5W1H method (who, what, where, when, why and how).

e.g. Could you tell me why it is important to preserve the heritage?

Formula

The subject

Practice

A

Look at the images below. In pairs, ask and provide information based on the points given below. You may provide more information of your own.

- an elliptical amphitheatre in the centre of the city of Rome. The largest ever built in the Roman Empire - has the capacity for 50,000 spectators - used for gladiatorial contests and public spectacles such as animal hunts, executions and re-enactments of famous battles



- a series of stone and earthen fortifications in northern China - originally built to protect the northern borders of the Chinese Empire against invasions



- built by the Portugese and was originally known as Our Lady of The Hill - the Dutch turned it into a burial ground for their nobles and renamed it St. Paul's Church

(B)

You and a few friends are conducting a research on the importance of preserving our heritage. You can pick any type of heritage in the country. Role play that you are in the city and are approaching people asking them about their ideas on preserving our heritage. You should also ask them what things must be included when discussing the heritage sites in that city. You can role-play the dialogue with your friends in front of the class.

LESSON 2

Warm-up

List five venues or buildings and five types of food that are considered heritage to the Malaysians. Indicate why you say that they are considered heritage.

Venues / Buildings:

Why do you say it is a heritage?

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

Food / Cuisine:

Why do you say it is a heritage?

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

Giving Opinions

Opinions are personal views not necessarily based on facts or knowledge. Expressing an opinion on any matter is a way we expose ourselves to the world and therefore, it is important to pay attention to how one expresses his/her opinions. When expressing opinions, we need to communicate positively in order to avoid causing any unintentional hurt or disrespect towards another person.

- In my opinion, this painting is beautiful.
- You are a graceful dancer.
- It is so hot in here.

Expressing Agreement and Disagreement

Agreements and disagreements are various types of affirmation and denial against the expression of opinion or judgement of others. In agreeing with an unfavourable opinion, you can link it with expressions of regrets such as:

The presentation was boring → Yes, I am afraid it was.

You can show that you strongly agree with someone's thoughts or ideas. It is best to repeat the adjective they have used with the word 'very' in front of it or the word 'indeed' after the adjective.

This painting is beautiful → Yes, it is very beautiful.

The view is breathtaking, isn't it? → Yes, it is breathtaking indeed.

Sometimes, we only partially agree with someone. In this case you can reply using the words 'I suppose so'.

The play was great! → I suppose so.

Unlike when agreeing with someone, when we disagree with a person, we need to be extra polite. When you go against someone's statement, the effect is usually unpleasant. There are various ways to minimise the level of displeasure by offering an apology or by adjusting the speaker's point of view.

French is an easy language to learn if you are an Asian.

→ I am afraid I disagree with you. I am an Asian and learning French is difficult.

→ Do you think so? Actually, I find it quite difficult.

→ I am afraid I disagree with you, as unlike the English or Malay language, the French language is grammatically confusing.

If you are close to a person or know him well, there are phrases that can be used to portray your strong disagreements such as:

- You cannot be serious!
- I cannot agree with you there!
- Don't be silly!
- You are totally wrong!

Practice



Use the expressions that you have learnt in this lesson to give your opinion to a friend about the following:

Malaysian Cuisine – Nasi Lemak and Teh Tarik

Rafflesia - largest individual flower on earth that is found in Malaysia



Join the sentences with a suitable response from Column B.

Column A

1. The kampong house is so beautiful. ●
2. Would you like to visit the Kek Lok Si Temple? ●
3. Pangkor Island still undeveloped? ●
4. Melaka was colonised by the Russians in the past. ●
5. Penang has some very beautiful beaches. ●
6. The rainforest in Taman Negara is very old. ●
7. A trek up Mount Kinabalu is exhilarating! ●
8. Cameron Highlands was the hill resort for the early British planters. ●

Column B

- a. You are totally wrong!
- b. You can't be serious!
- c. I certainly agree with you.
- d. Yes, of course.
- e. How fantastic the trees are!
- f. It is still a popular tourist spot.
- g. Yes, isn't it?
- h. The train ride up Penang Hill is fantastic too.



Discussion

You are required to conduct a discussion on the topic of preserving heritage. Divide the class in two, with one agreeing and the other disagreeing to the topic to be discussed. Give opinions and share your agreements and disagreements regarding the topic.

Topic: Demolishing the Pudu Jail in Kuala Lumpur is the Same as Destroying Our Heritage.

Tips

A discussion consists of two or more people talking about certain issues. It involves asking and answering questions, making remarks and counter remarks. It is best when the parties involved regard each other as equal.



Reading

Warm-up

In 2007, in conjunction with the 50th National Day celebrations in our country, 50 things were chosen to form the fabric of Malaysia's National Heritage. They are listed below. *How many of these are you familiar with? Which of these places have you visited? What practices do you habitually perform? Or have you learned these things during your history lessons?*

Pick five of the items listed below and briefly describe them.

Malaysia's 50 National Heritages

1. Parliament House
2. Istana Negara
3. Flagpost at Dataran Merdeka
4. Sultan Abdul Samad Building
5. City Hall Building & Theatre
6. KL Train Station Building
7. KTM Headquarters
8. General Post Office Building, Jalan Raja
9. Public Works Development Building, Jalan Hishamuddin
10. Residency Building, Jalan Dato' Onn
11. National Mosque
12. Carcosa Sri Negara
13. Batu Caves
14. St. George's Church, Penang
15. Selangor Chinese Assembly Hall Building
16. The National Monument
17. Kinabalu National Park
18. Mulu National Park
19. Jalur Gemilang
26. Royal Short Keris
27. Royal Necklace
28. Sceptre of Religion
29. Sceptre of the World
30. Maces
31. Dewan Rakyat Mace
32. Dewan Negara Mace
33. Hibiscus flower
34. Sejarah Melayu Manuscript
35. Malacca Penal Code
36. Hikayat Hang Tuah Manuscript
37. Merdeka Proclamation Letter
38. Perak Man
39. National Anthem
40. Mak Yong
41. Wayang Kulit
42. Bangsawan
43. Malay Joget
44. Dondang Sayang

- | | |
|------------------------|-------------------------|
| 20. National Emblem | 45. Malay Silat |
| 21. Royal Regalia | 46. Ngajat |
| 22. Royal Long Keris | 47. Sumazau |
| 23. Royal Head-Dress | 48. Sewang |
| 24. Royal Tiara | 49. Malaysia Open House |
| 25. Royal Waist Buckle | 50. Lion Dance |

Read-on



Read the following passage.

The Land of My Forefathers – 16th August, 2011, posted by Rachel

Hi, guys! It's been a while since I last blogged. What have I been up to? Well, I spent much of my summer in Malaysia, my parents' country of origin. It's **an eternal summer** there though! The weather's **scorching** hot.

I have to admit that my sister and I have **lost touch with** our Asian roots. Perhaps, you could even say that we never found them to begin with. Despite the fact that both our parents are Malaysian – my father is Indian, while my mother is Peranakan, we have **grown accustomed** to our way of life in Australia. It was definitely an eye-opener for us. I am grateful that I have been given the opportunity to learn more about my heritage.

My paternal grandmother lives in the industrial town of Batu Pahat and she certainly made sure that my sister and I were stuffed silly with food. We awoke every day to the delicious aroma of *thosai*, *idli* and *puttu mayam* as well as the most **scrumptious** curries. My grandmother is a very religious woman. My parents are converted Christians but my dad's family are Hindus. Every morning, she lights 'Sambrani' or incense sticks and places them before the altar in the hallway. It took a while before we grew accustomed to the distinct **fragrant** scents that wafted through the household. However, we soon came to associate it with the warmth and comfort of the humble **abode** our dad was raised in.

We certainly had the best of both worlds, as after a week or so, we left for the town of Malacca where my mother's family **resided**. I cannot even begin to describe to you the juicy morsels of food that passed through our digestive tracts during our stay there. I am quite certain that I gained a good ten pounds but it was all worth it. Each day we feasted on dishes such as *Ayam Pongteh*, *Assam Laksa*, *Otak-Otak* and all sorts of delicious *kueh*. Now, the Peranakans have a rather interesting history. They are descendants of Chinese immigrants who intermarried with the local Malays. Can you imagine that? I am truly a child of Malaysia.

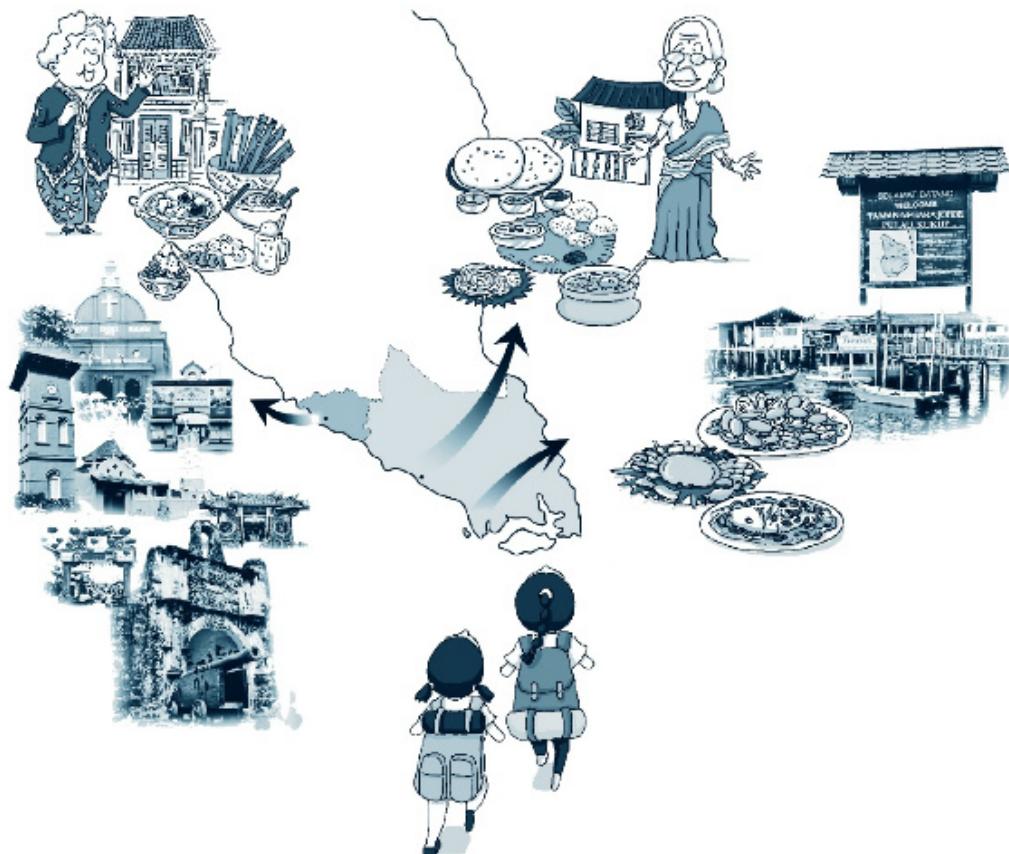
I have to say, if you want **to be fully steeped** in the wonderful culture and heritage of Malaysia, look no further than Malacca. It is even listed as a UNESCO World Heritage Site. I not as big a history buff as my sister, but I have to admit that even I found this little town inspiring.

Quite naturally, my parents wanted to visit the churches first. While I admit that I was not too enthralled by the idea, being extremely **fidgety** and lacking the ability to pay any attention during services, these buildings truly astounded me. St. Peter's Church is the oldest functioning church in Malaysia, having been built back in 1710. It is even has a bell tower! How cool is that? We also made a trip to St. Francis Xavier's Church, a gothic structure in the heart of town. My sister and I spent time walking through the aisles, **marvelling** at the tombstones along the way.

Other than that, we visited the usual tourist sites – A Famosa, Christ Church Melaka, Portuguese Square, Stadthuys, and a whole variety of mosques and temples. My sister was of course spellbound, snapping away with her humongous DSLR camera that she insisted on lugging around. I, on the other hand, spent much of the day, applying and reapplying sunblock all over my body. Trust me, this place is hot.

The highlight for me was Jonker Street. This place is paradise. It was fairly boring during the daytime as we traipsed through antique store after antique store, while I cheerlessly nodded along as my sister expounded on the architectural aspects of the buildings. We did have more delicious local cuisine – chicken rice balls, *cendol* and even a *durian* shake that was surprisingly good but it was quite a yawn-inducing afternoon. Oh, but when night falls on Jonker Street, it **comes alive**. Stalls are set up for the Night Market where you can purchase all sorts of street food and such lovely **trinkets**. I bought a large haul of costume jewellery at a fraction of the price I would have to pay here in Australia. Heaven!

Somewhere during our trip to Malaysia, we also managed to sneak in a visit to Kukup, a fishing village in Johor. You must be wondering, how did I, a child of **the metropolitan**, survive these **rustic** charms? I am not going to move to the countryside any time soon, but I do appreciate the fact that my parents chose to expose my sister and me to different experiences, ones that we might not be able to have back home. There is this colourful world I would hitherto remained ignorant of, but that's waiting for me whenever I do choose to return.



Vocabulary Check

1. scorching (*adverb*) - burning
2. scrumptious (*adjective*) - delicious
3. fragrant (*adjective*) – having a sweet or pleasant smell
4. trinket (*noun*) – a small ornament
5. rustic (*adjective*) - rural



Read the passage carefully and choose the most appropriate meaning for each word or phrase printed in **BOLD**.

1. It's **an eternal summer** there...
A. the best time of the year B. all the time hot
C. forever humid D. a holiday

2. ... I have **lost touch** with our Asian roots
A. forgotten B. broken off
C. stayed away from D. discarded

3. ... we've **grown accustomed** to our way of life in Australia.
A. changed B. taken slowly
C. adopted D. become used

4. ... humble **abode** our dad was raised in.
A. shrine B. home
C. residence D. hut

5. ...where my mother's family **resided**.
A. lived B. inhabited
C. stayed illegally D. migrated to

6. ... if you want to **be fully steeped** in the wonderful culture...
A. be deeply involved in B. to know thoroughly
C. to follow closely D. to experience partially

7. ... being extremely **fidgety** and lacking the ability to pay any attention...
A. shaky B. restless
C. jumpy D. surprised

8. ... I spent time walking through the aisles, **marvelling** at the...
A. admiring B. praising
C. savouring D. viewing

9. That's when it **comes alive**.
A. wakes up B. starts to be noisy
C. starts its business D. becomes busy

10. ... child of the **metropolitan**...

- A. city
- B. port
- C. centre
- D. village



Answer the following questions.

1. The writer is from
 - A. Malaysia.
 - B. China.
 - C. Australia.
 - D. India.
2. Thosai, idli, putu mayam and curries would usually be served in a/an _____ home.
 - A. Malay
 - B. Peranakan
 - C. Australian
 - D. Indian
3. Which of the following is a similarity between St. Peter's Church and St Francis Xavier Church?
 - A. Each has a bell tower.
 - B. There are tombs inside the churches.
 - C. They are in the middle of town.
 - D. People still attend services in these old churches.
4. What would the writer and her family have most likely enjoyed in Kukup?
 - A. shopping
 - B. seafood
 - C. scuba diving
 - D. jungle trekking
5. What do you think is the writer's opinion of the weather in Malaysia?
 - A. too hot
 - B. unbearable
 - C. humid
 - D. rainy
6. "We certainly had the best of the both worlds..." What was the writer referring to with this statement?
7. If you were the writer, which cultural or heritage site would you have most enjoyed? Give reasons for your answer.



Summary Writing

Warm-up

Can you fill in the missing word in these pithy expressions? You can refer to the box below.

pen replenish West old tired

1. East _____ home's best.
2. Give me your _____, your poor...
3. ...a rose-red city half as _____ as time.
4. Reuse, reduce, recycle, _____.
5. The _____ is mightier than the sword.

Making Notes

Before writing a summary, read the instructions carefully and underline the key words in the instruction. Then, as you read the text, mark the important points or ideas relevant to what is required for your summary. You can then write them as short notes which are then used to write out the full summary.

Example:

Read the text below and make notes of the restrictions related to the sacred art of the Australian Aborigines.

In the Australian Aboriginal society, there are definite restrictions on what an individual can paint. Paintings of purely sacred designs are painted in secret, usually accompanied by the repetitive chanting of sacred songs and they are closely guarded from women, strangers and the uninitiated. The bark paintings of the sacred stories of many centuries are only seen during tribal rituals. The paintings are believed by the tribe to be imbued with the essence of the ancient mythical beings which are portrayed in the designs.

Notes –

Restriction on what can be painted.
painting sacred designs, closely guarded secret.
kept hidden, only seen during rituals.

Make notes of the following.

My paternal grandmother who lives in the industrial town of Batu Pahat certainly made sure that my sister and I were stuffed silly with food. We awoke every day to the delicious aroma of *thosai*, *idli* and *puttu mayam* as well as the most scrumptious curries. Every morning, she lights ‘Sambrani’ or incense sticks and places them before the altar in the hallway.

I cannot even begin to describe to you the juicy morsels of food that passed through our digestive tracts during our stay there. I’m quite certain that I gained a good ten pounds but it was all worth it. Each day we feasted on dishes such as *Ayam Pongteh*, *Assam Laksa*, *Otak-Otak* and all sorts of delicious *kueh*.

Quite naturally, my parents wanted to visit the churches first. While I admit that I was not too enthralled by the idea, being extremely fidgety and lacking the ability to pay any attention during services, these buildings truly astounded me. St. Peter’s Church is the oldest functioning church in Malaysia, having been built back in 1710. It’s even got a bell tower! How cool is that? We also made a trip to St. Francis Xavier’s Church, a gothic structure in the heart of town. My sister and I spent time walking through the aisles, marveling at the tombstones along the way.

Practice



A Read each extract and then choose the sentence that **BEST** summarises the extract.

1. I have to admit that my sister and I have lost touch with our Asian roots. Perhaps, you could even say that we never found them to begin with. Despite the fact that both our parents are Malaysian – my father is Indian, while my mother is Peranakan, we've grown accustomed to our way of life in Australia. It was definitely an eye-opener visiting their homeland, and I am grateful that I have been given the opportunity to learn more about my heritage.
 - A. I am glad to have learnt about our Asian heritage.
 - B. We are honoured to have learned about our forefathers' lives.
 - C. This visit introduced us to the Asian way of life.
 - D. This is certainly different from life in Australia.
2. We certainly had the best of both worlds, as after a week or so, we left for the town of Malacca where my mother's family resided. I cannot even begin to describe to you the juicy morsels of food that passed through our digestive tracts during our stay there. I am quite certain that I gained a good ten pounds but it was all worth it. Each day we feasted on dishes such as *Ayam Pongteh*, *Assam Laksa*, *Otak-Otak* and all sorts of delicious kueh. Now, the Peranakans have a rather interesting history. They are descendants of Chinese immigrants who intermarried with the local Malays. Can you imagine that? I am truly a child of Malaysia.
 - A. We enjoyed the food in Melaka.
 - B. We discovered the Peranakan side of our heritage.
 - C. My maternal grandparents are Peranakan.
 - D. Being a Peranakan makes me a true Malaysian.
3. Quite naturally, my parents wanted to visit the churches first. While I admit that I was not too enthralled by the idea, being extremely fidgety and lacking the ability to pay any attention during services, these buildings truly astounded me. St. Peter's Church is the oldest functioning church in Malaysia, having been built back in 1710. It even has a bell tower! How cool is that? We also made a trip to St. Francis Xavier's Church, a gothic structure in the heart of town. My sister and I spent time walking through the aisles, **marvelling** at the tombstones along the way.

- A. We visited the famous churches in Melaka.
B. We toured all places of worship in Melaka.
C. The church buildings were amazing.
D. I am not a religious person.
4. Other than that, we visited the usual tourist sites – A Famosa, Christ Church Melaka, Portuguese Square, Stadthuys, and a whole variety of mosques and temples. My sister was of course spellbound, snapping away with her humongous DSLR camera that she insisted on lugging around. I, on the other hand, spent much of the day, applying and reapplying sunblock all over my body. Trust me, this place is hot.
- A. It was extremely hot but my sister enjoyed the tour.
B. We were enthralled by what we saw.
C. My sister is a keen photographer.
D. We visited some exotic places.
5. Somewhere during our trip to Malaysia, we also managed to sneak in a visit to Kukup, a fishing village in Johor. You must be wondering, how did I, a child of the metropolitan, survive these rustic charms? I am not going to move to the countryside any time soon, but I do appreciate the fact that my parents chose to expose my sister and me to different experiences, ones that we might not be able to have back home. There is this colourful world I would hitherto remained ignorant of, but that's waiting for me whenever I do choose to return.
- A. We visited a lot of rural areas.
B. We can return whenever we like to this new world we have discovered.
C. Our parents have shown us our heritage which we can return to in future.
D. We had many different experiences here.



Read the comprehension passage on pages 119-121 carefully once more. Summarise the writer's holiday experiences in not more than 150 words.



Writing

Warm-up

Can you name these heritage buildings?



Persuasive Essay

In this type of essay, the writer attempts to persuade the reader to his point of view. He does this by giving reasons, advantages or the benefits in support of the topic.

Example:

Should School Examinations be Discontinued?

Thesis statement - School examinations are no longer relevant today and so they should be discontinued. There are various reasons to support this. The main reasons are school examinations are not a true reflection of a student's ability, is a waste of time and money and is an out-dated practice.

Body Paragraph 1

Topic sentence - School examinations are not a true reflection of a student's ability.

Supporting sentences - The examinations only evaluate what has been taught in the classroom and this usually results in students learning by heart much of what would be tested. This does not develop their reasoning and problem solving skills. Education should provide a holistic development of a child. Their aesthetic, intellectual and emotional well-being is also important to ensure they are happy and well balanced.

Concluding sentence - Therefore school examinations are no longer relevant.

Write out the thesis statement and first body paragraph for the topic below.

Topic: All Schools Should Conduct Visits to the Country's Heritage Sites.

Thesis statement - _____

Body Paragraph 1

Topic sentence - _____

Supporting sentences - _____

Concluding sentence – _____

Practice

Write a composition of about 350 words on ‘The Importance of Preserving World Heritage Buildings’.

Structure

Introduction / Thesis statement -

Body Paragraph 1 - (Topic sentence, Supporting sentences, Concluding sentence)

Body Paragraph 2 - (Topic sentence, Supporting sentences, Concluding sentence)

Body Paragraph 3 - (Topic sentence, Supporting sentences, Concluding sentence)

Conclusion

Project

Plan a virtual tour to the World Heritage Sites of Melaka and Georgetown. Share your opinions with the class.

Warm-up

Tick the correct sentences.

1. This is the most expensive of the two cameras. ()
2. Can I have a clean and bigger towel? ()
3. Don't worry! My pimples are the less of my worries. ()
4. There are lesser juicy rambutans in this bunch. ()
5. I am a fan of that handsome tall footballer. ()

Adjectives

Adjectives are words that tell us more about a noun.

e.g. The **loud** siren alerted the road users.

There are six types of adjectives:

1. **Qualitative** – describes a noun

Examples: happy, loyal, lucrative, magnanimous

2. **Quantitative** – tells us the amount or number of things

Examples: one, double, hundred, many, much, less

3. **Demonstrative** – to refer to a particular noun

Examples: this, these, that, those

4. **Distributive** – to show number

Examples: each, every, either, neither

5. **Possessive** - to show possession

Examples: my, your, his, her, their

6. **Interrogative** – used in questions before a noun

Examples: what, whose, which

Underline the correct adjectives.

1. This is an (exciting, excited) movie. (All, Each) actor acted very well.
2. Can I please borrow (your, yours) car? I just crashed (my, mine).
3. How (many, much) bottles of sauce do you need? Just (one, single) please.

Comparison of Adjectives

We use the positive degree to compare two equal items, the comparative degree to compare two unequal items and the superlative degree to compare three or more items.

Positive	Comparative	Superlative
big	bigger	biggest
good	better	best
little	less	least
much	more	most
worse	worse	worst

Sentences

1. Positive

Examples: - The man was **as strong as** an ox.
- We are **as skilful as** they.

2. Comparative

Examples: - Tammi is **stronger than** a man.
- The driver was **more skilful than** my friend.

3. Superlative

Examples: - This is **the strongest** boy we could find.
- She is **the most skilful** acrobat I have seen.

Rewrite the following, changing the adjectives to the comparative or superlative forms.

1. Jan is the (cheerful) person I know.
2. She is (rich) now as she won a lottery.
3. Please add (much) humour to your story.

TIPS

Position of Adjectives when there are two or more adjectives to describe a noun.

1. Quantity	Two	Some
2. Quality	strong	lovely
3. Size	huge	little
4. Shape	square	
5. Colour		yellow
6. Material	steel	
7. Operation	electric	
8. Power		
Noun	gates	flowers

e.g.

- Two strong huge square steel electric gates
- Some lovely little yellow flowers

Practice**A) Match the words in the two columns.****ADJECTIVE**

1. a foreign
2. an elderly
3. a potential
4. an industrial
5. a terrible
6. a moving
7. a talkative
8. an antique
9. a cultural
10. a significant

NOUN

- a. story
- b. parrot
- c. vase
- d. language
- e. heritage
- f. contribution
- g. gentleman
- h. area
- i. mistake
- j. threat

**B) Complete the sentences with the correct form of the Adjective in brackets.**

1. The buildings here are _____ than the others. (magnificent)
2. The UNESCO World Heritage Sites represent some of the _____ beautiful, outstanding and famous places on earth. (much)
3. _____ sites are entitled to funding to preserve and maintain them. (This)
4. St Peter's Church in Melaka is the _____ church in this country. (old)
5. It is one of the _____ landmarks in this historical city. (prominent)
6. George Town in Penang is recognised as a World _____ Site. (Heritage)
7. The cultural heritage there co-exists with the _____ development. (modern)

8. The Yellow Stone National Park in America is a _____ attraction.
(popular)
9. It is important for mankind to appreciate the _____ architectural, cultural and natural heritage of the different countries. (unique)
10. These ancient places have to be preserved for _____ generations.
(future)



Read the passage and then fill in the correct form of the word given in the brackets.

There was a time when the plains of Russia and North America had carried glaciers a mile deep. Before the glaciers there had been vast herds of mammoths

(1) _____ (roam) the plains. There was a (2) _____ (draw) of them lifting their shield like foreheads against a grey horizon, (3) _____ (march) on tall shaggy legs over the 4) _____ (freeze) tundra. Before the glaciers (5) _____ (final) came, the weather had gotten (6) _____ (cold) and colder so that the mammoths had to grow longer hair. However, even with their long hair, clever trunks and sixteen-foot tusks curved in (7) _____ (like) tangles of bone, they had been (8) _____ (able) to defend themselves. I read that a herd of these mammoths (9) _____ (evident) had been preserved intact for (10) _____ (century). There had been a cold wave of air freezing so fast that the bubbles of their last breath had been fixed like beads in the ice.



Enrichment

it 4

Figurative Expressions

Similes

(A)

Fill in the blanks with a simile.

1. as busy as a _____
2. as cold as _____
3. as old as the _____
4. as happy as a _____
5. as easy as _____

(B)

Fill in the blanks with a suitable Adjective.

6. as _____ as a feather
7. as _____ as a picture
8. as _____ as a peacock
9. as _____ as two peas
10. as _____ as a mouse

Metaphors

(A)

Match to the correct meaning of the metaphors.

- | | |
|--------------------------------|--------------------------|
| 1. She has a heart of gold. | a. what he liked to hear |
| 2. He is a lion. | b. very kind |
| 3. Don't be pigs. | c. very greedy. |
| 4. The lady is his sweetheart. | d. one he loves |
| 5. That was music to his ears. | e. very brave |

(B)

Complete these expressions with words from the list below.

- | | | | | |
|--------|---------|---------|--------|-----------|
| a. hog | b. hand | c. aunt | d. axe | e. potato |
|--------|---------|---------|--------|-----------|

- | | | |
|----------------|-----------------|----------------|
| 1. agony _____ | 2. old _____ | 3. couch _____ |
| 4. road _____ | 5. battle _____ | |



Word List

1.	affirmation (n)	to state something as true	penegasan	断言
2.	approaching (v)	coming nearer to someone/something	mendekati	接近
3.	approximately (adv)	roughly	lebih kurang	大约
4.	biography (n)	life story	riwayat hidup	传记
5.	conducting (v)	organizing or performing an activity	mengadakan	指挥
6.	conservationist (n)	a person who promotes conservation	pemulihara	(自然资源的)保护管理论者
7.	construct (v)	to build something or put together different parts to form something whole	membangunkan	建造
8.	cuisine (n)	a style of cooking	masakan	烹调风格
9.	culture (n)	form or lifestyle of a certain period	kebudayaan	文化
10.	demolishing (v)	to completely destroy a building	merobohkan	毁坏
11.	denial (n)	a statement that something is not true or does not exist	kemungkaran	否认
12.	document (n)	written item	catatan	文件
13.	education (n)	imparting knowledge	pendidikan	教育
14.	eternal (adj)	for ever	selama lamanya	永恒的
15.	expounded (v)	explained in detail	menjelaskan dengan terperinci	详细说明
16.	extremely (adv)	very much	terlalu	极端地
17.	fabric (n)	essential structure	susunan	结构
18.	fidgety (adj)	restless	gelisah	不安的
19.	heritage (n)	features belonging to the culture of a particular society	warisan, pusaka	文化遗产
20.	history (n)	record of past events	sejarah	历史
21.	humongous (adj)	huge	besar sekali	极大的
22.	illuminated (v)	lighted	menerangi	照明
23.	impoliteness (n)	rudeness	kurang ajar	无礼
24.	incense sticks (n)	joss sticks	colok	香

25.	indicate (v)	to show, point or make clear in another way	menyatakan	显示
26.	interested (v)	wanting to give your attention to something and discover more about it	berkepentingan	感兴趣的
27.	knowledge (n)	understanding of or information about a subject which a person gets by experience or study	pengetahuan	知识
28.	legacy (n)	left to someone at will	pusaka	遗产(祖先传下来)
29.	marvelled (v)	was filled with wonder	yang menakjubkan	令人惊叹的
30.	mimicking (v)	imitating	mengajuk	模仿
31.	morsels (n)	delicious bits	cebis makanan yang sedap	(食物)一口 (食物)一口
32.	paternal (adj)	on the father's side	dari sebelah bapa	象父亲的
33.	preserve (v)	maintain	mengekalkan	保护
34.	pungent (adj)	strong taste or smell	bau tajam	刺鼻的
35.	replenish (v)	refill	mengisi semula	补充
36.	rustic (adj)	rural	seperti kampung	乡村的
37.	scorching (adj)	burning	membakar	灼热的
38.	snuck (v)	sneaked into	masuk dengan cepat	溜走
39.	steeped (v)	filled with	penuh dengan	装满
40.	tradition (n)	customs handed down	adat	传统



Unit 4

UNIT 5

WORLD ISSUES

- World Issues
- Participles, Gerunds and Infinitives
- Forum





Listening

LESSON 1

Warm-up

Do you read newspapers?

- How do you define world issues?
- Give an example of the current world issue that is taking place.

You can get a lot of news from the media: newspapers, television or the Internet. They report what is taking place around the world. We can benefit from the changes or development taking place or we can aid victims of disasters.

Listening for Classification

Classification means sorting things or items into groups so that we can remember and understand them easily.

For example, everyone has differing tastes in music. This can be classified under various music genres. Besides, by classifying things, it makes it easier to see the relationship between them.

To classify items, the main step is to identify the things or issues that are to be classified. Next, identify the classes or groups into which they are to be sorted into. Lastly, group the items together based on their qualities or uses.

Example:

There are many world issues that we face today and among the few that we read daily are environmental issues, political issues, human rights, business and others.

Look at the issues below and sort them out into their group with an appropriate heading you can think of.

Australia and Malaysia refugee swap deal

Sumatran Rhinoceros are on the brink of extinction

The death of former president of the Philippines, Corazon Aquino

The secret world of child brides

Former Prime Minister of Malaysia, Datuk Seri Najib Razak had an audience with His Holiness Pope Benedict XVI

CATEGORY	ISSUE
World News	
Government and Political	
Environmental	
Human Rights	

Practice

Listen to the talk given by Sammy, Brian and Lim on world issues and answer the questions below.

1. Name the issues highlighted by the speakers and give brief details about the issues.

Sammy and Brian	Lim
a) Issue : E_ _ _ _ _ m_ _ t	c)Issue : H_ m_ _ R_ _ _ _ _
b)Detail:	d)Detail:

2. Select the points below to complete the information chart about the plight of the pygmy elephants.

- They enter oil palm plantations and destroy the young plants.
- Farmers shoot the elephants.
- The elephants face a shortage of food due to the clearing of their habitat.
- Pygmy elephants in Malaysia face the threat of extinction.
- Elephants are also poisoned.

Problem	a)
How	b) c)
Reason	d)
Cause	e)

3. What was the news about a young girl that was the headline in April 2008? Which category does the news belong to? Can you complete the other information?

News	a)
Category	b)
Details	Health Problems c) f) d) g) e)
Reasons	h) j) i)

LESSON 2

Warm-up

Below are jumbled up words that are connected to world issues. Rearrange these letters to find out what they are. Once you have the correct words, share some examples of world issues with the class.

- manhu ghtsir
- calpotili
- talvironenmen
- logynotech

Listening to Make Predictions

It is always important to listen carefully to texts. Listening can teach and allow you to predict what would come next in the text that you are listening to. Making predictions through listening means students anticipate for information and also listen to make logical guesses about what would happen next in line.

Example:

Two students were discussing the parliamentary select committee that was announced by the Prime Minister on August 15, 2011.

Jimmy asked his friend, Timothy, “What is the parliamentary select committee about?”

Timothy said, “It is to restructure the electoral process”.

Jimmy then said, “Are you sure?”

“Yes, it is to ensure that the country has a clean and fair election process for the next coming general election.”

Fill in your grades in the table below.

FIRST SEMESTER EXAMINATION

SUBJECT	MARKS OBTAINED	END OF YEAR TARGET
1. CHINESE LANGUAGE		
2. ENGLISH LANGUAGE		
3. MATHEMATICS		
4. SCIENCE		
5. HISTORY		

What can you predict will be the end of year examination results?

Tips

To predict means to know ahead what is going to happen. This is an important skill because we can anticipate what will happen. It also makes us more proactive instead of always reacting and responding to others.

Practice

Listen to a talk, given by Timmy, a human rights activist, at an international forum, where he spoke on the refugee swap deal that was proposed between Australia and Malaysia on 25th of July 2011. Then answer the questions below.

1. Australia and Malaysia agreed to sign a refugee swap deal on Monday, 25th July 2011.
What was involved in the deal?
 - a) Refugees were deported from both Malaysia and Australia.
 - b) Australia agreed to exchange 800 boat people for 4000 verified refugees from Malaysia.
 - c) The deal was signed to call off the initial refugee agreement made.

2. The deal has placed both Malaysia and Australia in the global spotlight. Why?
 - a) It involves human rights issues.
 - b) Malaysia is keen on taking care of the refugees.
 - c) Australia and Malaysia have decided to disallow refugees from entering the country.
3. According to Timmy, legal and illegal migrant workers are treated poorly. What do you predict will be the outcome of this?
 - a) Malaysia will be poorly regarded by other countries.
 - b) The migrants will become lazy.
 - c) The local citizens will face decreasing wages.
4. “They are often blamed for society’s ills and woes”. Who does the word ‘They’ refer to?
 - a) Thieves and rapists.
 - b) Refugees
 - c) Illegal migrants
5. Refugees are often trapped in conflicts, which will result in deaths, casualties and humiliation in immigrant communities. What can you conclude from this?
 - a) The refugees face a risky life.
 - b) The refugee situation is adequately planned and closely monitored by the authorities.
 - c) Malaysia is a progressive country.



Speaking

LESSON 1

Warm-up

Poverty is considered a world issue that affects almost every country. *List three countries that are affected by poverty and what would you suggest can be done to reduce the poverty in those countries.*

<u>Countries</u>	<u>Suggestions</u>
(1) _____	_____
(2) _____	_____
(3) _____	_____

Asking for and Providing Specific Information

We ask questions to get the answers needed. Refer to Unit 4 Speaking Lesson 1 to recap on the function and forms in asking questions. Always remember the 5W1H rule as this will help you generate data gathering questions.

Who? When? Where? What? Why? and How?

There are various types of questions depending on the situation. Below are some examples.

FUNCTIONS: To ask

To find out

To enquire

To confirm

To request

To interrogate

To ask for details

FORMS: What is your position?

Where is the headquarters located?

What time did the event happen?

It happened at midnight, didn't it?

Could you describe the event?

Why did you do it that way?

What are your expectations for this campaign?

Divide yourselves into groups of four. Two students act as journalists writing an article and the other two students act as environmentalists. The topic of the interview is related to global warming. Role-play the interview.

Practice

In group of three, conduct a role-play session about environmental issues. Include findings on how man has contributed to these issues. You will need to discuss how the environmental issue chosen can be resolved or improved.

Person 1: United Nations representative

Person 2: Student 1

Person 3: Student 2

LESSON 2

Warm-up

Child labour is an issue that is of great concern to the United Nations. *List how you as a consumer can help reduce children being abused in child labour. Share your ideas with the class.*

Example:

Report to local authorities companies which abuse children in their workforce.

- (1) _____
- (2) _____
- (3) _____

Expressing Opinions

An opinion is an expression indicating a belief, view or sentiment. Obvious indicators of opinions are when certain phrases are included in the sentences such as:

- I believe that...
- It is thought that....
- In my opinion...
- I think...
- I honestly feel that....

There are various phrases that can be used when agreeing with an opinion.

- I agree with the idea...
- The idea is absolutely right...
- I could not agree more with you on this matter...
- I think this is a good idea...

Sometimes we disagree with certain opinions given. Phrases that can be used to show / indicate your disagreement are listed below:

- I think this idea is possible but...
- I think the idea is impossible.
- I do not agree with his idea.
- I am not sure if I agree with the solution given.

Facts can also be changed to opinions by adding one's belief or view to it.

e.g. The car was only manufactured in 2009, so it still looks quite new.

Engaging in a Forum

Forums can be divided into three types, a basic forum, a discussion forum or a debate forum.

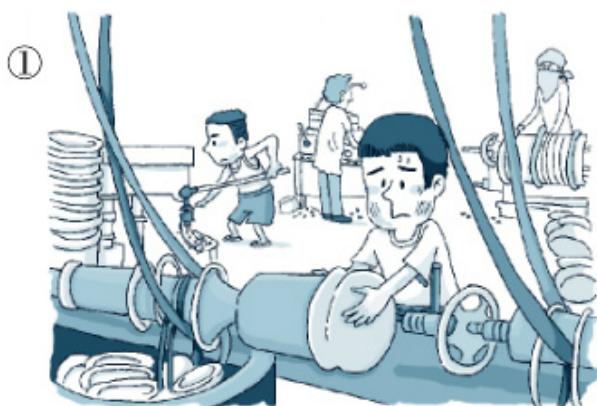
Basic Forum : This is where individuals (candidates) give short opening statements for about one or two minutes and this is followed by questions from the audience. It ends with a short closing speech from each candidate.

Discussion Forum : This is where a panel asks the candidates questions. Candidates may be given a certain time frame to respond to the questions posed. Questions are usually decided by the panel.

Debate Forum : It is the same as a debate and it works well with fewer candidates. Best when lead by an experienced moderator. Each candidate is given equal amount of time to present his opening and closing statements. In between the statements, candidates are encouraged to refute each other's opening statements or answer questions posed from the audience or panels.

Practice

A In groups, look at the images below and discuss the images shown.





Give your comments on the following points.

Forum topic: Our education system is outdated. What are your views?

1. We are learning a lot of information from books just to pass the examinations.

Agree () Reason / elaboration

Disagree () Reason / elaboration

2. We should teach more living skills subjects.

Agree () Reason / elaboration

Disagree () Reason / elaboration

3. Not all students have the same aptitudes.

Agree () Reason / elaboration

Disagree () Reason / elaboration

4. Education should be specialised.

Agree () Reason / elaboration

Disagree () Reason / elaboration

5. We should study more about the future to help the survival of mankind.

Agree () Reason / elaboration

Disagree () Reason / elaboration



Have a class discussion. Discuss the changes in the world in 500 years' time focusing on selected world issues.

Points you can use:

- Environment - water issue, flora and fauna
- Healthcare – diseases, cure, latest medical breakthroughs
- Education - curriculum changes
- Society – lifestyle, communication (social media etc.), entertainment



Reading

Warm-up

Match these people to the given links.

People

1. Venus and Serena Williams
2. Aung San Suu Kyi
3. Queen Elizabeth
4. Amy Winehouse
5. Junko Tabei

Link

- a. Mt Everest
- b. Tennis
- c. Music
- d. Royal Family
- e. Politics

Read-on



A Read the following conversation.

A: What would you do if you were put in charge of the World?

B: First, the present world leaders would have to leave the **corridors of power**.

A: Why?

B: Because they have not been able to resolve the pertinent world issues that have been repeated for decades. They have forgotten that it is life and death issues they have to deal with; not elegant lifestyles and police protection and political power play.

A: So, who would take their places?

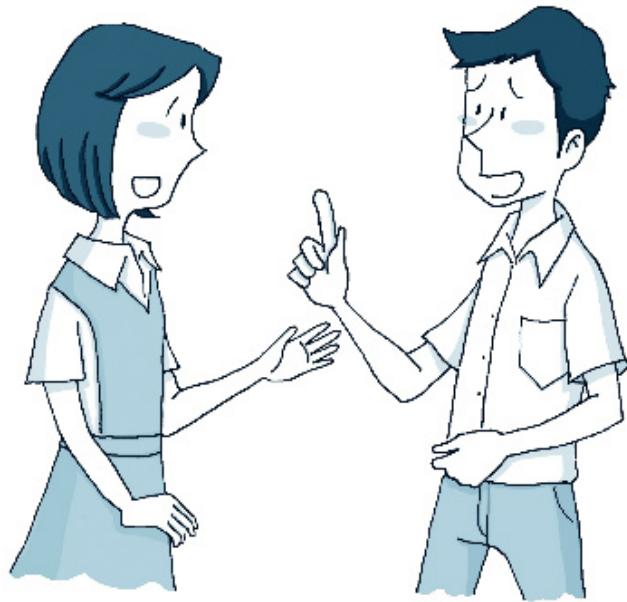
B: Children and their guardians.

A: Wow! How?

B: Simple. Schools would monitor the **current** world situations as part of Science, Social Studies, Geography, History or Economics. Students would be involved directly with each issue. This is real education; practical, constructive and effective. In this way, changes could be made to help the people especially the children affected by any **calamity**.

A: So, where do we get supplies for the needy, protection for the victims of violence and knowledge to clean the air?

B: Where relevant, we get first hand information direct from the students in the affected places, resources and self help tools are made available to them from the nearest source of supply. There is no political interference, just educational and social networking.



A: So, do the adults have a part to play?

B: Yes. It will be the policies and mandates that will be discussed and voted online by students throughout the schools in the world, and their guardians, that is, parents, teachers and community elders in the affected areas will help to mobilise the needed change.

A: Is there any problem or set-back that you may foresee?

B: Yes. Besides the initial laughter of **head shakers**, the political thugs who perpetrate difficulties and the war mongrels will have to be brought to book.

A: How?

B: They, their families and their followers will have their food and funding cut.

A: How?

B: Haven't you heard of Technology? Transformers? New **invisible** mini MPVs? Students are brilliant you know. If they can hack into very secure systems they can also track and trip up these rascals. The key is, all knowledge will be freely available and there will be no control of others based on **secret know-how** and stealth.

- A: You make it sound too simplistic.
- B: Yes, it is simple because all the children of the world are linked and united to make the world a better place.
- A: Ha! Ha! Ha! If it is so simple, why has it not been done yet?
- B: The students have not been given the opportunity. They have not realised the role they have to play to help the unfortunate children in conflict hotspots. The youngsters are like a **sleeping giant**. The youngsters are like sleeping giants who are spoon fed on outdated curricula. It is the mind that has to be awakened, the will to act set into play and the world made their classroom.
- A: So, what about report books and evaluation and examinations?
- B: Well, they will be assessed as class or school teams based on the actual results seen by the changes in the problem areas. Yes, the present employment markets do not value the many paper qualifications and certificates of fresh graduates. It will be people skills and emotional intelligence, problem solving and **future envisioning** that will be needed.
- A: Can you give one example of how this new education works?
- B: Well, look at terrorism. You know the types, causes, consequences and reasons. Such information is common knowledge to students. Now, if there is a specific incident, then it has to be looked into and the issues addressed. **Time consuming?** Not a problem. Students are used to spending hours on their computers and mobiles. Involves militants and gunfire? And the terrorists won't listen to your objections? Well, the first strategy which I have suggested earlier will be put into effect. Their food and funds will have to be stopped by new methods, for example, selective radiation, invisible armies and gadgets backed by the world opinion of the children around the globe who will be supporting, reporting and changing the situation.
- A: So, why can't we tackle the terrible famine in Somalia right away?
- B: Because of the **vested interests** of the people in power. If world leaders, political and religious, were truly concerned by the starvation and deaths of their fellow men they would have found immediate ways to reach and rescue those in need. Corruption, fear, power struggles or the **high life** take up their time and interest. So, the lonely voices shouting for relief are lost in the reels of current **up to the minute** news and images.

A: What do you mean by that?

B: Well, I say what is needed is mass action against the ills that are **prevalent** in society. Armed conflicts are usually a result of an injustice or a *perceived injustice* or at times sheer greed. So the new ruling student power will have to study and dismantle these mind forged atrocities.

A: We are talking about the Somali famine?

B: Yes. It is reported at present that much aid cannot reach those affected areas because of rebel fighting and the corrupt front liners who stockpile the donated aid for their own use. And the rest of the world is helpless or indifferent.

Vocabulary Check

1. secret know how - confidential information or knowledge
2. future envisioning – planning for the years ahead
3. time consuming – taking up too much time
4. vested interests – personal benefits
5. perceived injustice - imagined wrong



B Read the conversation carefully and choose the most appropriate meaning for each word or phrase printed in **BOLD**.

1. ...will have to leave the **corridors of power**.

- | | |
|-----------------------|------------|
| A. businesses | B. banks |
| C. government offices | D. castles |

2. ...monitor the **current** world situations.

- | | |
|-------------|----------------|
| A. present | B. continuing |
| C. critical | D. underground |

3. ...the children affected by any **calamity**.

- | | |
|------------|---------|
| A. storm | B. ruin |
| C. tragedy | D. war |

4. ...the initial laughter of **head shakers**...

A. disbelievers	B. dancers
C. followers	D. excited people

5. New **invisible** mini MPVs?

A. unclear	B. hidden
C. unknown	D. unspecified

6. The youngsters are like **sleeping giants**.

A. big threats	B. potential forces
C. discipline problems	D. undisturbed folk

7. ...power struggles or the **high life** take up their time and interest...

A. intellectual life	B. extravagant lifestyle
C. morally upright	D. heavenly life

8. ...current **up to the minute** news and images.

A. latest	B. at the set time
C. at the last minute	D. hourly

9. ... the ills that are **prevalent** in society.

A. found	B. contained
C. noticed	D. contagious

10. ... corrupt front liners who **stockpile** the donated aid for their own use.

A. sell	B. choose
C. store up	D. import



Answer the following questions.

1. According to the writer who would be responsible for solving the world's problems?

A. community elders	B. students
C. school children and their guardians	D. current world leaders

2. How will the world issues be studied in schools?

A. The students will make on the spot decisions.	B. They will be included in certain subjects taught in the schools.
C. They will be informed by spies.	D. They will be helped by the students' guardians.

3. According to the writer, what will be the role of the students?
 - A. To study and get good results
 - B. To vote online on social matters.
 - C. They will work to help the unfortunate children in conflict areas.
 - D. To supervise those in power.
4. How will the students be graded?
 - A. Their results will be based on the positive changes in the affected areas.
 - B. Their grades will depend on the opinion of online voters.
 - C. By the class tests and course work.
 - D. Teachers will evaluate them.
5. What is one factor in the students' favour in dealing with issues like terrorism?
 - A. Use of satellites for spying
 - B. The armed forces
 - C. The willingness of students to spend long hours online.
 - D. Nuclear bombs
6. One example of 'the vested interests of the people in power' is _____.
7. What is the proposed plan to completely eradicate wars and suffering?



Summary Writing

Warm-up

Which of the options below best summarises the following sentence?

Nadine had to write a report about the armed conflicts around the world, the food crisis in poor countries and future population problems.

- A. A report had to be written by Nadine.
- B. Nadine's report was on world issues.
- C. Nadine had to report on the armed conflicts, the food crisis and population problems.

Key Words to Understand Main Ideas

To understand any information, we read or listen to words which give us the meaning. These words are the key words.

Example:

Read the text below and highlight the key words.

The standard of civilisation of a community or nation is measured not by its highest buildings, most ornate arches or mega expensive bridges, but by the way that community or nation takes care of its weakest members, that is, the poor, the sick, the infirm, the aged, the children and the marginalised. As Nelson Mandela writes in his book ‘Long Walk to Freedom’, “A nation should not be judged by how it treats its highest citizens, but its lowest ones ...” And here he refers to those in prison. The treatment of those in prisons and detention centres is one world issue that does not get popular attention. It is left to the immediate authorities and they certainly do not draw public attention to any injustice or maltreatment of detainees. Being on the wrong side of the law is justification enough for the prisoners, men or women, to be deprived of their dignity and worth. Some are so traumatised that even when they are released, their spirits are still in captivity.

Key words

The **standard of civilisation** of a community or nation **is measured** not by its highest buildings or most ornate arches or mega expensive bridges but **by the way that community or nation takes care of its weakest members**, that is, the poor, the sick, the infirm, the aged, the children and the marginalised. As **Nelson Mandela** writes in his book *Long Walk to Freedom*, “A nation should not be judged by how it treats its highest citizens, but its lowest ones ...” And here he **refers to those in prisons** especially in Third World countries where they are treated like animals. The treatment of those in prisons and detention centres is one world issue that does **not get popular attention**. It is left to the **immediate authorities** and they certainly do not draw public attention to any **injustice or maltreatment** of detainees. Being on the wrong side of the law is justification enough for the prisoners, men or women, to be **deprived of their dignity and worth**. Some are so traumatised that even **when they are released, their spirits are still in captivity**.

Read the text below and underline the key words.

A new development plan to help fight the food shortage in certain places has been proposed. It will be the free air freight of food and water to drought stricken areas. Airlines post the availability of cargo space on their portals and those, individuals or groups, wishing to donate can link up with them for this free service in aid of charity. The excess produce in certain places that would otherwise go to waste, like potatoes and bread, meat, fish and eggs, vegetables and fruits can now be quickly airlifted to airports nearest to the affected areas and then transported to those who need them. And those who want a working holiday can help in coordinating this humanitarian effort. And it is free advertisement for the airlines as people will certainly pledge their support for these airlines with a human heart.

Practice



Read each extract and then choose the sentence that BEST summarises the extract.

1. Simple. Schools will monitor the current world situations as part of Science or Social Studies or Geography or History or Economics and students are involved directly with each issue. This is real education; practical, constructive and effective. In this way changes can be made to help the people especially the children affected by any calamity.
 - A. Students can make their education more relevant.
 - B. Students learn Science or Social Studies or Geography or History or Economics to help solve world problems.
 - C. Students will study and solve world problems as part of their education.
 - D. Children can be helped by other children.

2. The students have not been given the opportunity. They have not realised the role they have to play to help the unfortunate children in conflict hotspots. The youngsters are like a sleeping giant. They are spoon fed on outdated curricula when it is the mind that has to be awakened, the will to act set into play and the world be made their classroom.
 - A. Students must change their mindset despite the old curricula.
 - B. Students must become aware of the part they can play to resolve world conflicts.
 - C. Students must be able to cope with new ideas.
 - D. Students must not be merely reactive to things around them.

3. Well, they will be assessed as class or school teams based on the actual results seen by the changes in the problem areas. Yes, the present employment markets do not value the many paper qualifications and certificates of fresh graduates. It will be people skills and emotional intelligence and problem solving and future envisioning that will be needed.
 - A. Evaluation will be made based on the outcome of the students' practical work.
 - B. Paper qualifications will not be important.
 - C. Students should be able to deal with all kinds of problems.
 - D. The changes introduced should reflect future planning.

4. Well, look at terrorism. You know, the types, causes, consequences and reasons. Such information is common knowledge to students. Now, if there is a specific incident, then it has to be looked into and the issues addressed. Time consuming? Not a problem. Students are used to spending hours on their computers and mobiles. Involves militants and gunfire? And the terrorists won't listen to your objections? Well the first strategy which I have given earlier will be put into effect. Their food and funds will have to be stopped. By new methods e.g. selective radiation, invisible armies and gadgets backed by the world opinion of the children around the globe who will be supporting and reporting and changing the situation.
- A. Terrorism is too difficult a problem for children.
B. Children have the resources to cope with world issues.
C. Students have a lot of time at their disposal.
D. Students will study a specific problem and work out a plan to resolve it.
5. People are interested in power. If world leaders, political and religious, were truly concerned about the starvation and deaths of their fellow men they would have found immediate ways to reach and help those in need. Corruption, fear, power struggles or the high life take up their time and interest. So the lonely voices shouting for relief are lost in the reels of current up to the minute news and images.
- A. The main setback is corruption of those in power.
B. The authorities are not doing their part due to various reasons.
C. Where there is a will, there is a way.
D. The world leaders are distracted from world problems by power struggles.



Using material from the conversation on pages 151-154, summarise in 150 words what are the ways the world issues can be resolved.



Writing

Warm-up

What are the capitals of the following countries?

1. China 2. Thailand 3. India 4. Australia 5. Netherlands 6. America 7. Italy

Opinion

Your opinion is what you believe about an issue or problem. It may differ from another person's view. You should support your opinion with valid reasons. In your essay you should write clearly the points you believe in. Your thesis statement should have a preview of the main ideas you will be writing about.

Example:

Education is the only way to overcome poverty in a country.

Thesis statement - Many countries in the world suffer from poverty. The main cause of poverty is usually the poor political and social structures in that country. I therefore believe that chronic poverty in a country can only be overcome by education. The first reason is that education equips the new generation with the skills and knowledge to develop the country and secondly, it opens the minds of the people to the changes that can lead to a better and richer life.

Write the thesis statement for the following essay.

More steps should be taken to stop Human Trafficking.

Thesis statement -

TIPS

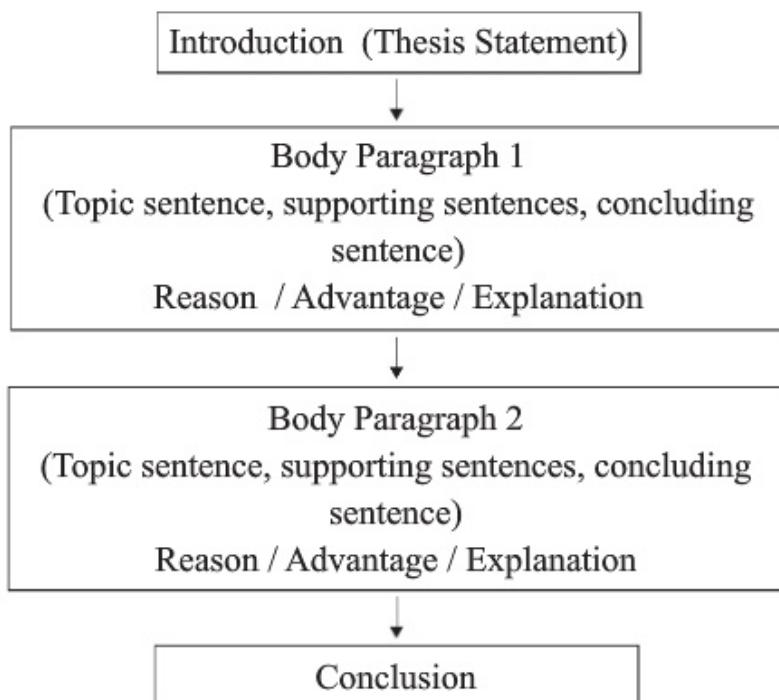
In expressing your opinion, you can use phrases like :

It is my opinion that...	In my opinion...
I believe strongly that...	I feel that...

Practice

Write an essay giving your opinion on the topic ‘Women are Better Able to Solve World problems than Men’.

Guidelines:



Project

Find out more information about the problem of land mine explosions. In class, discuss whether this is a world issue.





Warm-up

Correct the following sentences.

1. The rice is cook by mother.
2. The scouts building a camp.
3. Are you ready jump into the water?

Participles

Participles are formed by adding ‘ing’ or ‘ed’ to the infinitive forms of the verb. They qualify nouns.

	ACTIVE	PASSIVE
Present	writing	being written
Past	wrote	wrote
Perfect	having written	having been written

Examples:

1. as the Continuous or Perfect Tense – They are watching the suspect. The suspect is being watched by them.
2. after verbs of sensation – I saw him **running** very fast.
3. as an adjective – an **interesting** story, an **interested** person

Fill in the correct form of the participle.

1. Can you attend to the _____ (cry) baby?
2. _____ (surprise) by the sudden noise, he looked up.
3. I am _____ (contact) her now.

Gerunds

Gerunds are verbs which function as nouns.

	ACTIVE	PASSIVE
Present	writing	being written
Perfect	having written	having been written

Examples:

- as the subject of a sentence – Swimming is a wonderful exercise.
- as the object of a verb – She began opening her gift.
- as used after a preposition – He complimented her for completing the work.

Underline the correct word.

- My mother likes (pruned, pruning) her orchids.
- My hobby is (parachuting, parachutes).
- A complaint was (being forwarded, being forward) by the staff.

Infinitives

Infinitives are verbs sometimes with the word ‘to’ added before them.

	ACTIVE	PASSIVE
Active	(to) write	(to) have written
Continuous	(to) be writing	(to) have been writing
Passive	(to) be written	(to) have been written

Examples:

- as the ‘bare’ infinitive. – The birds **sing** every morning.
- as the infinitive with ‘to’ – The refugees are **to be taken** to a relief camp soon.

Rearrange the sentences correctly.

1. Can I buy to read something?
2. Indeed is a great feat to have conquered the mountain.
3. The acrobats can many stunts perform.

Practice



Give the past participles of the following verbs.

e.g. begin begun

- | | |
|----------|-----------|
| 1. sell | 6. teach |
| 2. fall | 7. break |
| 3. smoke | 8. feel |
| 4. fight | 9. draw |
| 5. lift | 10. drive |



Fill in the blanks with the correct gerund, present or past participle or infinitive of the verb in brackets.

1. We like _____ (listen) to the world news.
2. Global _____ (warm) is caused by man's negligence.
3. _____ (Overcome) poverty in the Third World countries is a priority.
4. Some Asian countries _____ (weak) by corruption and malpractices.
5. Better strategies have to be used _____ (fight) terrorism.
6. The rights of minority groups must never _____ (violate).
7. Widespread logging _____ (destroy) the habitats of many animals.
8. Strong winds _____ (sweep) through the coastal regions yesterday.
9. World leaders must _____ (cooperate) to resolve international conflicts amicably.

10. World crisis management should _____ (include) as part of social studies in schools.

(C)

In each of the sentences below, four parts are underlined and lettered A, B, C and D. One of these parts contains an error. Circle the letter indicating the error.

1. Roller skating, it is a very popular activity among the young people here.
A B C D
2. With advances in medical technology, doctors can now administer drugs
A B
at the time when the body can make optimum use of it.
C D
3. The importance of solar energy as one of the more popular energy sources are still
A B C
being discussed in many developed countries.
D
4. Aaron likes to read, play badminton and travelling to other countries.
A B C D
5. The guard asked the man what was he doing in the building.
A B C D
6. Tom and Jerry liked the excited movie so much that they cheered and screamed
A B C
loudly.
D
7. Many shipowners have to protect themself against pirates in the international
A B C
waters.
D
8. As discussed in the forum, depression sometimes results from an emotion problem.
A B C D
9. Prices of most essential goods have raisen gradually over the years.
A B C D
10. I went to the bookshop to buy some stationary for the little children.
A B C D



Enrichment

it 5

Forum

Model United Nations (also **Model UN** or **MUN**) is an academic simulation of the United Nations conducted by students that aims to educate participants about current events, topics in international relations, diplomacy and the United Nations agenda.

The participants act as diplomats representing a nation or NGO in a simulated session of a committee of the United Nations, such as the Security Council or the General Assembly. Participants research a country, take on roles as diplomats, investigate international issues, debate, deliberate, consult, and then develop solutions to world problems.

During a conference, participants must employ a variety of communication and critical thinking skills in order to represent the policies of their country. These skills include public speaking, group communication, research, policy analysis, active listening, negotiating, conflict resolution, note taking, and technical writing.

A team of conference organisers plan and run the whole conference and the delegates get good practice to present bold and creative solutions to some of the most important global issues of their day.

Practice

Carry out a forum in your class on ‘Street Children’.

Points

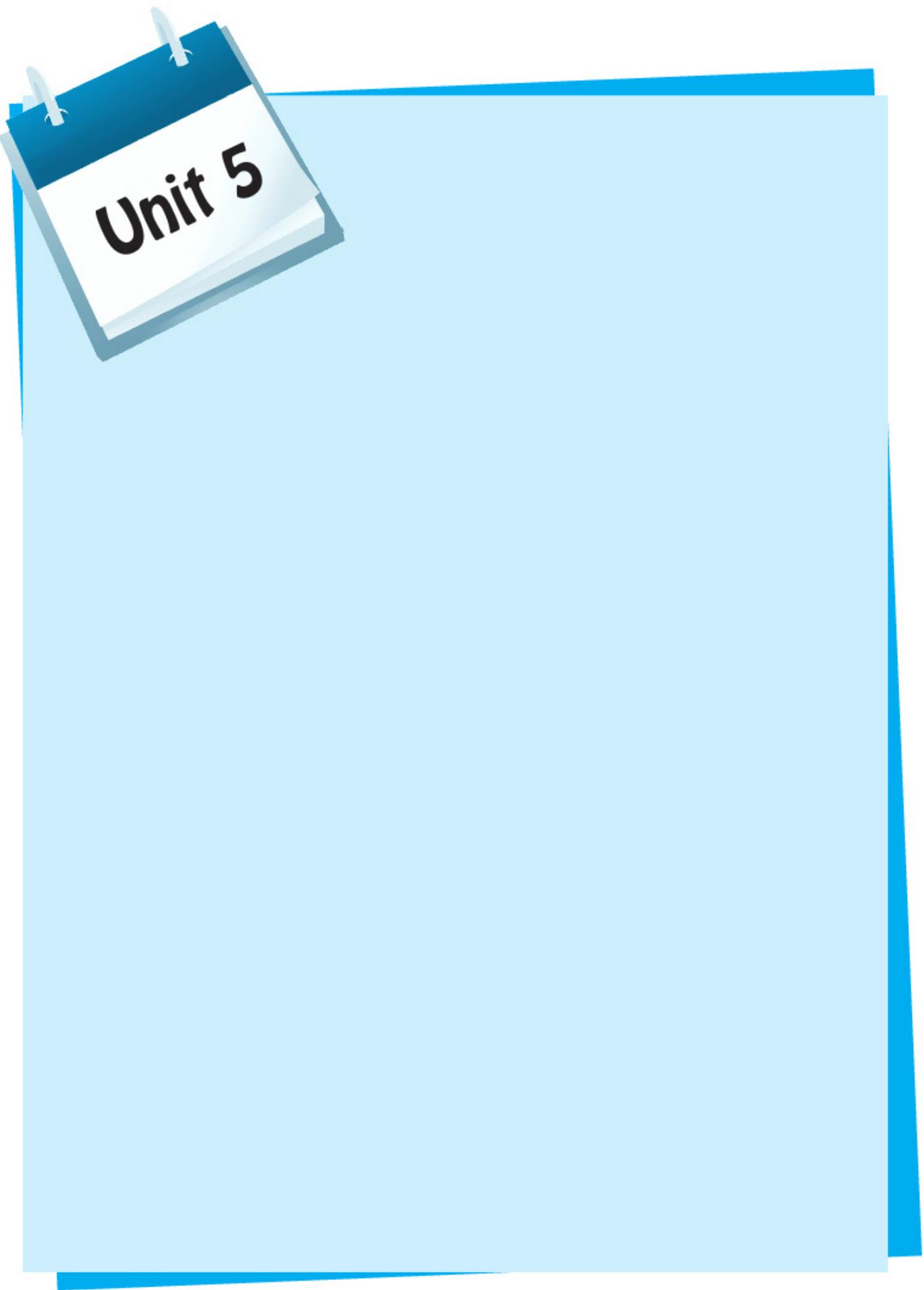
- Definition of ‘Street children’ and examples.
- Countries with this problem.
- Causes of this problem
- Solution
- Other comments



Word List

1.	accurate (adj)	correct	tepat	正确的
2.	basic (adj)	providing the base or starting point from which something can develop	asas	基本的
3.	calamity (n)	disaster	bencana	灾难
4.	chronic (adj)	over a long time	keadaan yang berpanjangan	长期的
5.	conflict (n)	controversy	perselisihan	冲突
6.	country (n)	a nation with its own government	negara	国家
7.	dismantle (v)	remove	membuka	拆除
8.	displaced (adj)	move from proper place	pindah dari tempat biasa	转移
9.	elaborate (v)	present in detail	panjang lebar	详细描述
10.	eradicate (v)	wipe out	membasmi	根除
11.	generate (v)	to cause something to exist	menghasilkan	产生
12.	globalisation (n)	worldwide integration	kesejagatan	全球政策
13.	headline (n)	heading in newspaper	tajuk berita	大字标题
14.	indicators (n)	something that shows what a situation is like	petunjuk	指示器
15.	ineptitude (n)	lack of ability	janggal	不称职
16.	international (adj)	among nations	antarabangsa	国际
17.	interrogate (v)	to ask someone a lot of questions for a long time in order to get information	menyoal seseorang	询问
18.	issue (n)	distribute	mengeluarkan	发行
19.	labour (n)	practical work, especially that which involves physical effort	buruh	劳动
20.	malaise (n)	laziness	kemalasan	懒散
21.	militants (n)	armed men	bersenjata	拥有武器的人

22.	moderator (n)	someone who tries to help other people come to an agreement	ketua	协调员
23.	news (n)	reports on recent events	berita	新闻
24.	overwhelming (adj)	overpowering	membingungkan	无法抵抗的
25.	perpetrate (v)	carry out	melakukan	实行
26.	perceived (v)	apparent	merasa	感知
27.	posed (v)	to cause something, especially a problem or difficulty	susunan sesuatu yang disediakan	排序
28.	poverty (n)	the condition of being extremely poor	kemiskinan	贫困
29.	refuting (v)	to say or prove that a person, statement, opinion, etc. is wrong	menyalahi	反驳
30.	reduce (v)	to make something smaller	mengurangkan	减少
31.	representative (n)	someone who speaks or does something officially for another person or group of people	wakil	代表
32.	resolved (v)	determined	berazam	决心
33.	required (adj)	needed or made necessary	diperlukan	需要
34.	selective (adj)	certain	memilih	选择性的
35.	sentiment (n)	a thought, opinion or idea based on a feeling about a situation, or a way of thinking about something	perasaan / pandangan	情操
36.	solution (n)	method of solving	penyelesaian	解决方案
37.	spotlight (n)	public attention	tumpuan	焦点
38.	stealth (n)	in secret	secara rahsia	秘密行动
39.	vested (adj)	personal reason	tujuan sendiri	既定的
40.	world (n)	people, societies on earth	bumi sejagat	世界



UNIT 6

REVIEW

- Review
- Subject-verb Agreement





Speaking - Review

A

How will you respond to the following greetings, comments and questions?

1. Hi! Good morning. _____.
2. Oh No! How did this happen? _____.
3. Please have a seat. _____.
4. Can I get you a drink? _____.
5. How about coffee? _____.
6. What is your advice to teens who smoke? _____.
7. What do you think of the movie '2012'? _____.
8. Do you think girls should play football? Why? _____.
9. Congratulations! You have done very well. _____.
10. Thank you, I appreciate your help. _____.

B

As the class monitor, can you advise your classmates on the following?

1. What do you do when the bell rings in the morning?
2. What do you do when the teacher comes into the class?
3. What do you do when you have a question regarding the lesson?
4. What do you do when you complete your work early?
5. What do you do when you need to leave the class?
6. What do you do when you forget your book?
7. What do you do when the lesson is over?
8. What do you do when you borrow a book from the library?
9. What do you do when you feel sick?
10. What do you do when it is time to go home?



Writing - Review

Reflective Journal

A journal is written for reading and reflection. We pay attention to the feelings that surface and the new ideas that come to mind – our responses, a flashback, a premonition or just mulling over the experience.

We also have journal writing for academic purposes. Here the main intention in writing the journal is to evaluate the experience in the context of your learning objectives. What new information did you learn? Did you ask any questions during the lesson or after? How did you feel asking the questions? Or why didn't you ask any questions? How can you use or apply what you have learned?

This type of reflection may not come naturally to most people. However, just give it a try. It is not difficult and it is an effective learning strategy.

Example:

2/8/2011 The Mathematics lesson today was a new topic. It was on Plan and Elevation. I was interested in it because many students find it difficult. I followed the steps and was surprised that I could get the hang of it. One question was difficult but I did it with a friend. We arranged objects of different shapes to build a tower and so could understand better the plan and elevation as required in the question. I realise there are different ways to understand questions and the practical approach with real objects was very helpful for this type of question. How can I apply this knowledge? It is the basics for drawing building plans and thus I feel it is something useful to learn.

Fill in the blanks with information from the box below.

report writing to evaluate	about a recent write many reports	the proposed use went through
-------------------------------	--------------------------------------	----------------------------------

We had a very interesting English lesson today. It was on (1)_____. I have heard from friends in college that they have to (2)_____ so I wanted to learn as much as possible about this important skill. We (3)_____ some guidelines

on report writing. We could choose a topic of our own to report on. So I decided to write a short report (4) _____ development I had heard on the news. It is about (5) _____ of hand held detectors to check for explosives on trains. I asked my teacher (6) _____ my work. She said that it was excellent and that I was on the right track.

Practice

Can you write a similar reflection on your class work?

Warm-up

Underline the correct answer.

1. The geese (fly, flies) south before the cold months.
2. Many a boy (has, have) climbed that tree.
3. Beside the stream (lie, lies) some fallen logs.
4. The crowd (cheer, cheers) loudly.
5. All (is, are) well.

Subject-verb Agreement

A verb must agree with its subject in person and number. A singular subject has a singular verb and a plural subject has a plural verb. However, there are some exceptions.

1. Agreement with person

Person	Singular Subject	Plural Subject
First	I am/was happy.	We are/were happy.
Second	You are/were happy.	You are/were happy.
Third	She/He/It/The man does/did the work.	They/The men do/did the work.

2. Agreement with number

Singular Subject
The girl runs fast. (<i>Countable Noun</i>)
John, my friend and advisor, speaks now. (<i>John - Singular subject</i>)
Each/Every/Anyone/Somebody/None knows the answer.
This team of players is the best. (<i>Collective noun</i>)
A lot of loud music was heard. (<i>Abstract Noun</i>)
Economics, like Mathematics, is taught here.

Plural Subject

The girls **run** fast.

The girl and her mother **speak** fluent Latin.

All/ Some/Many/Several/Both **know** the answer.

The team are playing their best. (*Refers to individual members*)

His spectacles look trendy. (*Refers to a pair*)

Exceptions

Either /Neither one of them **likes** fish.

Either/Neither the kids or/nor Peter **likes** fish.

Either/Neither Peter or/nor the kids **like** fish.

Fill in the blanks correctly from the given list.

1. The gates _____ are open.
 2. There are _____ a recorder on the table.
 3. Have _____ for a swim?
 4. _____ the class are boys.
 5. Ten ringgit _____ for the ticket.
- a. the children gone
 - b. Two thirds of
 - c. is the price quoted
 - d. of the house
 - e. a notebook and

Tips

When the word *number* refers to the total number, it requires the singular form of the verb. When it refers to a number of individual people or things, it uses the plural form of the verb.

e.g. The number of students increases each year.

A number of students are already here.

Practice***A) Underline the correct verb.***

1. English, which is one of the oldest languages, (is, are) spoken everywhere.
2. The farmers' sheep (is, are) being sheared throughout the country.
3. Crab hunting (has, have) been enjoyed by us for a long time.
4. Yesterday, we caught a number of crabs that (was, were) then sold to a couple.
5. Fruit juices (do, does) contain sugar.
6. A lot of oil (flow, flows) through these pipes to the tankers.
7. Every site protected under the World Heritage Project (receive, receives) funding.
8. Neither of the two world leaders (agree, agrees) to the proposal to test nuclear weapons.
9. The sad problem of land mines (continue, continues) till today.
10. A leader should (boost, boosts) self confidence in each team member.

Common Errors

Most of the meat have been sold. (X)

Most of the meat has been sold. *Meat is an uncountable noun and so uses a singular verb.*

The guide, as well as the tourists, stay in that hotel. (X)

The guide, as well as the tourists, stays in that hotel. *The verb must agree with the subject.*

B**Join the sentences correctly.**

- | | | |
|--|---|---|
| 1. The child is | • | a. is very important. |
| 2. Every day, in every | • | b. during lesson time? |
| 3. Have you ever seen a player | • | c. needs affirmation and encouragement. |
| 4. Children's free play time | • | d. gets more answers. |
| 5. Kids develop logic and creativity when they | • | e. affirm each other. |
| 6. Did you ask any questions | • | f. father of the man. |
| 7. An enquiring mind | • | g. way become better and better. |
| 8. Be competitive and make | • | h. your job more challenging and fun. |
| 9. Friends | • | i. explore and use new abilities. |
| 10. We all | • | j. acknowledge his buddy who helped him score a goal? |

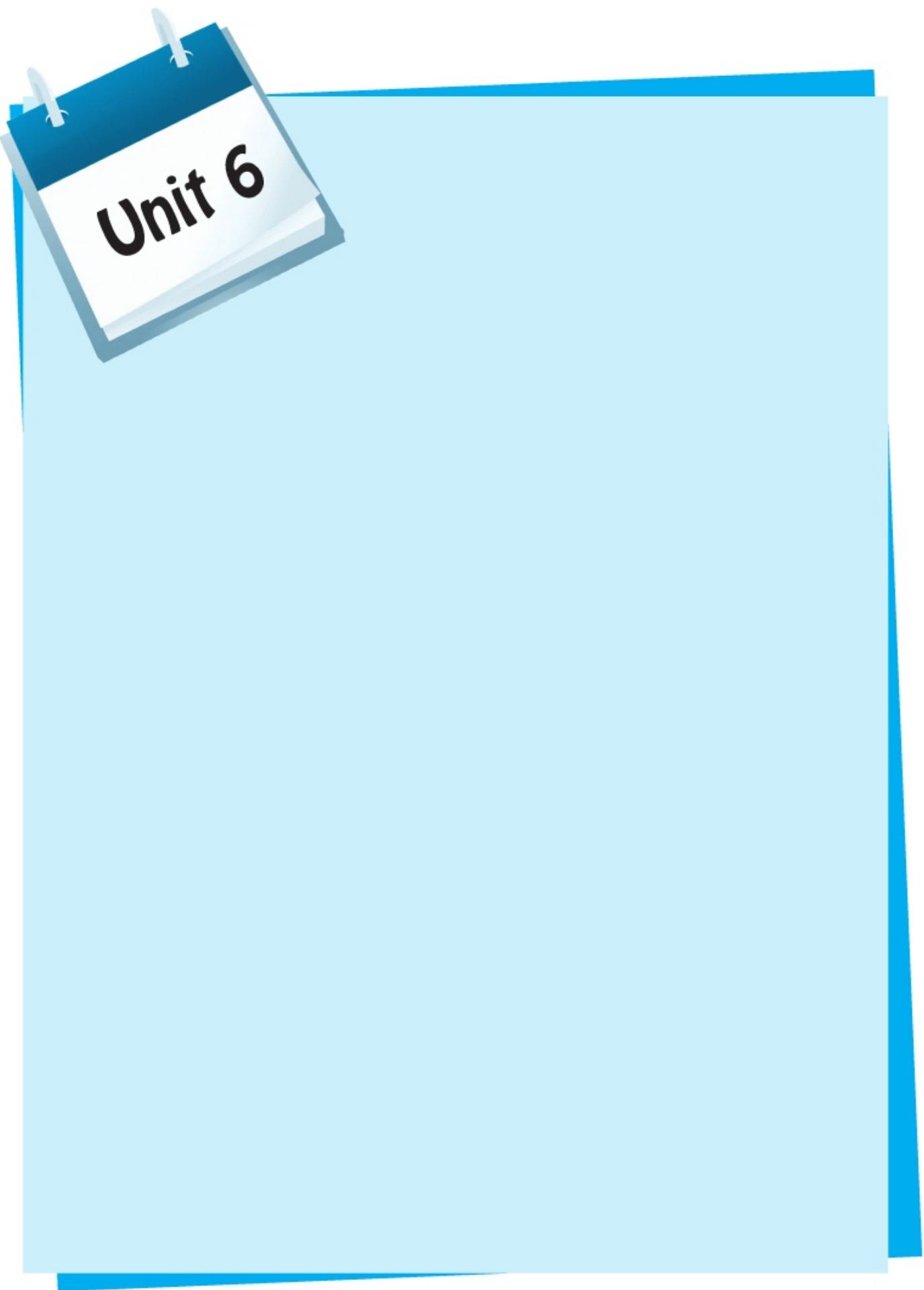
C**Read the passage and then fill in the correct form of the word given in the brackets.**

How do we achieve success? Why do some groups (1) _____ (success) while others are not able to triumph over their challenges?

The right person in a leadership role is the most important aspect in (2) _____ (determine) the success of an enterprise or project. An effective leader, first and foremost, (3) _____ (focus) on the goal or objective to be achieved. He must also keep the team focused on (4) _____ (achieve) the intended outcome and to do this, there must be a clear target to work towards stage by stage. Team members should be happy to spend their valuable time and

energy (5) _____ (work) towards their mission. Next, a true leader expects (6) _____ (commit) and integrity from everyone on board and especially from himself. The team is expected to build and sustain collaborative working (7) _____ (relation) with one another. The energy of the group should go into (8) _____ (meet) the task requirements and not with competing with each other. Also, constructive conversations (9) _____ (strong) a team relationship. For every issue that is discussed and resolved, an obstacle or some conflicts are removed, allowing for a faster and less (10) _____ (hazard) trek to the peak.

Remember, team members are not only potential leaders, they are also co-authors of your own leadership. In a nutshell, the twin factors – the right leader and a strong team – determine your success.



UNIT 7

Global Warming

- Global Warming
- The Simple Tense and the Continuous Tense
- News Reporter



Listening

LESSON 1

Warm-up

Global warming is happening as a result of climatic changes. Human beings have taken the earth for granted with activities that increase greenhouse gases in the atmosphere. Actions, like the cutting down of trees, the burning of coal and oil to produce electricity and to drive vehicles and the releasing of carbon dioxide by vehicles into the atmosphere, are warming up the planet.

Now that you know what contributes to global warming of the planet, as a responsible individual, what do you think you can do to slow down global warming?

Listening to Determine Relevance

Listening is important, and by listening we can determine the relevance of a statement to the topic we are discussing.

Example:

What is global warming? What causes it?

Global warming is the continuing rise in the temperature of the earth's atmosphere and oceans. Global warming is caused by increased concentration of greenhouse gases in the atmosphere, resulting from human activities such as deforestation and burning of fossil fuels. There have been many proposed responses to global warming including mitigation lowering emission, adaptation to the effects of global warming and geo-engineering to remove greenhouse gases from the atmosphere.

The continuing rise in the average temperature of the earth's atmosphere and oceans and the fact that it is caused by the increased concentration of greenhouse gases in the atmosphere, as a result of human activities, are points that are relevant to the questions asked.

Determine the relevant statement in the short texts below based on the questions asked.

1. List the extreme weather conditions that are attributed to global warming.

Global warming causes extreme changes in weather. It is the consequence of rising global temperatures. Among the extreme weather phenomena that are attributed to global warming are floods, droughts, heat waves, extreme winter cold and snowfall and tropical cyclones or hurricanes.

2. Forests are affected by global warming. Give an example of how the forests have been destroyed.

Ecosystems such as the forests are adversely affected by global warming and the changes in climate also encourage the growth of pests. Forests have been destroyed on an unprecedented scale. One good example is the pine beetle infestation of forests which killed 50% of the pines in 2008 in British Columbia, Canada.

Practice



Listen to the text and indicate whether the statements below are true (T) or false (F).

1. Human activities are the cause of global warming but individuals can () slow it down.
2. Strong commitment is not required to help slow down global warming () and humans should release more emission greenhouse gases into the atmosphere.
3. Individuals can be more eco-friendly by cutting back on carbon () emissions and making homes energy efficient.
4. Consumers should not support companies which make fighting () climatic change part of their corporate social responsibility.



Answer the questions below.

1. Individuals can help save Mother Earth by being eco-friendly. From the text that you have listened to, what are the suggestions given? List two methods.
2. Why should reusable bags be used on shopping trips?
3. Can recycling slow down global warming? How?

LESSON 2

Warm-up

Rearrange the letters to form the correct words.

1. Limatec
2. Herepsmosta
3. Gyener
4. Essonmi

Listen to and Discern Main Ideas and Supporting Details

In listening for the main points in a text, there are several steps that you must follow. Read the steps below.

1. Listen carefully to the heading and the text.
2. Make notes of the main points or ideas, which are usually the key words and expressions.
3. The main ideas help us understand the text.
4. They can be elaborated by supporting details.
5. Do not include minor points in your notes.

Example:***Notes of Key Points***

Global warming refers to the gradual increase in the Earth's temperature. It is a result of the growing concentration of human induced green house gases in our atmosphere. Human activities, primarily, the burning of fossil fuels like coal and petroleum, have resulted in the growing concentration of carbon dioxide and other green house gases in the atmosphere. Due to the increasing quantities of these gases, more and more of the sun's heat is retained as it is trapped by the carbon dioxide blanket, thus raising temperatures all over the world. Unfortunately, due to human activities, the amount of green house gases produced daily is growing and this is driving the temperatures up at an alarming rate. For example, temperatures in the Polar regions, such as the Arctic, are experiencing temperature increases that are twice the global rate.

Notes:

Global warming – definition – gradual increase in Earth's temperature

Make notes of the main points in the text below.

Human activities, such as the burning of fossil fuels, coals and car emissions have resulted in the growing concentration of carbon dioxide and other green house gases in the atmosphere. Increasing quantities of the green house gases retain more and more of the sun's heat, which is trapped by the carbon dioxide blanket and is raising temperatures all over the world. The amount of green house gases produced daily by humans is growing and it is driving the temperatures up at an alarming rate.

Practice

Listen carefully to the report on global warming and identify the main ideas and the supporting points.

Main Point –

Main Idea –

Supporting Points –

(a)

(b)

(c)

(d)

(e)

LESSON 1

Warm-up

In groups of five, answer the following questions.

1. What is global warming?
2. Is global warming a threat in the future? Explain your answer.
3. How do you feel about global warming?
4. What will the future be like because of global warming?

In the same group, indicate which of the items listed below causes global warming.

CAUSES

YES / NO

Release of methane gas from the Arctic Tundra _____

Burning fossil fuels _____

Pollution _____

Use of aerosols _____

Carbon dioxide from burning gasoline (transportation) _____

Deforestation _____

Playing loud music _____

Use of chemical fertilizers _____

Asking For and Providing Specific Information

Asking questions is part of the learning process. The techniques used to gather information has an impact on both the quality and number of answers received. Always remember the **SW1H method (who, what, where, when, why and how)** as it helps in the construction of questions required for specific answers.

It is best to use open-ended questions as they stimulate thinking and this helps to generate possible answers. An **open-ended question** requires an answer that is more than a single word or two, while a **close-ended question** can be answered with a simple ‘yes’ or ‘no’.

Close-Ended Questions & Answers

Q1: Do you know about global warming?

A1: No.

Q2: Do human beings contribute to global warming?

A2: Yes.

Open-Ended Questions & Answers

Q1: What is global warming?

A1: Global warming refers to the increase in temperature of the Earth’s atmosphere, the oceans.

Q2: How do human beings contribute to global warming?

A2: There are many ways: the increased emission of carbon dioxide from the burning of gasoline, the use of chemical fertilizers and the release of methane into the atmosphere during mining.

Practice

In groups of five, conduct a role-play. One person is to act as an environmentalist while the other four are students doing a report on global warming. Construct your questions in an open-ended format to obtain the required information.

LESSON 2

Warm-up

Work in groups. Look through the newspapers given to you and identify news that is related to global warming. Share the news with the class and say why and how it relates to global warming.

e.g. Open burning in Indonesia is happening again!

Giving Opinions, Expressing Agreement and Disagreement

Refresh what you have learnt in Speaking Lesson Two, Unit Four, about giving opinions and expressing agreement and disagreement.



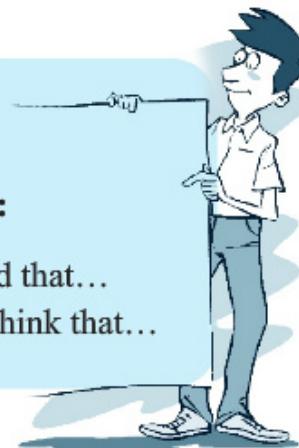
Useful expressions:

Phrases that can be used to express **Personal Point of View**:

In my experience...
Speaking for myself...

I believe that...
Personally, I think...

Example: Personally, I think man plays a vital role in global warming.



Useful expressions:

Phrases that can be used to express **General Point of View**:

It is thought that...
It is generally accepted that...

It is considered that...
Some people think that...

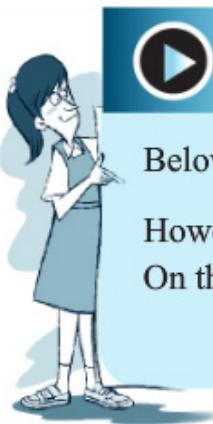
Example: Some people think that deforestation does not cause global warming.

Everyone is entitled to his or her opinion, but one can agree or disagree with that opinion in a tactless or tactful manner.

Examples:

Harsh – Your opinion does not make sense. It is nonsense!

Friendly non provocative – Personally, I think he should not have done it.



Useful expressions:

Below are phrases that can be used when **disagreeing with an opinion**:

However...

I'm sorry to disagree with you, but...

On the contrary...

I'm afraid I have to disagree...

I am not too sure about that...

Example: I'm sorry to disagree with you, but I believe we humans are the main cause of global warming.



Useful expressions:

Below are phrases that can be used when **agreeing with an opinion**:

You're absolutely right.

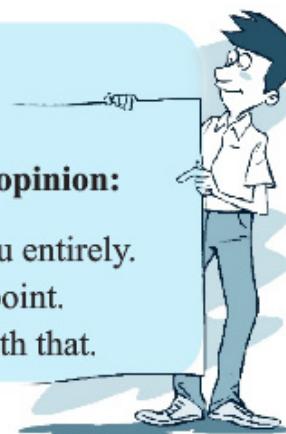
I agree with you entirely.

Yes, I agree.

That's a good point.

Exactly!

I'd go along with that.



Example: You are absolutely right! Human beings are the main cause of global warming.

Practice



A Fill in the blanks with relevant expressions from the box below.

the opinion that	believed that	Personally	is thought
feel that	However	On the other hand	

Some scientists think that our planet will become warmer in the next century as the temperature keeps rising. It (1) _____ that the global temperature will reach a record high soon. It is generally (2) _____ global warming is the result of the green house effect on the earth. I (3) _____ most crops

will wither in the sweltering heat and we may face a grave shortage of food.

(4) _____, there are reports of the earth getting colder. Some environmentalists are of (5) _____ new ice age is beginning. (6) _____ I think this is something unheard of. (7) _____, it has been reported that Greenland is getting colder and many icebergs are growing instead of melting. I don't think this is due to man's interference with the environment.



Study the text below. Add suitable expressions and present them to your class as a dialogue.

Strange climatic changes are taking place. Blizzards are experienced in some places that used to have mild winters and drought has hit areas that had always been enjoying ample rainfall. The people have to cope with floods in one corner of the world while in another part they face heat waves. I am afraid I will have to disagree with the opinion that the planet earth will be able to weather all these extreme conditions. One day we may have to seek a new home on another habitable planet but till then everyone agrees that they have to take better care of Mother Earth.

TIPS

A debate is a formal method of interactive and public argument. It is an 'argument' based on facts but persuasion is employed.



Discussion

Give opinions and share views about the topic "Global warming is caused by human beings".



Reading

Warm-up

“All across the world, in every kind of environment and region known to man, increasingly dangerous weather patterns and devastating storms are abruptly putting an end to the long-running debate over whether or not climate change is real. Not only is it real, it's here, and its effects are giving rise to a frighteningly new global phenomenon: the man-made natural disaster.” – Barack Obama, President of the United States.

Global warming is the increase in the Earth's average temperature. It is caused by greenhouse gases, which trap heat that would otherwise escape.

The following are harbingers or signs of global warming. Rank them in the order of seriousness, with 1 being the most serious and 10 being the least. Explain briefly how you arrive at the final ranking.

1. Rising sea levels cause low-lying countries and islands to be submerged in water.
2. Rainfall pattern changes with droughts in some areas and floods in others.
3. An increased likelihood of natural disasters such as hurricanes and typhoons.
4. Melting of ice caps resulting in loss of habitats for polar bears and penguins.
5. Spread of diseases, such as malaria, to warmer regions.
6. Loss of plankton and ecosystems due to warmer seas.
7. Colder winters and hotter summers with temperature variations up to 10 degrees Celsius.
8. Increase in the number of skin cancer patients.
9. Lack of drinking water.
10. Bleaching and destruction of coral reefs.

Read-on

A) Read the following article.



The year is 2050. The days grow longer, and so do the nights.

My name is Kentac, and I was **christened** after the much **acclaimed** Antarctic ice-eating record holder. I was born of noble blood, but what does it matter these days? They are all gone - my parents, brothers and sisters are denied of their existence because of the sins of a tiny subsection of the animal kingdom, *humans* – that is what they are called. They live on lands far across the oceans in gilded steel cages, they willingly constructed for themselves. However, the winds have carried their evil tales to us. We, the Emperor Penguins, who once stood tall, are now reduced to scavengers and hunger victims.

I am not alone in my war. The seals too are affected. We nod to each other in passing old battles and miseries forgotten as we now fight the same enemy. Hunger – I feel it all the time. The warmer **climate** has led to less ice in the sea, and the krill are dying. They are shrimp-like **crustaceans** that our preys, the fish, subsist on. I should **switch** diets – a Happy Meal perhaps? I wonder if they deliver food to the South Pole. Forgive me for the sarcasm, but it is difficult to think positive when my stomach aches so badly.

The water near our homes has become warm and the fish have swum out further to sea. We too, in turn, travel greater distances to hunt for them. Meanwhile, our chicks starve and die as they wait in vain for us to return. We are not like cockroaches. We are what the so-called experts refer to as long-lived organisms. This means we adapt very slowly to change. The climate is changing too fast for us to catch up.

We are **susceptible** to **predators**, large as we are, especially when in the water. Our choices have become increasingly limited though. On land, we have to worry about sunburn. Our flippers are of little use as time passes by. We keep cool in these waters but swimming uses up energy that we cannot afford to lose in these times of **scarce** resources. We also have to keep a lookout for danger. Sometimes we falter. When we falter, we die.

I miss Lulia. That's my wife. Have you watched the movie 'March of the Penguins'? It was based on my colony, though they hired a few actors from across the border who were willing to work cheap. I hear some of them have become movie stars and live in upscale neighbourhoods called zoos, alongside the human beings. What a sell-out!

I secretly envy them.

Anyway, if you have not seen it, here is the gist of it. We have rites, just like other species. When it is time for us to **procreate**, we walk miles and miles inland to our **ancestral** breeding grounds and our wives lay a single egg there.

It was **an ordeal** right from the beginning. We have been mistaken for fish because we are graceful in the water, but on land we are literally out of our element. We look like human waiters, and we waddle and slide along to our destinations. Imagine having to travel this way on melting sheets of ice. **It took us forever**, but we finally made it.

It reminded me of the ordeal my father told me about. When it was time for me to be laid, two giant icebergs had broken up and were blocking their paths to the breeding colony. As a result, they had to walk 30 miles farther to **forage** for food. This might not sound like a great feat to human beings with their fancy cars, but we penguins can only move one mile per hour. It was a depressing period of time, as my parents and their friends had heard that more than a thousand baby chicks had drowned after the ice broke up as they had not learned how to swim yet.

From then on, our forefathers watch over us, as we the male birds spend two months incubating our chicks, protecting them from **the bitter cold**. Meanwhile, our wives go back to sea to feed, as laying eggs exhaust them of their nutritional reserves.

Lulia never returned. I blame the skies, the weather and everything. I dream of her every night. I think of the times I spent nestled against her pale yellow breast and imagine that she was right here with me. Our child died shortly after hatching. I wonder sometimes if Lulia is disappointed with me. I have failed her and our child. Then again, she has gone to a better place and I am still here – alone, tired and hungry.

I will live on, though. There are so few of us left, but much as I **loathe** quoting those pesky human beings, “*hope springs eternal*”.

Vocabulary Check

1. christened (*verb*) – named during a religious rite
2. climate (*noun*) – the weather of a region
3. crustacean (*noun*) – shellfish
4. susceptible (*adjective*) – exposed
5. ancestral (*adjective*) – related to previous family



B Read the passage carefully and choose the most appropriate meaning for each word or phrase printed in **BOLD**.

1. ... after the much **acclaimed** Antarctic ice-eating record holder.
A. praised B. shouted
C. exclaimed D. approved
2. ... I should **switch** diets.
A. renew B. improve
C. change D. give up
3. We are susceptible to **predators**...
A. hunters B. attackers
C. stalkers D. man eaters

4. It was based on my **colony**...
A. species B. community
C. country D. family group

5. When it is time for us to **procreate**...
A. increase B. reproduce
C. give birth D. generate

6. It was an **ordeal** right from the beginning.
A. great suffering B. mild torture
C. a tragedy D. punishment

7. **It took us forever**, but we finally made it.
A. We never gave up B. It never ended
C. It slowed us D. It took a long time

8. ... they had to walk a further 30 miles to **forage** for food.
A. select B. discover
C. search D. look forward to

9. ... protecting them from **the bitter cold**.
A. winter B. snow
C. the severe chill D. the painful weather

10. ...much as I **loathe** quoting...
A. hate B. disapprove
C. dislike D. fear



Read the passage above. Answer the questions that follow.

1. Which of the following does the author belong to?
A. The Kentac clan.
B. Human beings.
C. Emperor penguins.
D. Fish food.

2. The author has faced the following as a result of global warming EXCEPT...
 - A. loss of family members
 - B. war with polar bears and seals
 - C. skin ailments
 - D. scarcity of food
3. “....we literally are out of our element.” What was the author referring to?
 - A. Dressing up as waiters.
 - B. Being mistaken as fish.
 - C. Travelling in the water.
 - D. Travelling on land.
4. The author spoke of two memorable events in the article above. What were they?
5. If you were the author, which of the ordeals would you find most difficult to get through? Why?



Summary Writing

Warm-up

Tick the sentences that are facts.

1. The directions according to the GPS are accurate. ()
2. Water boils at 100°C. ()
3. There are 366 days in a leap year. ()

Summary Skills

The best way to write this summary is to list out the required facts systematically.

Example:

Based on the article on pages 192-194, list the problems related to the sea faced by the penguins.

Problems:

- warmer climate, less ice in the sea, and the krill are dying
- fish have swum out further to sea, have to travel farther to hunt them
- susceptible to predators in the water
- cool in these waters but swimming uses up energy
- baby chicks drown as they do not know how to swim

They face scarcity of nutritional resources as the warmer waters cause krill to die and fish to swim far into the sea. Penguin offspring fail to survive while waiting for their parents to return for food. This is because they have to travel greater distances to get them. Penguins also suffer from sunburn and are susceptible to predators when they immerse themselves in water to cool down. They lose more energy than they can afford to while swimming. They also cause baby chicks living nearby to drown, as they cannot swim yet.

Based on the article on pages 192-194, relate how the penguins survive on the land. Use the points given to help you.

Points:

- have to be protected from sunburn
- to procreate, walk to our ancestral breeding grounds
- lay a single egg
- walk on melting sheets of ice
- way blocked by giant icebergs
- male birds two months to incubate the eggs

Practice



Read each extract and then choose the sentence that BEST summarises the extract.

1. My name is Kentac, and I was christened after the much acclaimed Antarctic ice-eating record holder. I was born of noble blood, but what does it matter these days? They're all gone. My parents, my brothers, my sisters. Denied their existence because of the sins of a tiny subsection of the animal kingdom. Humans. That's what they're called. They live on lands far across the oceans in gilded steel cages they willingly constructed for themselves, though the winds have carried their evil tales to us. We, the Emperor Penguins who once stood tall are now reduced to scavengers and hunger victims.

A. All my family members have perished.
B. The Emperor Penguins are facing hardship due to Man's interference.
C. Man likes to live in concrete jungles.
D. I, Kentac, have lost my glory.

2. The water near our homes has become warm and the fish have swum out farther to sea. We too, in turn travel greater distances to hunt for them. Meanwhile, our chicks starve and die as they wait in vain for us to return. We're not like cockroaches. We are what the so-called experts refer to as long-lived organisms, meaning we adapt very slowly to change. The climate is changing too fast for us to catch up.
- A. Due to global warming there are fewer fish in the sea.
B. The climate changes have affected our population in a gradual manner.
C. We are unable to adapt to the environmental changes fast enough.
D. Cockroaches are able to thrive in hardy conditions.
3. Anyway, if you haven't seen it, here's the gist of it. We have rites, just like other species. When it is time for us to procreate, we walk miles and miles inland to our ancestral breeding grounds and our wives lay a single egg there.
- A. We travel long distances inland to lay eggs.
B. We follow the rites to survive difficult conditions.
C. Due to the difficulties, the females lay only one egg.
D. Most species lay eggs like the penguins.
4. It reminded me of the ordeal my father told me about. When it was time for me to be laid, two giant icebergs had broken off and were blocking their path to the breeding colony. As a result, they had to walk 30 miles farther to forage for food. This might not sound like much to humans with their fancy cars, but we penguins only move one mile per hour. It was a depressing period of time, as my parents and their friends had heard that more than a thousand baby chicks had drowned after the ice broke up as they had not learned how to swim yet.
- A. My father keeps in touch with me.
B. Many baby penguins survived during this time.
C. As the way to the breeding ground was blocked, the penguins had to walk much farther.
D. The baby penguins face great difficulties in their fight for survival.

5. Lulia never returned. I blame the skies, the weather, everything. I dream of her every night. I think of the times I spent nestled against her pale yellow breast and imagine that she's right here with me. Our child died shortly after hatching. I wonder sometimes if Lulia is disappointed in me. I failed her and I failed our child. Then again, she's gone on to a better place and I'm still here. Alone, tired and hungry.

- A. I wish I was in a different place.
- B. Lulia has died and I miss her very much.
- C. Lulia must be very unhappy with me.
- D. I must not remind myself of the old times.



Read the article on pages 192-194 carefully once more. Summarise the issues faced by the Emperor Penguins in not more than 150 words.



Writing

Warm-up

Tick the actions that can reduce global warming.

1. Use the LRT instead of driving. ()
2. Use solar energy for household use. ()
3. Use disposable Styrofoam lunch boxes. ()

Compare and Contrast

This essay discusses the similarities and differences or the advantages and disadvantages between two aspects of a topic. When we make a comparison we are looking at the common aspects in two things and when we contrast the two, we look at what their differences are.

Example:

Living in the city is better than living in the country.

In this essay we can organise the points in two body paragraphs.

Body paragraph 1 - Advantages and disadvantages of city life

Body paragraph 2 - Advantages and disadvantages of country life

Write out the body paragraphs for the following topic using the points given.

Solar energy is a better source of power than fossil fuels.

DIFFERENCES BETWEEN SOLAR ENERGY AND FOSSIL FUELS.

Solar energy	Fossil fuels
Does not cause pollution	Causes pollution
Limitless supply	Source may become exhausted
Cheap and easy to install solar panels	High expenses to build and maintain infrastructure

Practice

Write a composition of 350 words on ‘The Effects of Global Warming’.

Effects on	Conditions in the past	Conditions after global warming
Atmosphere	Cooler , cleaner	Greenhouse effect Depletion of Ozone layer
Land	Fertile , less erosion	More floods, forest fires
Sea	Abundant marine life	Warmer oceans Less food supply

Guidelines:

Thesis statement-

Body Paragraphs –

1. Atmosphere and air

Conditions in the past / Conditions after global warming

2. Land

Conditions in the past / Conditions after global warming

3. Sea

Conditions in the past / Conditions after global warming

Conclusion -

Project

Arrange for the class to watch a movie about a natural disaster.

Warm-up

Complete the text below with the appropriate sentences. Use the Simple Past, the Present and finally the Future tenses.

You were blessed from the day you were born with a loving family and a secure home. You worked hard. (1)_____. Don't squander what you have now. (2)_____. They are your time, talent and knowledge. (3)_____. Invest in the future so that these temporary things will have an enduring impact.

It will certainly change the way you live each day.

Develop your resources.

Besides, your teachers and mentors help you.

The Simple and Continuous Tenses

The **Simple Present Tense** expresses actions in the **present or near future**, **regular actions and general information**. The **Simple Past Tense** expresses **past actions** and is usually used with a **definite time expression**, while the **Simple Future Tense** expresses **actions that will happen in the future**.

The **Present Continuous Tense** refers to **actions that are going on at present or in the near future**. The **Past Continuous Tense** refers to **actions that were going on at a definite time in the past** while the **Future Continuous Tense** refers to **actions that will be going on at a certain time in the future**.

Examples:

Tense Form	Simple Present	Simple Past	Simple Future
Positive	The sun shines brightly.	The sun shone brightly.	The sun will shine brightly.
Negative	The sun does not shine brightly.	The sun did not shine brightly.	The sun will not shine brightly.
Question	Does the sun shine brightly?	Did the sun shine brightly?	Will the sun shine brightly?

Tense Form	Present Continuous	Past Continuous	Future Continuous
Positive	He is running fast.	He was running fast.	He will be running fast.
Negative	He is not running fast.	He was not running fast.	He will not be running fast.
Question	Is he running fast?	Was he running fast?	Will he be running fast?

Give the negative and interrogative forms of the following sentences.

1. They open the window when it is breezy.
2. Jane switched off the lights before she left the room.
3. Mandy will be using the fan instead of the air conditioner.

Practice



A Write out the sentences using the simple tense form of the verbs in brackets.

1. The choices you (make) about energy and transportation are important.
2. We (plant) some shady trees around our houses and car parks last year.
3. It (be) cooler to wear light coloured cotton clothes in a hot country.
4. He (drive) a more energy-efficient car now.

5. The government (plan) to restrict the emissions of greenhouse gases.
6. Gases, like carbon dioxide, (form) a blanket around the earth.
7. Thus, temperatures (increase) both on the land and in the oceans.
8. As the soil (become) drier, there are frequent forest fires.
9. Thus, our earth (suffer) irrevocable harm in the future.
10. On realising this, people (take) any steps to prevent more severe damage?



Study the options given below and choose the correct form of the Continuous tenses to fill in the blanks.

Some people believe that ancient spiritual wisdom is becoming quite relevant in modern day decision making. For example, the Native Americans 1. _____ decisions based on their effects on seven future generations. At present, we 2. _____ a lot of environmental disasters. Do you think they 3. _____ to stop soon? Yes, but only if we cultivate and practise integrity in the way we 4. _____ our lives in the future.

Do you know that researchers 5. _____ how the Senoi tribe of Malaysia practised dream therapy? Each morning, the family came together and each member shared his night dream while the others 6. _____ carefully. The head of the family then gave thanks for the dream and after interpreting the dream positively, he would assign a task to the person. It is usually one that 7. _____ the community in the future. How 8. ___ he ____ from this? Besides, helping the community, he 9. _____ important leadership skills. Most primitive tribes had low crime rates and in fact 10. _____ in peace and harmony for a long time. Why are we not applying these simple common sense rules in solving our problems?

- | | |
|-----------------------------|----------------------|
| 1. A. were making | B. will be making |
| 2. A. would be experiencing | B. are experiencing |
| 3. A. are going | B. were going |
| 4. A. were living | B. will be living |
| 5. A. studying | B. are studying |
| 6. A. were listening | B. will be listening |

7. A. will be helping B. will helping
8. A. does ... be benefiting B. will ... be benefiting
9. A. will be learning B. learn
10. A. are living B. have been

C

In each of the sentences below, four parts are underlined and lettered A, B, C and D. One of these parts contains an error. Circle the letter indicating the error.

1. That couple has living here for fifty years and runs a big farm.
A B C D
2. Global warming and ozone depletion, they are serious issues affecting the earth.
A B C D
3. Scientists have all ready identified the reasons for the limited supply of eels in
A B C D
Japan.
4. That satellite is enough powerful to detect the changes in vegetation on the hill
A B C
slopes.
D
5. For many years, Sudan faced a terrible drought because lacked rainfall.
A B C D
6. It has been scientific proven that cloud seeding can help improve weather
A B C
conditions.
D
7. The movie starting in an hour at the new cinema, so please hurry.
A B C D
8. Jane needs some medication as she had been coughing for the past three days.
A B C D

9. Mary was preparing for her examinations for the past few months and so she did
A B C D
well.
10. The committee has been studying the haze problem and has made its
A B C D
recommendations.



Enrichment

News Reporter

A news reporter is a journalist who writes reports or articles for publication in newspapers, television, radio, magazines or the Internet.

Reporters have sources of information for their work and their reports can either be oral or written. They are often expected to report in the most objective and unbiased way. Reporters also gather information in a variety of ways, including tips, press releases and by witnessing events.

They also carry out research through interviews, public records, and other sources. The information gathering part of a news reporter's job is sometimes called "reporting" as distinct from the production part of the job which is writing news articles.

News reporters generally divide their time between working in a newsroom and going out to witness events or to interview people. Most reporters working for major news media outlets are assigned an area to focus on, most commonly called a beat or patch. They are encouraged to cultivate sources to improve their information gathering. Often, news reporters have to work long hours and sometimes have odd schedules.

Reporters, when reporting or holding an interview, are most likely to use the 5Ws and 1H, which stand for, "who, what, why, where, when, and how", when asking questions.

Practice

Now that you have read in brief what a news reporter does, imagine that you are a cadet reporter who is in the midst of gathering information to write an article for your annual school magazine.

You have been assigned by the editor of the magazine to produce an article on global warming. You have been tasked to interview a few students and a Science teacher about their thoughts on global warming and the effects it has on the environment and people. You have to find out what will happen if we do not try to slow down this global phenomena.

Use the 5Ws and 1H and prepare a list of questions for the interview. Once you have completed the questions, interview one of your classmates on his views about global warming and then write your article for the magazine.

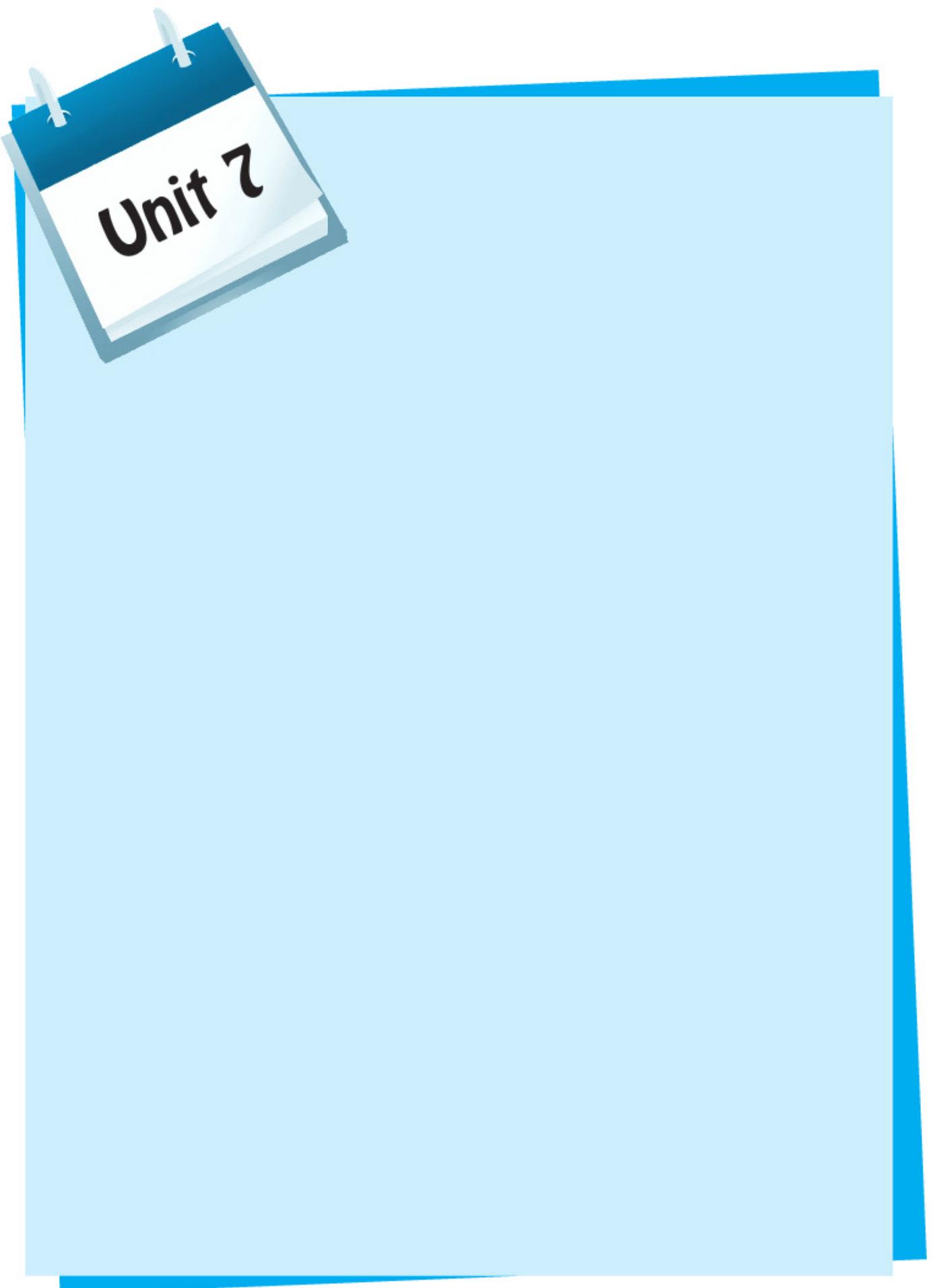


Word List

1.	aches (n)	a continuous or prolonged dull pain in a part of one's body	sakit	疼痛
2.	adverse (adj)	preventing success or development; harmful; unfavourable	menentang, lawan	不利的
3.	atmosphere (n)	the envelope of gases surrounding the earth or another planet	atmosfera	空气
4.	construct (v)	build or make	membina	建造
5.	crustacean (n)	an arthropod of the large, mainly aquatic group crustacea, such as a crab, lobster, shrimp, or barnacle	kerang–kerangan	甲壳类
6.	deforestation (v)	clear (an area) of forests or trees	menebang pokok-pokok	森林开伐
7.	desire (n)	a strong feeling of wanting to have something or wishing for something to happen	idaman	渴望的
8.	destination (n)	the place to which someone or something is going or being sent	destinasi	目的地
9.	devastating (n)	highly destructive or damaging	mengakibatkan kebinasaan	破坏性的
10.	documentary (n)	consisting of or based on official documents	dokumentari	记录片
11.	emission (n)	the production and discharge of something	penyebaran	喷射
12.	emit (v)	to release	mengedarkan	发出
13.	existence (n)	the fact or state of living or having objective reality	kewujudan	存在
14.	extinct (adj)	no longer in existence	pupus	绝种
15.	falter (v)	lose strength or momentum	berjalan goyang, bergoyang,	摇摆

16.	flipper (n)	a broad flat limb without fingers, used for swimming by various sea animals such as seals, whales, and turtles	kaki sirip, sirip pada binatang laut guna untuk berenang	鳍状肢
17.	forage (v)	(of a person or animal) search widely for food or provisions	mencari makanan	找食物
18.	fuel (n)	an energy source for engines	bahan api	燃料
19.	global (adj)	relating to the whole world	global	全球的
20.	gilded (adj)	shiny and beautiful:	keemasan, sepuhan	镀金的,闪亮的
21.	indicate (v)	point out, show	menandakan	显示
22.	infest (v)	to invade	berleluasa	大批滋生
23.	impact (v)	have a strong effect on someone or something	impak	对...发生影响
24.	incubate (v)	[with object] (of a bird) sit on (eggs) in order to keep them warm and bring them to hatching stage	mengeram, mengerami	孵卵
25.	krill (n)	a small shrimp-like planktonic crustacean of the open seas	binatang laut yang rupa sama dengan udang	磷虾
26.	mitigate (v)	to make less severe	meringankan	减轻
27.	nestled (v)	settled or lay comfortably within or against something	duduk bersenang-senangan	偎依
28.	ordeal (n)	a very unpleasant and prolonged experience	cubaan, ujian	痛苦的经验
29.	predators (n)	an animal that naturally preys on others	perosak	掠夺者
30.	prey (n)	an animal that is hunted and killed by another for food	mangsa	被掠食者
31.	procreate (v)	produce young; reproduce	memperanakkan, menerbitkan	生育
32.	recycle (v)	reuse	guna semula	使再循环
33.	reserve (v)	retain for future use	simpanan	储备

34. resources (n)	a stock or supply of money, materials, staff and other assets that can be drawn on by a person or organisation in order to function effectively	sumber	资源
35. rites (n)	a social custom, practice, or conventional act	istiadat, upacara	仪式
36. sarcasm (n)	the use of irony to mock or convey contempt	kata pedas yang dimaksudkan untuk menyakitkan hati, sindiran	讽刺
37. scarce (adj)	(especially of food, money, or some other resource) insufficient for the demand	berkurangan	缺乏的
38. scavenger (n)	a person who searches for and collects discarded items	buruh yang membersihkan jalan	清道夫
39. subsist (v)	maintain or support oneself, especially at a minimal level	menahan atau menampung diri sendiri terutamanya di aras minimum	生存
40. susceptible (adj)	likely or liable to be influenced or harmed by a particular thing	senang dimanipulasi atau dibahayakan oleh sesuatu	易受影响的



UNIT 8

BAD HABITS



- Bad Habits
- The Past Tense and the Perfect Tense
- An Observation Activity on People's Bad Habits



Listening

LESSON 1

Warm-up

Look at the list below; are these the bad habits that we generally have? What about good habits? Name a few.

1. procrastination
2. nail biting
3. pessimism
4. overspending

Listening to Make Comparison

Than is used to make a comparison of two different things.

As _____ as is used to compare similarities.

Less than or not as _____ as are used when something is unequal to another.

Examples:

My sister is younger **than** Michael's brother.

Gabriel is **as** tall **as** his brother, Jamie.

Jonathan is **not as** good **as** Timothy when it comes to racquet sports.

Look at the statements below and fill in the blanks with the words given.

1. Some individuals may not have _____ many bad habits _____ others.
(as – as / less – than / not as – as)
2. It is better to have good habits _____ bad habits.
(not as – as / than / more than)

Practice

Answer the questions below based on the text that you have listened to earlier.

1. Name the bad habits that were mentioned in Sushma's interview with John, Aiman, Sabrina and Reghu.

John	Aiman	Sabrina	Reghu
a)	b)	c)	d)

2. Between John and Aiman, who was willing to change his bad habit and did he manage to break it?

John	Aiman
a)	c)
b)	d)

3. State the differences between John and Aiman with regard to breaking their bad habits and what they did.

John	Aiman
a)	b)

4. Compare both Sabrina's and Reghu's bad habits. Give a list of their bad habits.

Sabrina's Bad Habits	Reghu's Bad Habits
a)	d)
b)	e)
c)	

5. Did Sabrina and Reghu break their bad habits?
6. Name the long-term effects of cracking knuckles as mentioned by Sushma to John.

LESSON 2

Warm-up

nail biting / hair pulling / cracking knuckles

Do the bad habits above sound familiar? If you had a bad habit before, share with the class how you managed to kick the habit.

Listening and Understanding Words, Phrases and Sentences

Words are used in speech to convey meaning.

Phrases, however, are groups of grammatically related words.

Sentences are a group of words that begin with capital letters and end with full stops. They will always have a subject, object and a verb each.

Examples:

Words – habitual, things, involve

Phrase – bad habits

Sentence – Habits are our usual manner of behaviour.

Look at the following and indicate if it is a word (W), phrase (P), or sentence (S).

1. Habits
2. Bad habits are hard to stop.
3. Stressed
4. Nail biting is among one of the bad habits that individuals have.
5. Cracking your knuckles.

Practice

Complete the sentences below with the words given.

(controlling / inculcating / breaking)

1. The key to _____ bad habits is about _____ them.

(consistency / change / simple)

2. When trying to break a bad habit, it is best to keep it _____ and the _____ should only involve only one or two rules and not a dozen. _____ is also a key to breaking bad or unwanted habits.

(tea / coffee / distraction)

3. Kicking the smoking habit is difficult but a general _____ technique can be used. If you crave to smoke, you can resort to the _____ therapy instead of biting your nails.

(guitar / drums / new habit)

4. Plucking up a _____ can also help to kick a bad habit. An example is nail biting. Learning how to play the _____ would help one to stop biting his nails because he needs long nails to pluck the strings.

(routine / habits / negative / bad / habitual)

5. Life is _____ because we do the same things repeatedly, day after day. _____, good or _____ make you what you are.



Which of the following words do not belong to the list.

1. Habits – good, bad, routine, habitual, can be controlled, unchanged, inconsistent
2. Smoking – stoppable, general distraction technique, coffee therapy, biting nails
3. Change – repeat good habit, repeat bad habit, keeping it simple



Speaking

LESSON 1

Warm-up

Work in pairs. List six bad habits that you have. Then, turn to your partner and list six bad habits he has. Share your answers and see if they match your partner's. Sometimes, we have bad habits that we are not aware of.

YOU	YOUR PARTNER

Talking About Bad Habits

Before we talk about bad habits, we need to know the meaning of the word habit. Habits are patterns of behaviour that are repeated regularly and subconsciously. There are good and bad habits.

Bad Habits

A bad habit is undesirable behaviour. Examples of bad habits include nail-biting, fidgeting and procrastinating.

1. Nail-biting

- a. This is a compulsive habit in both children and adults. It is considered an impulse control disorder. Some do it when they are angry, worried or in deep thought.

- b. Nail biting can lead to broken skin on the cuticle and in the long run may cause infections to the fingers. It may also cause malocclusion of the anterior teeth.

2. Fidgeting

- This is the act of moving about restlessly. It may be the result of nervousness, boredom, agitation or a combination of all these.
- Playing with one's fingers, hair, or items of clothing.

3. Procrastinating

- This refers to the act of postponing or putting off doing something. Some psychologists claim that such behaviour is a mechanism for coping with anxiety that is associated with starting or completing a task.
- It may result in stress, a sense of guilt, severe loss of personal productivity as well as social disapproval for not meeting certain deadlines.
- Chronic procrastination may be a sign of an underlying psychological disorder. Procrastinators may have difficulty seeking support due to beliefs that task aversion is caused by low willpower, low ambition or laziness.





Useful expressions:

Describing something or someone:

- | | |
|-------------------------|---------------------------|
| ... is very good at | ... is well known for |
| ... a natural | ... one of a kind |
| ... no one comes close | ... talented |
| ... I think | ... In my opinion |
| ... beautiful/ugly/dull | ... in a class of his own |
| ... negative /positive | ... actions |

Practice

We all have habits, both good and bad. Sometimes, we have bad habits that we are not aware of. Based on your answers obtained from the warm-up activity on page 219, tell your classmates about your bad habits. Use also the answers given by your partner and make a comparison. Do you agree you have the bad habits that your partner says you have?

LESSON 2

Warm-up

*Habit is habit, and not to be flung out
of the window by any man,
but coaxed downstairs a step at a time.*
~Mark Twain~

*A habit is something you can do without thinking,
which is why most of us have so many of them.*
~Frank Clark~

*The chains of habit are generally too small to be
felt until they are too strong to be broken.*
~Samuel Johnson~

The above show three quotes by famous writers on bad habits. Give your opinions on the above quotes.

Making Suggestions and Criticisms

We usually express suggestions in the form of a question. Look at the examples below. The easiest way to remember is shown in the formula below:

Question Opener + Subject + Bare Infinitive without 'to'

Choice 1

Question Openers = Why don't / Shall / Why doesn't

Subject = I / You / We / He / They / She

Infinitive... = go...? / meet...? / arrange...?

e.g. Why don't we meet at the cinema?

Choice 2

Question Openers = Could / Should

Subject = I / You / He / She / We / They

Infinitive = arrange.../ say.../ get.../eat...

e.g. Could you eat your lunch?

Very often we find ourselves in situations when we have to point out other people's mistakes or express our disagreements. Criticism is a tricky business as very few people are open to criticism no matter how constructive it is. The way criticism is given is vital, as using a wrong word or tone can offend the receiver who may take it as an insult.

Practice



In pairs, act out the scenario below.

Your best friend has a very bad habit of taking food from other people's plates. It has got to the point where your other classmates have asked you to speak to him about it. Being a caring friend, offer him your constructive criticism. Your best friend is a hard-headed person who does not really like to listen to other people's advice.



Read the dialogue below with a friend. Then, role play other scenes that involve giving encouragement to someone.

Mother : Joe, how was school today? You look tired.

Joe : School was as usual but I had a football practice in the afternoon.

Mother : In the afternoon? You should not play under the hot sun.

Joe : Ok Mum. But I have to practise my football. I want to be on our school team, so I need to practise more.

Mother : That is good. Why don't you practise in the evening with your friends?

Joe : Thank you Mum. That's a good idea.



Discuss among yourselves some bad habits among students and how to overcome them.



Reading

Warm-up

“Habit is habit, and not to be flung out of the window by any man, but coaxed downstairs a step at a time.” ~Mark Twain

A bad habit is a negative behaviour pattern. They are routines that are repeated subconsciously until they become established.

We often make resolutions at the beginning of the year that include promises to break bad habits. Using the following questions as guidelines, write about your bad habits.

1. What are your bad habits?
2. Why do you find them bad?
3. When do you find yourself indulging in your bad habits?
4. Who finds your bad habits annoying?
5. Where can you find resources to help you stop your bad habits?
6. How do you quit your bad habits?

Read-on



Read the following article.

Your time in high school is coming to an end soon. After that, you will probably be heading to college to further your studies. You might still be living at home, but it is more likely that you will be on your own in a hostel or an apartment, far from what is **familiar**. During that time, it will be easy to fall into bad habits, especially when there are no authority figures to keep you in check. You will be responsible for doing chores, daily meals, controlling your **expenditures**, meeting deadlines and building and maintaining friendships and **bonds** with other people. Here are some tips on surviving your first year in college:

Keep consistent sleeping hours.

You may be tempted to forgo your sleep during exam week or when your assignment is due, and attempt to make up for it during the weekends. Don't. All you'll end up with is feeling **lethargic** and unfocused all the time. You'll be unable to concentrate in class, find it difficult to keep up with the tempo of tertiary education and end up **shooting yourself in the foot**. Of course, that doesn't mean you aren't allowed a late night out with your friends or a sleep-in on weekends. College is a time for you to find your own rhythm and what works best for you. The key, as with everything, is **moderation**.



Don't procrastinate.

This ties in with the above, in a way. Why would you need to deprive yourself of a sound sleep if you had been steadily working through your coursework over the semester? It may seem like a welcome challenge or a way to cool off with your peers to pull off an all-nighter but with that fling may come with stress, anxiety and missed due dates. I'm sure you don't want to see your grades suffer or to be held back a semester while your friends move on. There are many ways for time to pass by without you realising it; parties, social networking sites, and the absence of nagging parents to **spur** you on. However, a balance between work and fun is the best way to go about things.

Eat healthily.

We understand. Mum makes you eat fruit and vegetables. Now that you are away from home, the temptation is there to indulge in all the food you feel you have been

denied. Late night study sessions often leave you feeling hungry and it is easy to pick up the phone and order a pizza, or dive into your stash of potato chips. With friends, you will also be hanging out in fast food joints or eateries where healthy options are unavailable or portions come in larger sizes. You might start seeing the blossoming of what is fondly known as the ‘Freshman Fifteen’. You should eat food that isn’t high in sugar and fat, or suggest outlets that serve diet-friendly options during your **jaunts** with classmates. Both your body and your wardrobe will appreciate it.

Maintain good hygiene.

There are little things that you probably never thought of while you were at home; like cleaning out the dust that accumulates on your shelves, giving your floor a good sweep and mop, changing your bedsheets every two weeks and doing your laundry regularly. You use the shirt that you wore last week, giving it a good sniff, putting it on inside out and adding a good spritz of deodorant before making a dash for the grocery. You think that no one will know any better, but you will. As time goes on, it’s easy to make it a habit, like becoming too lazy to brush your teeth in the morning if you don’t have classes to go to, or wearing your night shirt with jeans to class after waking up late. Remember that you are staying with other housemates who may not **appreciate** your poor hygiene and may start giving you the side-eye.

Poor attendance/attention in class.

Not all classes require attendance. Wouldn’t it be much nicer to skip off and watch a movie instead? Yes, but is it worth missing **crucial** information that will be difficult to find a day or two before exams? Take notes in class. It might not seem important as most lecturers will **turn a blind eye to** inattentive students. But hey, at the end of the day, college is the first step towards learning how to be responsible as an adult and every little bit counts.



Vocabulary Check

1. expenditure (*noun*) – spending
2. procrastinate (*verb*) – defer, delay
3. hygiene (*noun*) – preservation of cleanliness



Read the passage carefully and choose the most appropriate meaning for each word or phrase printed in **BOLD.**

1. ... far from what **is familiar**.

A. is unusual	B. is something not different
C. is easy	D. is something you are used to

2. ... maintaining friendships and **bonds** with other people.

A. close ties	B. news
C. interests	D. relationships

3. ... you'll end up with is feeling **lethargic** and unfocused all the time.

A. weak	B. tired
C. moody	D. sleepy

4. ... end up **shooting yourself in the foot**.

A. misfiring	B. making a terrible mistake
C. ending your life	D. hurting yourself

5. The key, as with everything, is **moderation**.

A. being rational	B. going with the flow
C. not being excessive	D. going halfway

6. ... no nagging parents to **spur** you on...

A. urge	B. affirm
C. accompany	D. pester

7. ... during your **jaunts** with classmates.

A. sprees	B. sessions
C. hikes	D. outings

8. ... other housemates who will not **appreciate** your poor hygiene...

A. care	B. like
C. be grateful for	D. encourage

9. ... is it worth missing **crucial** information...

A. vital	B. valid
C. unavailable	D. full

10. ...when most lecturers will **turn a blind eye to** inattentive students...
- A. seem not to notice
 - B. seem not to care about
 - C. not look at
 - D. ignore always



Answer the questions that follow.

1. Where might you NOT be living during your tertiary education?
 - A. Home
 - B. Shared apartment
 - C. College
 - D. Hostel
2. What does the phrase “end up shooting yourself in the foot” mean?
 - A. Not having enough sleep will leave you so tired, you might accidentally hurt yourself with a gun.
 - B. Tertiary education will make you spill something on your foot.
 - C. Dancing is a good way to relax when faced with stress.
 - D. Your own actions may end up hurting you.
3. “...your wardrobe will appreciate it.” What was the author implying?
 - A. You will still be able to fit in your clothes.
 - B. You can buy new clothes.
 - C. You will not spill food on your clothes.
 - D. You will enjoy more nutritious food.
4. Some bad habits mentioned in the article are due to laziness. They include
 - A. poor personal hygiene.
 - B. resorting to junk food.
 - C. poor attendance of lectures.
 - D. all of the above.
5. Time management is crucial to college students. Which of the following will help you in managing time?
 - A. Working at the eleventh hour
 - B. Prioritizing your work
 - C. Asking your friends to help you
 - D. Planning your holidays

6. You will be responsible for doing chores, daily meals, controlling your expenditures, meeting deadlines as well as building and maintaining friendships and bonds with other people. Which of these are you already responsible for?
7. Time management is crucial to college students. What responsibilities do you expect to have? How would you prioritize them? List them in the order of importance.
8. The article mentions some examples of unhealthy food we might indulge in. What are yours? Do you know of any healthy alternatives?
9. Good hygiene is important even as a school student. How do you keep yourself and your clothes clean before going to school?
10. Do you know of other bad habits that college students or young adults of that age frequently indulge in? List them down.



Summary Writing

Warm-up

Match the behaviour in the first column to the correct attitude.

Bad Behaviour

1. Complaining and whining
2. Hoarding food and clothes
3. Being inattentive in class
4. Unforgiving
5. Gossiping

Positive Attitude

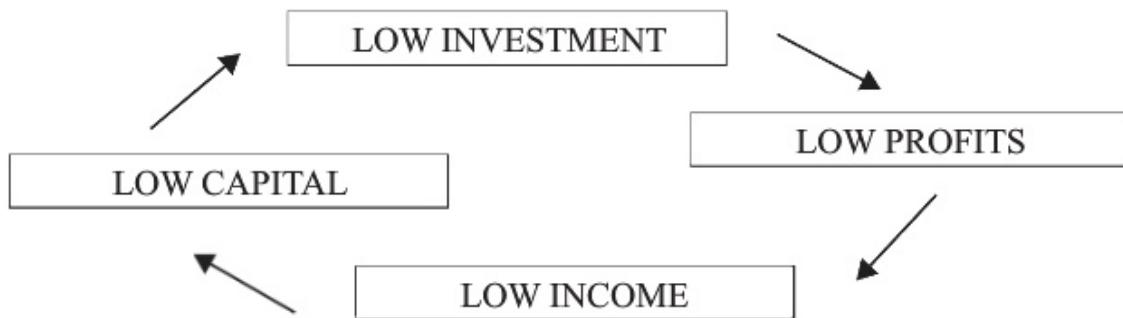
- a. Affirming your family and friends
- b. Contributing to discussions
- c. Donating to the needy
- d. Expressing gratitude
- e. Making the first move

Flow Chart

We can organise the points for a summary in a flow chart. This is a good way to see the connection or development of information relevant to the summary.

Example:

The Poverty Cycle



Fill in the boxes with the correct information. (good grades, alert in class)

Proper sleep → (1.) → (2.)

Practice



Read each extract and then choose the sentence that BEST summarises the extract.

1. Your time in high school is coming to an end soon. After that, you will probably be heading to college to further your studies. You might still be living at home, but it is more likely that you will be on your own in a hostel or an apartment, far from what is familiar. During that time, it will be easy to fall into bad habits, especially when there are no authority figures to keep you in check. You will be responsible for doing chores, daily meals, controlling your expenditures, meeting deadlines and building and maintaining friendships and bonds with other people.
 - A. Your habits are important.
 - B. Develop good habits when you are in college.
 - C. As you prepare for college life, learn to do your best.
 - D. You must be responsible for others when you are in college.

2. You may be tempted to forgo your sleep during exam weeks or when your assignment is due, and attempt to make up for it during the weekends. Don't. All you'll end up with is feeling lethargic and unfocused all the time. You'll be unable to concentrate in class, find it difficult to keep up with the tempo of tertiary education and end up shooting yourself in the foot. Of course, that doesn't mean you aren't allowed a late night out with your friends or a sleep-in on weekends. College is a time for you to find your own rhythm and what works best for you. The key, as with everything, is moderation.
 - A. You should discover what helps you best.
 - B. Working at the eleventh hour helps you complete your work.
 - C. Bad habits will harm you.
 - D. Have adequate sleep.

3. This ties in with the above, in a way. Why would you need to deprive yourself of a sound sleep if you had been steadily working through your coursework over the semester? It can seem like a welcome challenge or a way to seem cool with your peers to pull off an all-nighter, but with that fling may come with stress, anxiety and missed due dates. I'm sure you don't want to see your grades suffer or to be held back a semester while your friends move on. There are many ways for time to pass by without you realising it; parties, social networking sites and the absence of nagging parents to spur you on. However, a balance between work and fun is the best way to go about things.
- A. Balance your time well between rest and recreation.
B. Do not always put off your tasks to a later date.
C. Consistent work with some enjoyment should be the rule.
D. Time and tide waits for no man.
4. We understand. Mum makes you eat fruit and vegetables. Now that you're away from home, the temptation is to indulge in all the food you feel like you've been denied. Late night study sessions often leave you feeling hungry and it is easy to pick up the phone and order a pizza, or dive into your stash of potato chips. With friends, you will also be hanging out in fast food joints or eateries where healthy options are unavailable or portions come in larger sizes. You might start seeing the blossoming of what is fondly known as the 'Freshman Fifteen'. You should eat food that isn't high in sugar and fat, or suggest outlets that serve diet-friendly options during your jaunts with classmates. Both your body and your wardrobe will appreciate it.
- A. Avoid junk food especially at night.
B. Eat nutritious meals to feel and look good.
C. Visiting fast food joints are addictive.
D. Don't be influenced by your friends.

5. Not all classes require attendance. Wouldn't it be much nicer to skip off and watch a movie instead? Yes, but is it worth missing crucial information that will be difficult to find a day or two before exams? Take notes in class. It might not seem important when most lecturers will turn a blind eye to inattentive students. But hey, at the end of the day, college is the first step towards learning how to be responsible as an adult and every little bit is an inch closer.
- A. Do not lag behind in your lessons.
 - B. Be attentive in class as your lecturers appreciate this.
 - C. Be a diligent and responsible student.
 - D. Poor attendance shows that you have picked up bad habits.



Read the article on pages 224-226 carefully once more. Summarise the advice given in the article in not more than 150 words.



Writing

Warm-up

Can you tick the habits that you may have?

1. Sleeping late ()
2. Skipping meals ()
3. Not doing homework ()
4. Not washing your cups and saucers ()
5. Long phone calls ()
6. Teasing or bullying younger children ()

Persuasive Essay

This type of essay aims to highlight the benefits or advantages of a certain issue with the intention of persuading the reader to agree to the writer's ideas or point of view. This thesis statement or introductory paragraph will give a preview of the main ideas of your essay. These ideas will be elaborated in the body paragraphs. Your essay should end with a good conclusion which can be a brief summary of the key points and a final statement to re-emphasise your stand.

Example:

Benefits of regular exercise

Concluding paragraph

Without a doubt regular exercise brings many benefits to us. We stay trim and healthy. It is a good way to relieve stress and worry. It releases the feel good enzyme, endorphin, which makes us feel happy and positive. Thus, we are able to achieve more and also help make the world a better place for everyone.

Use the notes below and write a concluding paragraph for the essay "Smoking is a Harmful Habit".

- cause of cancer, respiratory problems, ill health
- passive smoking endangers innocent people
- health of unborn or very young babies compromised

Practice

Write a composition of not fewer than 350 words on the topic ‘Bad Habits – Prevention is Better than Cure’. You may use the mind map given.

Guideline:

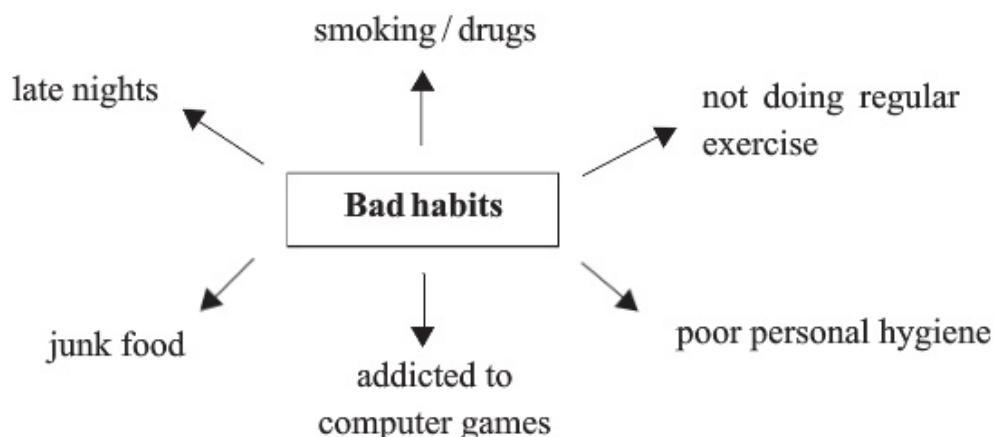
Thesis statement –

Body paragraph 1 –

Body paragraph 2 –

Body paragraph 3 –

Concluding paragraph –



Project

Observe your classmates for one day and record their bad habits. Then, discuss what can be done about their bad habits.

Warm-up

Can you match these titles to the stories?

The Fisherman and His Wife	The Hare and the Tortoise	The Boy Who Cried "Wolf"
----------------------------	---------------------------	--------------------------

- When the villagers came rushing to help, the boy laughed loudly and said that he had only played a trick on them.
- The couple would have lived in great wealth and happiness if only the wife had not been so greedy.
- The tortoise won the race because the boastful hare had been too confident of winning and had decided to have a nap.

Present Perfect, Past Perfect and Future Perfect Tenses

The present perfect tense is used to express actions in the present but which have been completed.

The past perfect tense is used for a past action that had happened before a specified time.

The future perfect tense is used to refer to actions which will be completed by a definite time in the future.

Examples:

Tense Form	Present Perfect	Past Perfect	Future Perfect
Positive	He has spoken to them.	He had spoken to them.	He will have spoken to them before the end of next week.
Negative	He has not spoken to them.	He had not spoken to them	He will not have spoken to them before the end of next week.
Question	Has he spoken to them?	Had he spoken to them?	Will he have spoken to them before the end of next week?

Give the negative and interrogative forms of the following sentences.

1. They have queued up to buy their tickets.
2. The children had washed their hands before their meal.
3. He will have arrived home by 2 a.m.

Practice



Complete the sentences with the verbs given below.

had smiled	has just become	have won	had written	will have lost
will have grown	will have paid	Have	had	have received

1. Shane _____ a new book while she was in Siberia.
2. It _____ a bestseller in the United Kingdom.
3. _____ you read it yet?
4. No, I have _____ no free time at all.
5. The workers _____ their salaries.
6. They _____ their bills by tomorrow.
7. That man _____ all his money by gambling.
8. Will that horse _____ the next race?
9. The trees _____ taller by now, won't they?
10. Peter _____ and greeted everyone politely.



Fill in the blanks with the correct tense of the verb in brackets.

Present Perfect Tense

1. He _____ smoking which is a very bad and wasteful habit. (start)
2. _____ you _____ her not to talk so loudly on the phone in public? (tell)

3. Gail _____ the camera she borrowed for her trip to Africa. (not return)

Past Perfect Tense

4. The boys _____ their manners when their team lost the match. (forget)
5. They _____ their parents for permission to go swimming in the pool. (not ask)
6. _____ the students _____ and tidied the classroom before they decorated it? (sweep)

Future Perfect Tense

7. Our parents _____ us for misbehaving if they see us quarrelling. (discipline)
8. What _____ wrong if we do not follow the instructions? (go)
9. She _____ the kitchen in a mess again if we had not advised her. (leave)
10. He _____ the leadership course by 5 p.m. tomorrow. (complete)



Read the passage and then fill in the correct form of the word given in the brackets.

Imagination is the core of our creativity. When we understand this, we can apply (1) _____ (create) thought to problem-solving and decision making in our daily lives. All it (2) _____ (require) is the ability to come up with an idea and break the idea into steps. It requires a mix of will, vision, discipline and (3) _____ (persevere) in the face of setbacks. Be motivated by challenges. The right side of our brain holds our (4) _____ (art), empathetic and playful abilities. Therefore, we should always encourage free, (5) _____ (structure) play in children. During this playtime, there should be no (6) _____ (interfere) of adult directions and rules. This allows them to (7) _____ (vision) possible future worlds, different and new. Besides, free play is important for

(8) _____ (child) to help them become autonomous and creative voices in the issues of life. So, play time should be (9) _____ (courage) as a way to build leadership skills. Children love adventure and they have the (10) _____ (will) to explore and discover. In this way, that they find and foster new paths.



Enrichment

Observations of Bad Habits in Public

Our conscious mind is a logical thinking mind.

Our subconscious mind contains our permanent memory and works on feelings and imagination. It is responsible for our emotions, feelings, instincts and habits.

Observation of public habits in public:

1. littering especially after a night market or outdoor event
2. not queuing up especially to board a bus or LRT
3. talking loudly on mobile phone or with others
4. sneezing or coughing without closing the mouth
5. smoking and drinking



Practice

Can you write down five bad habits of people in their classrooms and at work respectively?

BAD HABITS

In the Classroom
1.
2.
3.
4.
5.

At Work
1.
2.
3.
4.
5.



Word List

1.	accumulates (v)	gather together or acquire an increasing number or quantity of	bertambah banyak	积聚
2.	boastful (adj)	showing excessive pride and self satisfaction in one's achievements, possessions, or abilities	sombong	自夸的
3.	compulsive (adj)	resulting from or relating to an irresistible urge	secara terpaksa	强迫的
4.	consistent (adj)	acting or done in the same way over time , especially so as to be fair or accurate	tetap	一致的
5.	convey (v)	make (an idea, impression, or feeling) known or understandable	menyampaikan	传达
6.	cuticle (n)	the dead skin at the base of a fingernail or toenail	kulit jangat	表皮
7.	deadlines (n)	the latest time or date by which something should be completed	batas waktu	最终期限
8.	determined (adj)	having made a firm decision and being resolved not to change it	bertekad	决心
9.	dietary (adj)	relating to or provided by diet	tabiat makan	饭食习惯
10.	exceed (v)	go beyond what is allowed or stipulated by (a set limit)	melebihi	超越
11.	exhibit (v)	publicly display (a work of art or item of interest)	mempamerkan	展出
12.	express (v)	convey (a thought or feeling) in words or by gestures and conduct	mengeluarkan (idea, tanggapan)	表达
13.	habit (n)	fixed attitude	tabiat	习性
14.	hare (n)	a fast-running , long-eared mammal that resembles a large rabbit	arnab	野兔

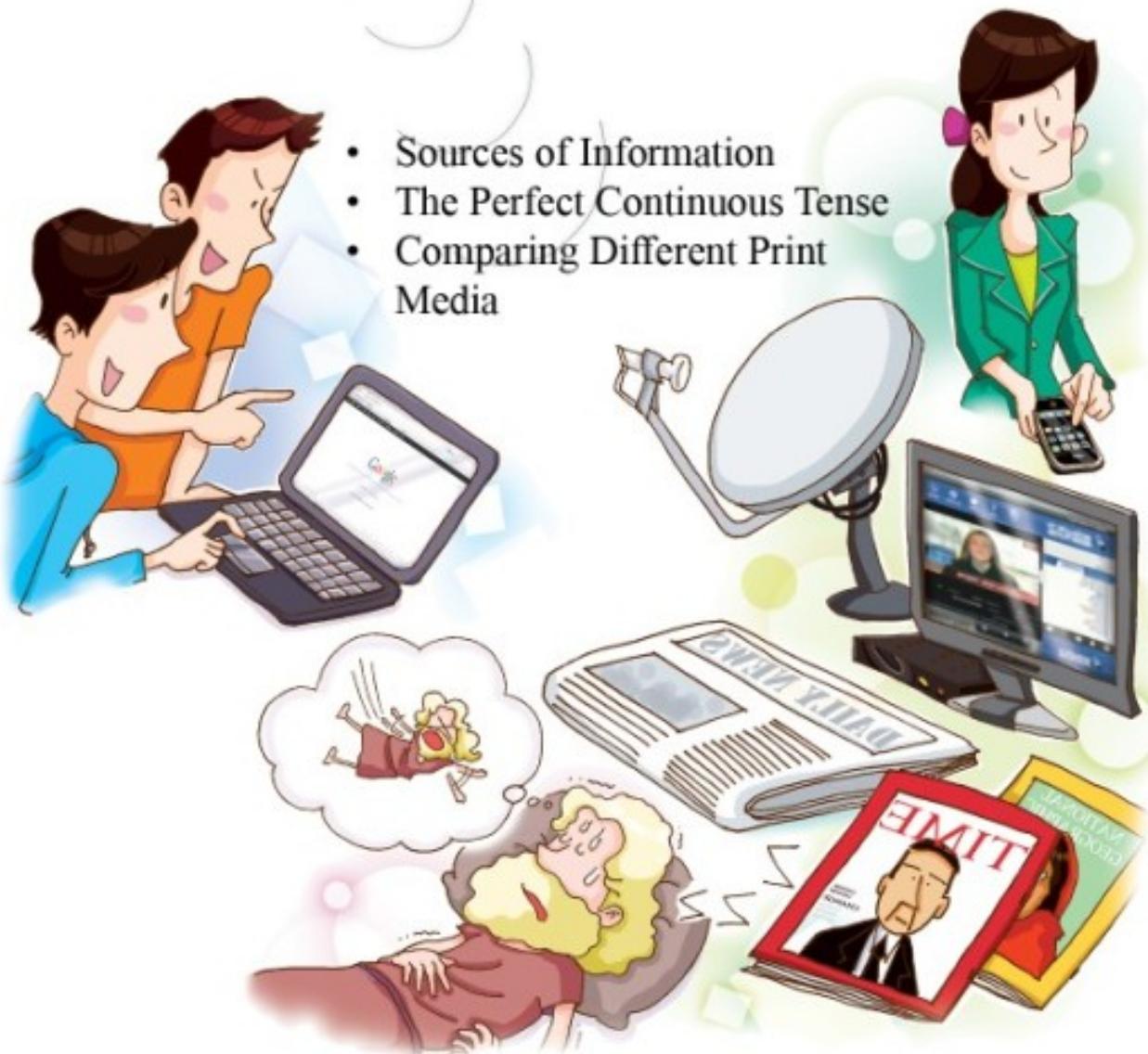
15.	indulging (v)	allow oneself to enjoy the pleasure of something	menurut kehendak hati	纵容
16.	infinitive (n)	the basic form of a verb, without an inflection binding it to a particular subject or tense	infinitif	不定词
17.	instinct (n)	an innate, typically fixed pattern of behaviour in animals in response to certain stimuli	naluri	本能
18.	interrogative (adj)	having the force of a question	menanyai, menyoal	质问的
19.	knuckle (n)	joint	buku jari	关节
20.	lethargic (adj)	affected by lethargy; sluggish and apathetic	lalai, lemah, mengantuk, lesu	昏睡的
21.	logical (adj)	of or according to the rules of logic or formal argument	menurut akal, maakul	合乎逻辑的
22.	moderation (n)	the avoidance of excess or extremes, especially in one's behaviour or political opinions	keadaan atau sikap sedang	适度
23.	observation (n)	the action or process of closely observing or monitoring something or someone	pemerhatian	观察
24.	permanent (adj)	lasting or intended to last or remain unchanged indefinitely	keadaan kekal, tetap	永久的
25.	prioritise (v)	to place importance	diutamakan	把...区分优先
26.	productivity (n)	work rate	daya pengeluaran	生产力
27.	punctual (adj)	happening or doing something at the agreed or proper time	tepat pada waktunya	准时的
28.	refrain (v)	stop oneself from doing something	menjauhkan diri dari	制止
29.	respectively (adv)	separately or individually and in the order already mentioned	masing-masing, berturut-turut	分别地

30.	rhythm (n)	a strong, regular repeated pattern of movement or sound	rentak, tempo	节奏
31.	routines (n)	a sequence of actions regularly followed:	kelaziman	常规
32.	sniff (v)	draw up air audibly through the nose to detect a smell, to stop it running , or to express contempt	hidu, sedut	嗅
33.	spur (n)	a thing that prompts or encourages someone; an incentive	rangsangan	刺激
34.	stash (n)	a secret store of something	tempat manyembunyi	隐藏处
35.	steadily (adv)	firmly fixed , supported, or balanced; not shaking or moving	tetap, mantap; menjadi tetap	稳定地
36.	stock (n)	the goods or merchandise kept on the premises of a shop or warehouse and available for sale or distribution	bekalan simpanan	库存
37.	stress (n)	pressure	tekanan	压力
38.	subconscious (adj)	concerning the part of the mind of which one is not fully aware but which influences one' s actions and feelings	fikiran bawah sadar	下意识的
39.	therapy (n)	treatment of disease or disorders	rawatan	治疗

UNIT 9

SOURCES OF INFORMATION

- Sources of Information
- The Perfect Continuous Tense
- Comparing Different Print Media





Listening

LESSON 1

Warm-up

As a student, what are your sources of information for your assignments? Are they from books, reports or newspapers?

Share with the class and also think of other sources of information.

Listening for Classification

Sorting items into groups is known as classification. The reason why we classify items is to understand and remember them easily. For example, we carry many items in our daypacks or schoolbags. They can be classified into groups such as items for school. Classifying items makes it easier to see the relationships between them as well.

Follow the steps below to classify things or items.

1. Firstly, identify the items to be classified.
2. Secondly, identify the classes or groups into which the items are to be sorted out. Each group will have one or more qualities that make it different from any other groups.
3. Lastly, group all the items based on their qualities or uses.

Examples:

Fruits – Mango, watermelon, rock melon, apples, guavas.

Race – the Malay, the Indian, the Chinese, the Iban, the Kadazan, the Dusun

Give suitable group headings and classify the following items into the appropriate groups.

- | | | |
|------------------|----------------|-------------|
| • Rose apples | • Computer | • Pear |
| • Lion | • Mobile phone | • Jackfruit |
| • GPS navigator | • Zebra | • Gazelle |
| • Microwave oven | • Pineapple | |

Practice**A**

Answer the questions below based on the listening text.

- From the text, how can you classify the sources from which that the three individuals obtain their information?
- Now that you have identified the sources, classify them according to what Aimee, Aaron and Sharon have shared.
- What is the most popular medium from which youths obtain information?
- Sharon said that she couldn't rely only on tip-offs given by an anonymous caller for her article. Why?
- State the advantages of using the social media such as Twitter for information?

B

Fill in the blanks.

- Besides reading the newspapers, Aaron also relies on _____, especially when his friends or parents discuss certain government policies or current news. From there, he would gather their _____ on how or what they think about the event or policy.
- Aaron would also discuss _____ texts together with his teachers when he had time to meet them. It might be out of the classroom but the information they imparted to him _____ and he could think about what was discussed.

LESSON 2

Warm-up

Make sentences with the words below.

1. Newspapers
2. Internet
3. Oral
4. Encyclopaedia

Listening to Distinguish Fact and Opinion

Facts are precise details that are used to emphasise the truth of an assertion or claim. It can also be used when an individual wants to use it as reliable information for a report or journal.

Facts differ from opinions because the latter are views formed based on judgments made by an individual. The difference is that an opinion may not necessarily be made based on reported facts.

Example:

Journalists rely on information and evidence to write their news reports or feature articles. However, some people are also of the opinion that some journalists may rely on tip-offs by anonymous callers to produce a news article.

It is a **FACT** that journalists rely on pure and hard information and evidence to produce news pieces or feature articles, whereas it is an **OPINION** by some that journalists rely on tip-offs by anonymous callers to produce their news articles.

Read the statement below. Distinguish the fact and opinion.

Youths today rely heavily on the World Wide Web for information and also to work on their school assignments. Even though the web is a means of obtaining information, some people have raised the doubt that the information provided may not necessarily be true as it may not have proper evidence to back it up. However, there are still a number of youths who still prefer visiting the school or public library for information as they consider books and journals and even old newspapers as valid and trustworthy sources of information.

- a) Fact –
b) Opinion –

Practice

A

Based on the interview between Vanessa, who is an editor of a travel magazine, and Samuel, circle the correct answers for the sentences below.

- Magazine writers do not rely on information given by anonymous callers because it may not necessarily be true especially if it is not backed by evidence.
(Fact / Opinion)
- Samuel thinks that books compared to magazines, reach out to more people.
(Fact / Opinion)
- The feedback that Vanessa has received is that unlike books and magazines, the articles reach millions of people. (Fact / Opinion)
- To be a magazine writer is better than to be a news journalist because of the exposure he or she gets. (Fact / Opinion)

B

Based on the interview, complete the questions below.

- It is an opinion that magazine writers rely on sources of information such as a _____ from an anonymous caller to write their articles.
- If writers receive a tip-off from an unknown caller, there are times when they call up various _____ to determine the validity of the information given.
- Magazine writers have more than one or two weeks to submit their article for the next publication whereas news articles and newspapers are published _____.
- Samuel said magazines are _____ to publish compared to newspapers.
- Vanessa said a lot of _____ is involved in both magazine and newspaper writing. She said that magazines _____ in topics or hobbies, unlike newspapers where individuals can get national, current and sports news.



Speaking

LESSON 1

Warm-up

We can obtain information from various sources. List three sources that you get information from on a regular basis and say why these resources are important to you.

- 1) _____
- 2) _____
- 3) _____

Asking For and Providing Specific Information

When seeking a particular answer, we need to ask the right question. As mentioned in earlier chapters, an open-ended question is always best to get more information. Open-ended questions elicit a more detailed response than the close-ended questions. “Why” and “What” are usually used to form a question.

e.g. Why did he buy the DVD?

What is the difference between watching a movie in the cinema and on a DVD?

**Note: When information needed is provided in a dialogue, it is best to have questions in your mind as it helps you remember and build a framework of your existing knowledge.

Ask an appropriate question for the following responses.

- 1) Oh, I stayed home and played games on the computer.

- 2) I usually go to bed by 10.00 pm.

3) She is reading a book at the moment.

4) I was reading the newspaper when he arrived.

5) No, there was nothing interesting on television last night.



Useful expressions:

Talking about something or someone:

- What do you think of...?
- How would you feel (about)...?
- Are you aware of...?
- What are your views on...?
- What would you say to...?
- What do you say if we...?
- What is your opinion on...?
- Can you tell me...?
- Could you tell me...?
- Do you happen to know...?
- I would like to know...?

Practice

You and a few friends are conducting a research on the sources of information available in this century. Role-play an interview with a journalist on the sources of information available and the importance of each source.

You can refer to the various sources of information as listed below:

- | | | |
|--------------|--------------|-------------|
| - newspapers | - books | - magazines |
| - Internet | - computer | - radio |
| - journals | - television | |

LESSON 2

Warm-up

Circle the sources of information in the list below. Then, select the top three sources that you search information from and state why you choose them.

- | | |
|------------|----------------|
| newspaper | microwave oven |
| journals | Apple |
| television | mobile phones |
| games | billboards |
| bread | remote control |
| holidays | radio |
| books | Internet |
| stove | encyclopedia |

Top Three

Reason

- 1) _____
- 2) _____
- 3) _____

Giving Opinions, Expressing Agreement and Disagreement

We have learnt that an opinion we have is a belief, view or sentiment. Below are some of the expressions we can use when expressing a positive opinion.

1. I think that is a great idea.
2. Your idea is brilliant!
3. We could not agree more with you on this matter.

There are also some expressions we can use when we disagree with an opinion.

1. I think the idea is ridiculous.
2. I am not sure if I agree with the solution given.
3. I think this choice of action is impossible.

Give the correct expressions in response to the following.

Situation : A classmate received the best student award for his overall achievement.
(AGREE)

Situation : Alex is the most popular person in the office. (DISAGREE)

Situation : Valerie is the best boss anyone can ask for. (AGREE)

Practice

A *Read the sentences. Then, rearrange the words in brackets to form correct responses. Add capital letters and question marks when necessary.*

1. You want to buy a new dictionary? (idea brilliant is your)
2. You haven't done your homework? (bad that habit is a)
3. Parents should not harp on their children's mistakes.
(agree matter this not could I more you with on)
4. In my opinion, we should encourage the talents of young people.
(idea think great that I is a)
5. Paul plays his drums at all hours of the day. (ridiculous think I that is)
6. Can we let the little children watch television to keep them occupied?
(solution sure with agree am if I not I the given)

B

Form sentences to agree or disagree using the words in brackets.

Nora: Great advances have been made in technology.

Johan: The computer will soon be able to incorporate the functions of the telephone, television, camera and video recorder.

Nora : *To agree* (1) _____ (great idea) _____ .

Johan : Children love to play the video games. Is it a good habit?

Nora : *To disagree* (2) _____ (bad if too much) _____ .

Johan : Some people say that the games help to keep us mentally agile.

Nora : *To agree* (3) _____ (agree more) _____ .

Johan : So the more time we spent on playing these games the better.

Nora : *To disagree* (4) _____ (idea ridiculous) _____ .

Johan : Too much time spent on computer games can be harmful.



Discussion

Discuss how the various sources of information affect humans and what would happen if they did not exist.



Reading

Warm-up

Can you recall a dream you had? Why do you think people dream? Have you ever acted on what you had dreamt? Do dreams have any value? What is your opinion of dreams?

Read-on

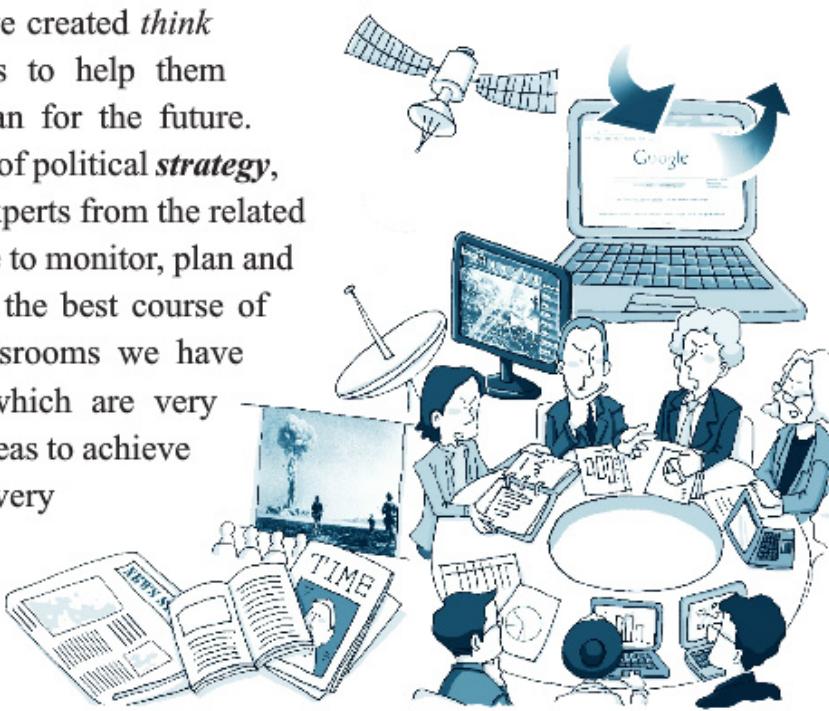
A) Read the following article.

In ancient times, dreams were regarded as signs foretelling the future. An example is the Pharaoh's dream in the Book of Genesis in the Bible, which Joseph interpreted as foretelling an **impending** famine. In modern times, the best-known theory of dreams is found in *The Interpretation of Dreams* published in 1899 by the psychoanalyst, Sigmund Freud. Freud used dreams in treating his patients who had psychological problems. He regarded dreams as expressions of secret wishes or **repressed** desires that were hard to understand because they concealed the person's true wishes and desires in symbols. However, new ideas sometimes **originate** from dreams. This was also believed by the Nobel Prize winner Otto Loewi who said the **crucial** experiment which proved his theory of how nerve impulses are transmitted originated in a dream.

Oracles were another source of information in ancient times. Pagan gods were supposed to speak to their believers who asked them questions about the future or about the meaning of some signs that had taken place. The most famous oracle in Europe was the oracle of the ancient Greek god Apollo in Delphi, ancient Greece. Roman officials, called 'augurs' consulted oracles before making important state decisions. They examined the **entrails** of dead birds and animals and from them claimed to be able to predict the future. Even in modern times, some people study their palms or the patterns of tea leaves in a cup, to read the future.



Modern governments have created *think tanks* or policy institutes to help them conduct research and plan for the future. This is especially in areas of political **strategy**, military or technology. Experts from the related field would work full time to monitor, plan and advise the authorities on the best course of action. Even in our classrooms we have brainstorming sessions which are very effective in **generating** ideas to achieve an objective. Yes, we very often underestimate our little brain box. The brain sorts through the millions of messages that are sent between the brain and the rest of our body. Our thinking power, creativity, sensitivity and intuitions are sources that help us function as whole, balanced people.



In the last twenty years or so there has been an enormous change in the nature of the media and the way people interact with them. Cable and satellite television channels together with the **widespread** cheap access to the Internet and digital technology have made information readily and freely accessible. The importance of the media lies not in their content alone but in the way they alter our social world. The developments in and around communication networks have brought about much social change and it is the latest up to date information that is vital for bringing about a better informed society.

The usual sources of information for a student are from **periodicals**, books, films, tapes, letters, people, Facebook and of course the online search engines like Google. We need information on current events, issues or even to explain and spread a new **fad** or ideology. With the overload of information available, we have to be discerning in **verifying** the reliability of our information source. Your sources of information can be classified into three categories.

- ***Reliable*** sources where the information acquired is accurate.
- ***Less reliable*** sources where the information is still useful.
- ***Non-reliable*** sources where the information can hardly be trusted.

The most reliable and vital source of information for the world today is the artificial satellite. It is a man-made vehicle that **orbits** the earth. Weather satellites have greatly improved our ability to forecast weather conditions. They provide advance warnings of storms and other such calamities. Communication satellites transmit telephone and television signals, allowing live global and local transmission of events. Satellites provide valuable information about the earth's resources and **pin-point** forest fires, crop diseases and oil slicks. They are equipped for military purposes and also to spy on enemy installations and troop movements and may even be fitted with weapons like the long-range high powered lasers.

Our look at sources of information would not be complete without a more down to earth source – nature itself. What do the clouds tell us, not just the white or silver lined ones but the cumulus or the stratus? And do you know what to do if there is a mass **exodus** of frogs or fish? Has anyone told you that fruits have **an open code** for your health and wellbeing? For example, a sliced carrot looks like the human eye and, well, carrots are good for your eyes. The tomato has four chambers and is red, while the kidney beans look just like the kidneys. And onions look like the body's cells and have antioxidants that help clear waste materials from all of the body cells.

As for the rainbow in the sky? Well, you know what it means.

Vocabulary Check

1. **impending** (*adjective*) – approaching
2. **crucial** (*adjective*) – important
3. **strategy** (*noun*) – plan
4. **fad** (*noun*) – craze
5. **exodus** (*noun*) – mass departure

B

Read the passage carefully and choose the most appropriate meaning for each word or phrase printed in **BOLD.**

1. ... expressions of secret wishes or **repressed** desires...
A. forced down B. unexpressed C. hidden D. unknown
2. ... new ideas sometimes **originate** from dreams.
A. begin B. generate C. reproduce D. increase
3. They examined the **entrails** of dead birds...
A. necks B. intestines C. heart D. feathers
4. ... are very effective in **generating** ideas to achieve an objective.
A. overcoming B. creating C. reducing D. stirring
5. ... the **widespread** cheap access to the Internet...
A. far flung B. limited C. large scale D. growing
6. ... from **periodicals**, books, films, tapes...
A. magazines B. newspapers C. bulletins D. textbooks
7. ... discerning in **verifying** the reliability...
A. detailing B. noting C. recognizing D. confirming
8. It is a man-made vehicle that **orbits** the earth.
A. rotates B. travels round C. moves gracefully D. surrounds
9. Satellites provide valuable information about the earth's resources and **pin-point** forest fires, crop diseases and oil slicks.
A. highlight B. identify C. show accurately D. showcase
10. ... fruits have **an open code** for your health and wellbeing?
A. signs B. signals C. patterns D. indicators



Answer the questions that follow.

1. Which of the following is not a source of information as mentioned in the text?
A. dreams B. angels
C. satellites D. nature

2. Dreams were used by _____ in treating patients with emotional and mental problems.
A. Freud B. Loewi
C. augurs D. Joseph

3. Which of the following is not related to artificial satellites?
A. weather forecasts B. communication
C. spying and surveillance D. monitoring health conditions

4. Which statement below is not true about the information available at present?
A. There is too much information available.
B. We cannot record and store information for later use.
C. Important information should be verified.
D. Information is readily available.

5. Based on your opinion, is there any instance when artificial satellites are not reliable?

6. Why do you think fruits have the open code as mentioned in the last paragraph?

7. Can you give one other example of a natural source of information?



Summary Writing

Warm-up

A Joke: *What are the main ways of communicating information?*

- telephone
- television
- tell a woman

Organising Your Points

In your summary, you may be asked to compare or contrast two or more different aspects of the topic. One way is by organising your information in a table.

Example:

We look for a particular source of information depending on the information we need. Let's take a look at the types of information we need and where we can find them.

Reference Information

We find this information in dictionaries and encyclopaedias, as they are good for an overview such as facts, statistics, definitions, dates and figures. These are good sources of factual and statistical information.

Academic Books

These books can be either printed or online. Academic books are best used when looking for an overall background on a certain issue or for an in depth analysis of a subject.

Articles (Magazines, Journals, Newspapers etc)

These articles are showcased in various types and may focus on a specific area or discipline. Articles are published more frequently than books. As we know, newspapers are published on a daily basis and magazines either on a weekly or monthly basis. Information acquired from articles need to be evaluated especially if it does not come from a scholarly source. We can say this information falls under the less reliable source.

Internet

Information available here is vast. Information can be searched easily at any time and place with just a click! Information obtained from the Internet should always be evaluated, to check for bias or inaccuracies. This is due to the fact that anyone can load any information on the web. All we need is a computer and Internet access.

INFORMATION

Reliable sources	Unreliable sources
Reference Information	Articles (Magazines, Journals, Newspapers)
Academic Books	Internet

Study the two pictures below and complete the table to describe the differences between the two.



DIFFERENCES

Ladybird	Butterfly
1.	1.
2.	2.

Practice



A Read each extract and then choose the sentence that **BEST** summarises the extract.

1. In ancient times, dreams were regarded as signs foretelling the future. An example is the Pharaoh's dream in the book of Genesis in the Bible, which Joseph interpreted as foretelling an impending famine. In modern times, the best-known theory of dreams is found in *The Interpretation of Dreams* published in 1899 by the psychoanalyst, Sigmund Freud. Freud used dreams in treating his patients who had psychological problems. He regarded dreams as expressions of secret wishes or repressed desires that were hard to understand because they concealed the person's true wishes and desires in symbols. However, new ideas sometimes originate from dreams. This was also believed by the Nobel Prize winner Otto Loewi who said the crucial experiment which proved his theory of how nerve impulses are transmitted originated in a dream.
 - A. Some mental problems can be cured by dream analysis.
 - B. Dreams can be prophetic, as well as be expressions of repressed desires.
 - C. New ideas can be found in the interpretation of dreams.
 - D. Dreams have played an important role from ancient times.
2. Oracles were another source of information in ancient times. Pagan gods were supposed to speak to their believers who ask them questions about the future or about the meaning of some signs that had taken place. The most famous oracle in Europe was the oracle of the ancient Greek god Apollo in Delphi, ancient Greece. Roman officials called augurs consulted oracles before making important state decisions. They examined the entrails of dead birds and animals and from them claimed to be able to predict the future. Even in modern times, some people study their palms or the patterns of tea leaves in a cup, to read the future.
 - A. Oracles are consultations from the Greek gods.
 - B. Oracles are still used in modern times.
 - C. Oracles were widely seen in ancient Greece and Rome.
 - D. Long ago people consulted oracles to understand signs and events.

3. In the last twenty years or so there has been an enormous change in the nature of the media and the way people interact with them. Cable and satellite television channels together with the widespread cheap access to the Internet and digital technology have made information readily and freely accessible. The importance of the media lies not in their content alone but in the way they alter our social world. The developments in and around communication networks have brought about much social change and it is the latest up to date information that is vital for the evolving of a better informed society.
- A. Most people like the changes brought about by the new sources of information.
B. Modern developments in media communication have resulted in a well informed generation.
C. Society has changed slowly due to the impact of easily accessible information.
D. People like to get information from the TV news and internet.
4. The usual sources of information for a student are from periodicals, books, films, tapes, letters, people, Facebook and of course the online search engines like Google. We need information on current happenings, issues or even to explain and spread a new fad or ideology. With the overload of information available, we have to be discerning in verifying the reliability of our information source. Your sources of information can be classified into three categories.
- A. Students need reliable sources of information.
B. There is too much information available at present.
C. We need information to keep ahead of others.
D. We should check the reliability of the information we require.

5. Our look at sources of information would not be complete without a more down to earth source – nature itself. What do the clouds tell us, not just the white or silver lined ones but the cumulus or the stratus? And do you know what to do if there is a mass exodus of frogs or fish? Has anyone told you that fruits have an open code for your health and wellbeing? For example, a sliced carrot looks like the human eye and well carrots are good for your eyes. The tomato has four chambers and is red, while the kidney beans look just like the kidneys. And onions look like the body's cells and have antioxidants that help clear waste materials from all of the body cells.

- A. Nature is the least important source of information.
- B. We can select the fruits to suit our needs.
- C. Nature provides certain signs to guide us.
- D. Going natural is best.



Read the article on pages 255-257 once more and summarise it in not more than 150 words, the ancient and modern sources of information mentioned.



Writing

Warm-up

If you are the editor of your high school magazine, which of the following do you think should be included in the magazine?

1. Real issues and happenings around your school. ()
2. Sensational and humourous gossips. ()
3. Events of interest to students. ()

Opinions

When we feel very strongly about an issue or topic we like to share our opinions about it so that others will also be influenced by our ideas. However we should always respect the opinions of others and also support our opinions with sound reasoning.

Example:

Students should be encouraged to read more.

Introduction - Thesis statement

Reading is very important to everyone. I strongly believe that students especially should be encouraged to read more as it will benefit them in various ways. Reading opens our minds to new ideas and information; we learn from the wisdom and experiences of others. Studies have shown that those with bigger vocabularies are more successful in later life.

Body paragraphs

Topic sentence – Firstly, reading opens our minds to new ideas and information. Information is easily available from books or online. Those who do not read are as good as those who do not know how to read. New concepts introduce changes and if these changes can improve our lives, then we should readily embrace them to have a better life for ourselves and those around us. Therefore, we should read more.

Topic sentence – Next, we learn from the wisdom and experiences of others. As we are growing, we will encounter conflicts and problems. If we have read about similar situations we are better able to cope with these problems. We do not have to learn by trial and error and we can avoid serious mistakes if we know the likely consequences of certain actions.

So, by reading we are becoming more mature and critical.

Topic sentence – Finally, studies have shown that those with a bigger vocabulary are more successful in later life. Reading improves our vocabulary. We acquire the right words to express our thoughts and perceptions. We are more articulate as we have the words to express clearly what we wish to convey. We have deeper insights and clearer visions which may be out of reach to those who do not read. We are able to formulate our hopes and turn ideas into reality. It is observed that students who read widely, do better in their studies and later in their careers. They will certainly be in the higher echelons of their professions. Thus, readers make leaders.

So in my opinion, students must be encouraged at all costs to read more. They are better prepared to adopt progressive ideas, they are more matured in their thinking and behaviour and they will become people of substance.

Write the body paragraphs to give your opinion on the topic: ‘Beauty Contests Do Not Serve Any Useful Purpose’.

Practice

Write a composition of not fewer than 350 words on the topic ‘Students Should be Encouraged to Produce Their Own Class Magazine.

Guidelines:

Thesis statement –

Body paragraphs -

1. Topic sentence -

2. Topic sentence -

3. Topic sentence -

Supporting sentences –

Supporting sentences –

Supporting sentences –

Concluding sentence -

Concluding sentence -

Concluding sentence –

Conclusion -

Project

Organise an editorial team to compile and publish a class newsletter.



Warm-up

Rearrange the phrases in the brackets correctly.

Have you heard of DNA bar coding? Researchers (1) _____ (getting have been) the genetic description of all kinds of creatures from the data of their DNA samples.

We can study what (2) _____ (has helping been) a certain species to thrive in a particular area. This is useful as we can learn about keeping the ecology in balance.

The Perfect Continuous Tense

The Present Perfect Continuous Tense is used to refer to an action which began in the past and continues up to the time of speaking. The past perfect continuous tense is used to refer to an action which had been going on up to the time in the past that is indicated. The future perfect continuous tense is used to refer to the action that will be going on at a definite time in the future.

Examples:

Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
He <u>has been running</u> the whole day.	He <u>had been running</u> the whole day.	He <u>will have been running</u> the whole day.
He <u>has not been running</u> the whole day.	He <u>had not been running</u> the whole day.	He <u>will not have been running</u> the whole day.
Has he <u>been running</u> the whole day?	Had he <u>been running</u> the whole day?	Will he <u>have been running</u> the whole day?

Give the negative and interrogative forms of the following sentences.

1. Jane has been surfing the net to get some information.
2. Paul had been reading the news headlines on the ticker tape.
3. The satellite will have been orbiting the earth for three years by next June.

Practice



Fill in the blanks with the correct answer given in the box below.

had been giving	have been using	have you been
had been taking	has not been challenging	you been
will have been carrying	have been enjoying	not have been
have been communicating		

Customs that we practise tell us a lot about our lifestyles. We (1) _____ many customs that have interesting origins in the past. For example, (2) _____ shaking hands with anyone lately? In olden times, strangers (3) _____ handshakes to show that they were unarmed. Now it is a common form of greeting.

Do you know why the bride (4) _____ a bouquet of flowers? In the very cold European countries, the people (5) _____ a bath only very occasionally, so the bridal bouquet was used as an air freshener. Also, at a wedding nowadays, the bride will be on the groom's left, even though he (6) _____ anyone for a fight.

Have (7) _____ listening to rock music? Well, some youngsters (8) _____ loud pounding music all their lives and believe it is a very contemporary part of life. But ancient tribes (9) _____ with their neighbouring clans by beating out news of celebrations, illnesses, deaths or danger on their drums. We may (10) _____ adequately appreciating the role of drummers, both ancient and modern, for their throbbing messages.

(B)

Match the sentences in Column A with Column B.

- | | | |
|---|---|--|
| 1. The cashier has been scanning | • | • a. have been relying on the constellations. |
| 2. She may also have been | • | • b. out smoke signals for a long time now. |
| 3. Have shoplifting and price tag | • | • c. been helping to keep track of items. |
| 4. The use of bar coding has | • | • d. off flares to alert their rescuers. |
| 5. In the past, sailors had been | • | • e. the internet and mobile phones by now. |
| 6. Today, in the event of equipment failure, air pilots too | • | • f. have been orbiting the earth twice each day. |
| 7. The lost trekkers have been setting | • | • g. using the stars to navigate the oceans. |
| 8. The Red Indians have not been sending | • | • h. the barcodes all morning. |
| 9. They will have been using | • | • i. swapping been increasing lately? |
| 10. The GPS (Global Positioning System) satellites | • | • j. updating the store's sales and stock records. |

(C)

In each of the sentences below, four parts are underlined and lettered A, B, C and D. One of these parts contains an error. Circle the letter indicating the error.

1. Will she singing with her friends in the school concert tomorrow?
A B C D

2. The team has been practising very hard and so their efforts will pay off.
A B C D

3. The class has won the competition because of their exemplary team spirit.
A B C D

4. The news of the impending tsunami cause a lot of worry among the coast dwellers.
A B C D
5. Two thirds of the area have been surveyed and mapped by the authorities.
A B C D
6. The new trousers have to be worn with a matching shirt and tie for the grand
A B C D
dinner.
7. He has been teaching Mathematics, which are among his favourite subjects, for
A B C D
ten years.
8. Five minutes have passed since the lesson started but John is still not here.
A B C D
9. The majority of the citizens does not want a change in the leadership.
A B C D
10. The boy had never written such a lengthy letter and so he was very pleased.
A B C D



Enrichment

it 9

Comparing Different Types of Print Media

There are various types of magazines available in the market today. Below are some of the basic types of magazines that cover almost every type of story. No matter what magazine you read, it will somehow fit in any one of the categories below.

General Interest Magazines

This kind of magazine is published for a wide audience and the subject ranges from many different subjects. Each general interest magazine is tailored for a specific target market. These magazines are not only fun to read but they also provide information on topics. They are usually filled with images, entertainment, product sales and promotions.

Scholarly Magazines

These magazines focus on academics. Readers of these magazines can get in-depth information on various subjects. The information in a scholarly magazine is a serious method and very much like a textbook. Unlike general interest magazines that provide lots of images, scholarly magazines are usually filled with graphs and charts. Its main purpose is to teach and provide help in researches.

Sensational Magazines

These magazines are usually in a format like a newspaper. They are thin, but large in size in comparison to other magazines. It thrives on creating a stir whereby flashy headlines are used to attract the readers' attention and the main focus is related to celebrities or any other amazing stories. These magazines are also filled with photographs of celebrities. These are known as tabloids.

Practice

List a few types of magazines that you read often. Then, categorise them into the types of magazines they fit.



Word List

1.	accessible (adj)	easily reached	senang dicapai	易接近的
2.	accurate (adj)	exact	tepat	正确的
3.	ancient (adj)	old	purba	远古的
4.	anecdotes (n)	stories	cerita-cerita	奇闻
5.	anonymous (adj)	unknown	tanpa nama	匿名的
6.	appropriate (adj)	suitable	sesuai	适当的
7.	best-known (adj)	famous	dikenali	流传久远的
8.	challenge (n)	difficulty in a job	cabaran	挑战
9.	comments (n)	remarks	ulasan	评论
10.	concealed (adj)	hidden	menyembunyikan	隐蔽
11.	constellations (n)	stars	bintang	星群
12.	contemporary (adj)	present time	masa kini	当代的
13.	creatively (adj)	imaginatively	penuh dengan daya cipta	创造性的
14.	current (adj)	now	terkini	当前的
15.	discerning (adj)	having good judgement	bijaksana	有辨识能力的
16.	embellishments (n)	decorations	perhiasan	装饰
17.	evidence (n)	proof	bukti	证据
18.	evolving (v)	changing	berkembang	进化的
19.	false (adj)	wrong	palsu	错误的
20.	foretelling (v)	predicting	meramalkan	预言
21.	journal (n)	daily record	catatan harian	日记
22.	interpreted (v)	translated	metafsirkan	通译
23.	inaccuracies (n)	mistakes	kenyataan yang tidak tepat	错误
24.	information (n)	knowledge received	maklumat	见闻
25.	objective (n)	aim	tujuan	目标
26.	oracle (n)	prophecy	nujuman	预言
27.	overload (n)	too much	terlalu banyak	负荷过多
28.	predict (v)	foretell what is going to happen	ramalkan	预知
29.	privacy (n)	state of not being disturbed	tidak bersendirian / diganggu	独处而不受干扰

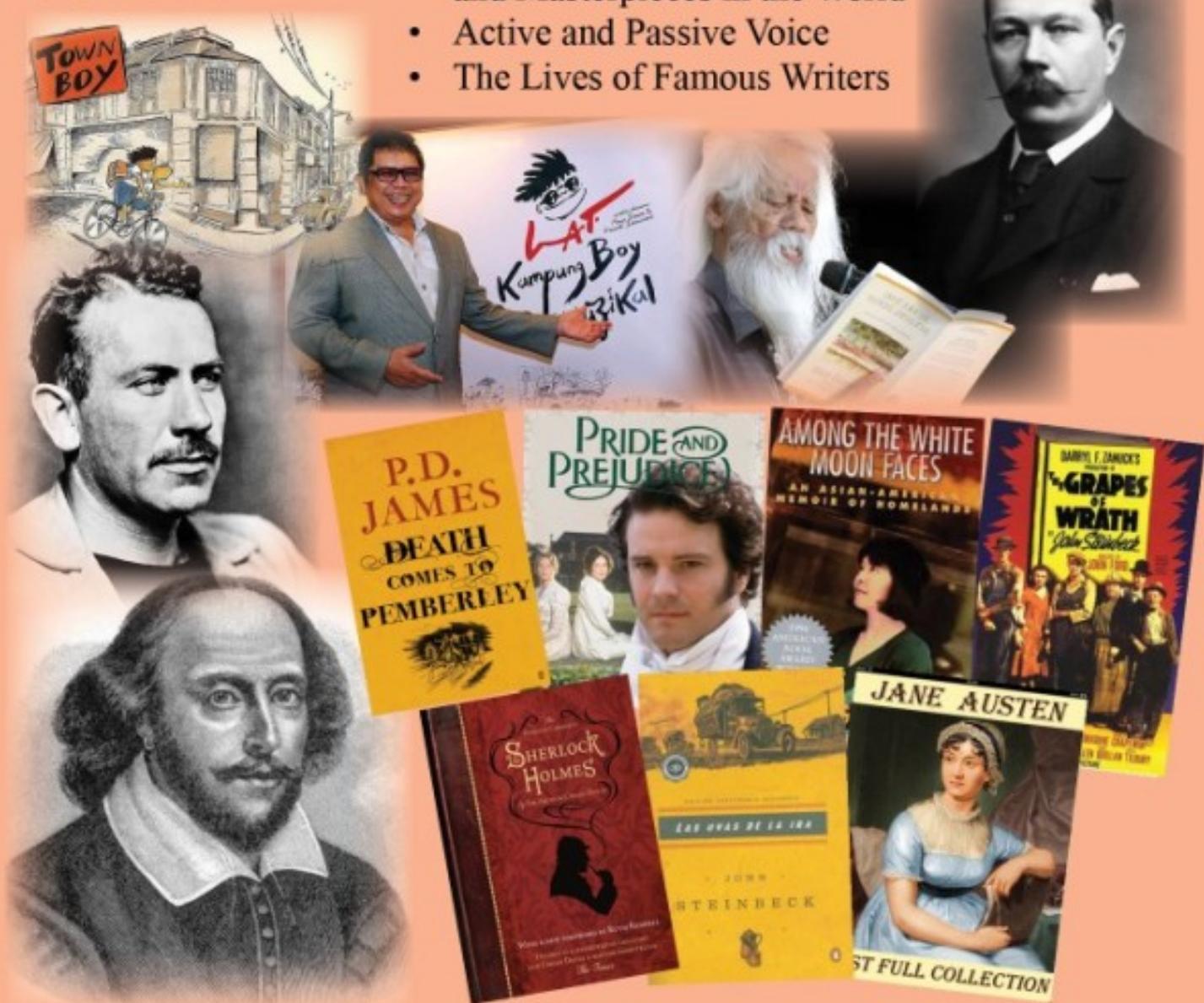
30.	profile page (n)	personal details	biodata	个人资料
31.	pinking shears (n)	scissors with a serrated edge	gunting	锯齿剪刀
32.	repressed (adj)	suppressed	menekankan	压制
33.	reliable (adj)	recognised as valid	dapat dipercayai	可信赖的
34.	publish (v)	to issue	menerbitkan	出版
35.	psychoanalyst (n)	doctor who treats mental disorders	pakar dalam analisa jiwa	心理分析学者
36.	sensitivity (n)	easily moved (feelings/ emotions)	lekas merasa sesuatu / sensitif	敏感
37.	stationery (n)	writing materials	alat tulis	文具
38.	swapping (v)	changing	menukar	交换
39.	symbols (n)	signs	tanda–tanda	记号
40.	throbbing (adj)	with regular beats	berdenyut–denyut	跳动着作痛



UNIT 10

FAAMOUS WRITERS AND MASTERPIECES IN THE WORLD

- Literature: Famous Writers and Masterpieces in the World
- Active and Passive Voice
- The Lives of Famous Writers





Listening

LESSON 1

Warm-up

Answer the following questions.

- What does a writer do?
- Who are the famous writers that you know of?
- List their works.

Listening to and Understanding Information

In order to understand a text better, we need to keep in mind three important skills.

1. Firstly, the important details and what the text is about should be noted.
2. Secondly, sequences of ideas should be followed.
3. Lastly, key ideas of the listening text (who, what, when, where, why, and how) should be identified as well.

Example:

A writer is an individual who produces literary content including but not limited to stories, poetry, music and other literary art, advertising, procedures and books. The responsibilities of a writer are researching the story and developing the narrative. Sometimes, he also writes the screenplay, especially for movies and delivers it in the required format to the development executives.

The text above is about being a writer and what he is responsible for when it comes to writing.

Key words: *individual who produces literary content, the responsibilities of a writer.*

Practice

A From the text that you have listened to earlier, answer the questions below with a true (T) or false (F).

1. Jane Austen's works of romantic fiction are set among the landed gentry and it earned her a place as one of the most widely read writers in English literature with her realism and biting social commentary. ()
2. Emma Austen wrote 'Pride and Prejudice' and 'Sense and Sensibility'. ()
3. 'Pride and Prejudice' is easily the favourite and most loved book and the story follows the main character, Elizabeth Bennet as she deals with among others, issues such as manners and upbringing. ()
4. 'The Tapes of Wrath' and 'East of Eden' were not written by John Steinbeck. ()
5. John Steinbeck was an American writer and his achievements included winning the Pulitzer Prize and also the Nobel Prize for Literature in 1962. ()



B Look at the questions below and choose the correct words to fill in the blanks.

(critics / supporters / widely / historical)

1. English novelist, Jane Austen, is one of the most (a)_____ read writers in the English literature. Her sense of realism and biting social commentary earned her the (b)_____ importance among scholars and (c)_____.

(Northanger Abbey / 'Persuasion' / 'Sense and Sensibility' / failure / success)

2. Jane Austen released (a)_____, 'Pride and Prejudice', 'Mansfield Park' and 'Emma'. These books gave Austen her (b)_____ as a writer.

(hated / loved / Kino / Elizabeth Bennet)

3. Cheryl and Amanda love the book *Pride and Prejudice* and they believe that it is easily the favourite and most (a) _____ book of many other readers. It tells the story of (b) _____ as she deals with issues of upbringing and morality.

(modern / text / literature / attention / despise)

4. ‘*Pride and Prejudice*’ is one of the most popular novels in English (a) _____ and it has received considerable (b) _____ from literary scholars. (c) _____ interest in the book has also resulted in a number of adaptations.

(British / American / Nobel / Pulitzer)

5. John Steinbeck was an (a) _____ writer known for his (b) _____ Prize-winning novel, ‘*The Grapes of Wrath*’ and ‘*East of Eden*’.

(book / novellas / American / nature / Mexican)

6. ‘*The Pearl*’ is one of Steinbeck’s (a) _____ used in Malaysian national schools. The story is based on a (b) _____ folk tale and it explores man’s (c) _____ and also the darkest depths of evil.

(teaches / advice / spiteful / contented / oppression / repression)

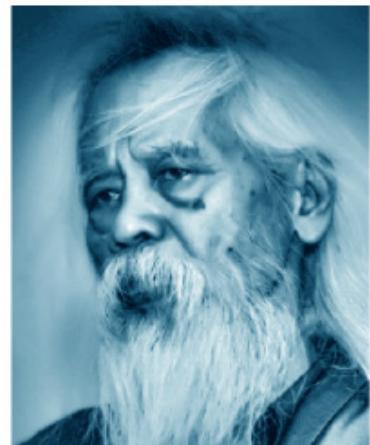
7. ‘*The Pearl*’ has a strong moral message and it (a) _____ people to be (b) _____ with their lives instead of falling for greed. Other messages in the book were on (c) _____ and also racism.

LESSON 2

Warm-up

Read the excerpt below on Malaysia's national laureate, A. Samad Said.

Abdul Samad bin Muhammad Said or better known as A. Samad Said is a national laureate who writes poetry and novels. In May 1976, Malay literary communities and many of the country's linguists named him as the Pejuang Sastera (Literary Exponent). He also received the Southeast Asia Writers Award in 1979 and in appreciation of his continuous writings and contributions to the nation's literary heritage or Kesusasteraan Melayu, he was given the title Sasterawan Negara. Among his anthologies are Suara Dari Dinding Dewan (2003) and Dirgahayu Dr Mahathir and Rindu Ibu, both published in 2004.



Can you name some famous writers and discuss their works?

Listening to Make Notes

Making notes is an important practice when you are listening to texts because it helps you to note down the key points. As we all know, key points are also vital ideas in the text and to understand key points, you are to remember the following –

- Read the title or instructions carefully as it may give the main subject of the text that you will be listening to.
- Next, identify the main idea related to the subject being discussed. This is often the topic sentence in a paragraph or a section.
- Never forget the supporting details of the topic sentence because it would help you understand what is being discussed.

Example:

Datuk Mohammad Nor Khalid or Lat as he is more commonly known, is a Malaysian cartoonist. He was the winner for the Fukuoka Asian Culture Prize in 2002. He has published more than 20 volumes of cartoons since he was 13 years old and his works mostly illustrate

Malaysia's social and political scenes, portraying them in a comedic light without bias. Lat's best known work is *The Kampung Boy* which has been published in several countries across the world.

His cartoons are a reflection of his views about the Malaysian life and the world and they are staple features in national newspapers such as New Straits Times and Berita Minggu. Apart from writing and publishing cartoons, he has also ventured into the fields of animation, merchandising and theme parks with his creations.



Main subject – Datuk Mohammad Nor Khalid or Lat, a famous Malaysian cartoonist

Main point(s) – Published more than 20 volumes of cartoons since he was 13 years old, his works illustrate Malaysia's social and political scene

Supporting point(s) – Best known work is *The Kampung Boy*, his cartoons are staple features in national newspapers such as the New Straits Times and Berita Minggu, Lat also ventured into the fields of animation, merchandising and theme parks with his creations.

Practice

Adam is giving a talk to his classmates about William Shakespeare's personality. Listen to the talk about his life and personality. Then, make notes of the talk under the following headings.

- | | |
|--------------------------|---------------------------|
| 1) Subject of talk – | 6) Supporting sentence – |
| 2) Name of speaker – | 7) Point three – |
| 3) Point one – | 8) Supporting sentence – |
| 4) Supporting sentence – | 9) Point four – |
| 5) Point two – | 10) Supporting sentence – |



Speaking

Unit 10

LESSON 1

Warm-up

Read the poem below. Discuss the summary and an analysis of the poem in groups of four.

The Road Not Taken by Robert Frost

Two roads diverged in a yellow wood
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood and I -
I took the one less traveled by,
And that has made all the difference.



Discussion

Literature is taken from the Latin word litterae. It refers to the art of written works. The word 'literature' means the acquaintance with letters. Two major classifications of literature are poetry and prose. **Poetry** is a form of literary art in which language is used for its aesthetic and evocative qualities with deep meanings. It can be written as poetic dramas, hymns, lyrics or prose poetry. **Prose** is the most typical form of the written language. It applies to ordinary grammatical structure and natural flow of speech rather than rhythmic structure that is found in poems. It is commonly used in literature, newspapers, magazines, films and much more.

In your discussion, give short examples of poetry and prose with reference to the authors involved. You may use the following ideas in your discussion:

1. What is literature?
2. What does it consist of?
3. Define poetry and prose.
4. Name a famous poem and talk about the poet.
5. Name a film that you like and link it to prose.

Talking about Writers in Your Country



Useful expressions:

There are various categories when we talk. Listed below are a few:

Referring to:

- with reference to - regarding - according to

Restrictions

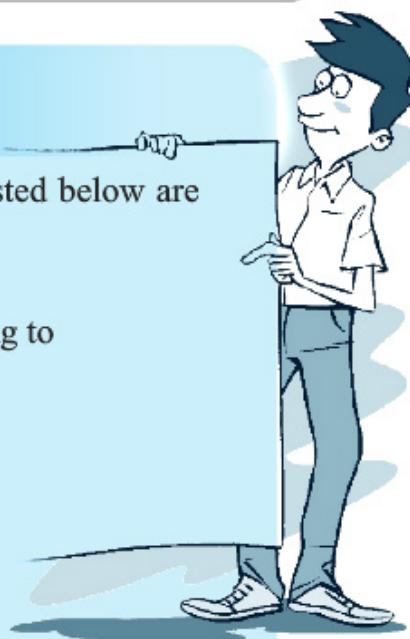
- However - nevertheless - unlike
- in spite of - on the contrary - despite

Comparisons

- as well as - similarly - compared to

Emphasising

- I would like to point out that...





Useful expressions:

There are various categories when we talk. Listed below are a few:

Generalizing

- to some extend - basically - in many ways
- on a whole - in general - in all respects

Personal Point of View

- I think that - in my opinion - to tell the truth
- the fact it - as far as I know - in my view

Form sentences with the information given below:

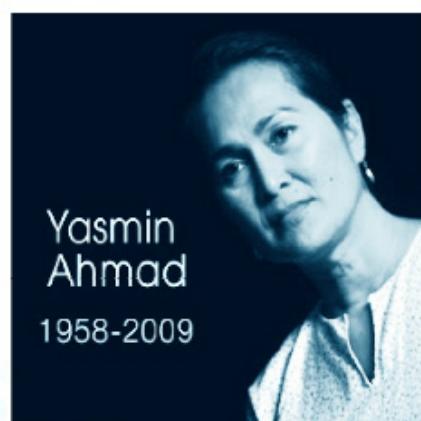


Lat's Cartoon (Kampung Boy)

- created by Datuk Mohammad Nor Khalid (Also known as Lat) - popular Malaysian Cartoonist since 1979 - Lat's works mostly illustrate Malaysia's social and political scenes by portraying them in a comedic light and without bias - his best known work was Kampung Boy in 1979 and was published in several countries around the world

Yasmin Ahmad

- born in 1958 - died 2009 - film director, writer, scriptwriter
 - her commercials and films are well-known in Malaysia for their humour, warmth and love that revolve around cross-cultural barriers that Malaysians have - films are highly controversial - award winner both locally and internationally



Practice

Based on your discussion above and your understanding of literature, give a talk about writers in Malaysia. Present your views to the rest of your class on the topic in a speech format. You may use the points below when constructing your speech.

- Greeting Form (e.g. Good Morning / Afternoon)
- Introduction of self and topic being presented
- Body / Content
- Conclusion

Below are a few pointers on two Malaysian writers. You can use this information in your speech.

1. **Abdul Samad bin Muhammad Said** - Malaysian poet and novelist - writes under the pen name of A. Samad Said. 1979 - awarded the Southeast Asia Writers Award. 1986 - conferred the title of Sasterawan Negara. Among his known anthologies are Suara Dari Dinding Dewan and Dirgahayu Dr Mahathir and Rindu Ibu. A. Samad Said's most recent anthology of essays is Ilham Di Tepi Tasik, which was published in 2006.
2. **Tash Aw** - most successful Malaysian writer of recent years and following the announcements of the Booker Long list, the Whitbread award and the Commonwealth Writers' Prize award, he became one of the most respected literary figures in Southeast Asia. Published in 2005, 'The Harmony Silk Factory' was Aw's first novel. It was longlisted for the 2005 Man Booker Prize. The book - story of a Chinese-Malaysian man, Johnny Lim - told in three different perspectives. His second novel - released last May - titled 'Map of the Invisible World'.

LESSON 2

Warm-up

A short story is a type of written literature. There are a few pointers one should take note when composing a short story. Use the points below and compose a short story. Once you are done, share your story with your friend.

Key elements in writing a short story

- | | |
|-----------------------------|--|
| 1. Character | An interesting character will make your reader care |
| 2. Desire | Then, decide what it is that person wants – his motivating desire |
| 3. Conflict | Put your character into a situation and see how he/she overcomes it. |
| 4. Change | The realisation or an epiphany. Change comes gradually as the story unfolds. |
| 5. Precise, focused writing | Focus on the important details surrounding the event. |

Expressing Opinions about Writers' Works

Recall what you have learnt in Speaking Lesson Two, Unit Five. Strengthen your understanding of expressing opinions with verbs and adverbs that can be used to express the various degrees of certainty of your opinions or arguments. Below are some examples of these verbs and adverbs with examples on how to structure your sentences.

<u>Strength of Conclusion</u>	<u>Verbs / Adverbs</u>	<u>Sample Expression</u>
Strong	Will, Cannot, Always Never, Definitely, Clearly, Is, Undoubtedly	It seems clear that.... It is undoubtedly the best.... It is definitely the worse...
Moderate	Would, Want, Can, Often, Generally, Probably, Should, Rarely	It should have been more.... I generally find it.... It was probably written in a hurry...

Tentative	Might, Maybe, Possible, Perhaps, May, Seldom, Could	It is possible that it was written in a hurry It could have been better... It might have been more interesting with....
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Describing People

There are various ways in describing a person. It can be through his personality or his appearance. Listed below are ways to describe a person by appearance.

Describing Personality

Careful	Active	Independent	Gentle	Confident
Hard-Working	Curious	Strong-Minded	Naive	Selfish
Cheerful	Aggressive	Dull	Loyal	Shy
Broadminded	Careless	Imaginative	Trusting	Stubborn
	Practical	Ambitious	Friendly	Intelligent
	Sensible		Energetic	

Describing Appearance

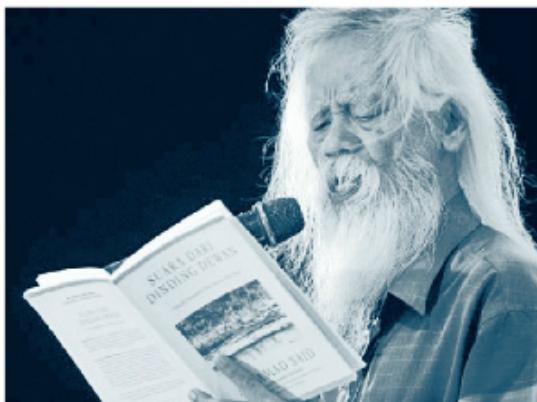
<u>Height</u> Tall, Tallish, Short, Shortish, Medium	<u>Hair</u> Curly, Spiky, Wavy, Bald, Straight, Brown, Black, Blonde
<u>Build</u> Fat, Skinny, Thin, Stocky, Frail, Well-Built, Slim	<u>Face</u> Oval, Square, Round, Wrinkles, Pale, Sun-Tanned, Freckles, Mole
<u>Age</u> Young, Old, Elderly, Middle-Aged, In Their 20s	<u>Clothes</u> Sports, Business Suit, Smart, Tidy, Casual, Messy
<u>Eyes</u> Big, Round, Blue, Small, Bright, Narrow, Brown	

Practice

Using the expressions given on pages 285-286, describe the two well-known Malaysian writers shown below. Share your answers with the class.



Tash Aw



Abdul Samad bin Muhammad Said

In pairs, choose a story. Give your opinions on the story chosen. Describe your favourite character in the story.

Example:

Story : Romeo and Juliet

Opinion : A very touching and sad story about two lovers. The best story with a morale.

Description: Juliet – Someone who is very beautiful. Nice long beautiful hair. Has a great personality. Deeply in love.



Discussion

Creative writing should be taught in schools. Do you agree?



Reading

Warm-up

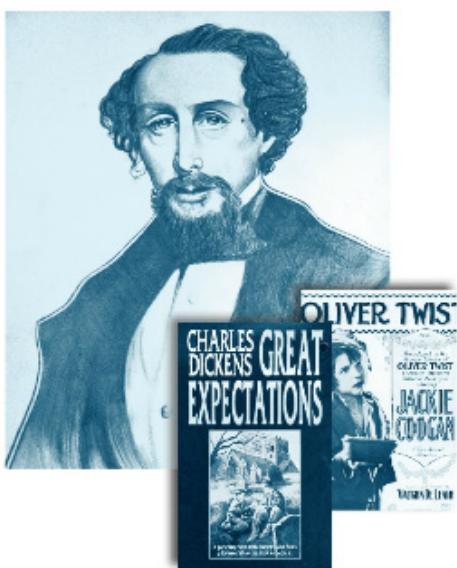
Why would you refer to someone as:

1. Hercules?
2. Pinocchio?
3. a little Napoleon?
4. a fairy godmother?
5. a knight in shining armour?

Read-on



Read the following article.



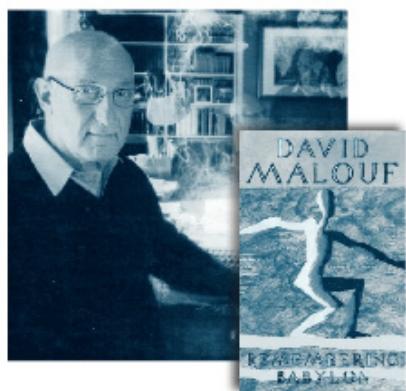
Charles Dickens wrote the *classic* books Oliver Twist in 1838 and Great Expectations which was published in 1860 in England. Knowing about the author's background can be useful as the works of serious writers are usually influenced by their own life experiences and their attitudes to these experiences. Dickens had personal experience of abuse in his childhood. He wanted to make the world a better place for the weak, poor and lonely, so his novels are full of graphic descriptions of these unfortunate people and their lives.

In the first book, Dickens portrays the bleak life at the orphanage where cold, ragged and hungry, the little waif, Oliver, quotes his unforgettable lines, "Please Sir, I want some more". He is asking for a second helping of the gruel, ladled out **grudgingly** by overfed cooks. The answer he gets is a resounding "No!" coupled with a thrashing and more punishment.

Mark Twain grew up in Hannibal, Missouri, which would later provide the stories for his much acclaimed books, ‘The Adventures of Huckleberry Finn’ and ‘Tom Sawyer’ written in 1876. Twain began work as an **apprentice** to a printer. He also worked as a typesetter and contributed articles to his older brother Orion’s newspaper. He next became a master riverboat pilot on the Mississippi River which was the **setting** for some of his adventures.



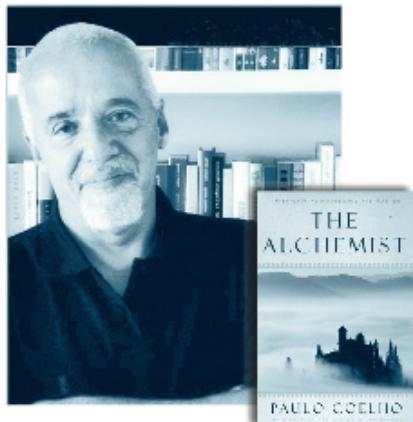
These books are important not only because they make great reading. They have also captured the lives and times of a section of American society in the Deep South. Young Tom lives with his kind Aunt Polly who is the sister of his late mother. We see how he tries to break free from Aunt Polly’s strict upbringing to enjoy some escapades with his good friend Finn. The **arresting** narration of Tom’s attraction towards Becky Thatcher, the doctor’s daughter, and their scary run-in with the escaped convict makes this a remarkable book.



David Malouf’s book ‘Remembering Babylon’ is a **contemporary** Australian novel set in the 1840s. His parents were Lebanese Christian and an English Jew of Portuguese descent. As a young boy he grew up as the locals, surrounded by the sun, sea and sand. But in his home he was schooled in the old Edwardian English culture that was **stauchly** followed by the early settlers from England.

The novel poignantly addresses the themes of isolation, prejudice, community and **marginalisation**, in a person and his relationship with others. The **protagonist** in the novel is Gemmy who is rescued as a little child and brought up by the aborigines. When he is sixteen, he tries to get back to civilisation but his sunburnt appearance and limited language cause fear and suspicion among the small rural white community and he is finally beaten and driven away and his few friends ostracized.

Paulo Coelho, the very successful Brazilian author, has over the past 24 years sold more than 100 million copies of his books in 71 languages and in over 150 countries.



His book, ‘The Alchemist’ has won the Guinness World Record for being the most translated book by a living author. The book is about young Santiago following his dream **courageously**. Coelho’s books are *autobiographical* but the majority are fictional although **rooted in his life experiences**. His books are philosophical and he is often regarded as a spiritual writer. He believed that enlightenment or revelation comes in daily life. Among his quotes are: “I look for joy, the peace of action. You need action.”

In 1996, Coelho founded the Paulo Coelho Institute, which provides aid to children and elderly people with financial problems. In September 2007, Coelho was named a Messenger of Peace to the UN. At present, Coelho is a publisher of short stories for Ode Magazine where every issue has a page for his writing. Paulo Coelho strongly supports spreading his books through file sharing networks and each month a new novel can be read for free on the publisher’s website.

You may have enjoyed reading a book very much. Now, can you write out the outline of that story? You would focus on the main events and actions. Next, fill in this outline with your own story, your own ideas, feelings and language. Compare what you have written with the original story. Are there similar characters or actions? Was there another **value** or message? Did you feel hesitant in sharing your feelings, thoughts and experiences or was it a therapeutic exercise? Whatever your answers may be, you have put pen to paper, and with the passing of time and the unfolding of your **latent** ideas, you can also write with power and beauty.

Vocabulary Check

1. classic (*adjective*) - excellent
2. apprentice (*noun*) - trainee
3. contemporary (*adjective*) - modern
4. marginalisation (*noun*) - making a person or group
feel less important
5. autobiographical (*adjective*) - the writer’s life story

B

Read the passage carefully and choose the most appropriate meaning for each word or phrase printed in **BOLD.**

1. Literature is used to describe the writings of a **country** or period...

A. state	B. era
C. nation	D. people

2. ... ladled out **grudgingly** by overfed cooks.

A. very unwillingly	B. selfishly
C. angrily	D. greedily

3. ... Mississippi River which was the **setting** for some of his adventures.

A. place	B. background
C. environment	D. design

4. The **arresting** narration of Tom's attraction...

A. explosive	B. profound
C. heart stopping	D. interesting

5. ... old Edwardian English culture that was **stauchly** followed...

A. clearly	B. strictly
C. sometimes	D. hurriedly

6. The **protagonist** in the novel...

A. heroine	B. trouble maker
C. villain	D. main character

7. ... following his dream **courageously**.

A. bravely	B. solely
C. independently	D. cleverly

8. ... although **rooted in his life experiences**.

A. acted out in his life	B. compared to his life story
C. based on his own experiences	D. entrenched in his life

9. Was there another **value** or message?

A. order	B. principle
C. profit	D. regulation

10. ... and with the passing of time and the unfolding of your **latent** ideas, you can also write with power and beauty.
- A. undeveloped B. new
C. potential D. superficial



Answer the questions below.

1. Which of the following is not true of literature?
 - A. Good books captivate our interest.
 - B. It makes us more tolerant of others.
 - C. We can understand ourselves better.
 - D. All written work is referred to as literature.
2. The following are similarities found in the books ‘Oliver Twist’ and ‘Tom Sawyer’ except
 - A. both books are about the childhoods of the main characters.
 - B. both books are about orphans and their experiences.
 - C. both stories are set in England.
 - D. both books are famous classics.
3. Paulo Coelho can be described as _____.
 - A. flamboyant
 - B. altruistic
 - C. business minded
 - D. unsettled
4. What is a common element in all the writers mentioned in the passage?
 - A. They are well-known modern male writers.
 - B. They are futuristic writers.
 - C. They all believe in the importance of reading.
 - D. They all write only in English.
5. The words “...you have put pen to paper...” mean that
 - A. you have put your stationery away.
 - B. you have started to write.
 - C. you can start to create a story.
 - D. you are developing your literary skills.
6. If you had to choose one of the books above, which would you choose? Why?



Summary Writing

Warm-up

Read the text, and then complete the summary below using the given words.

Whale Rider

The Whangara people are believed to have first settled on the east coast of New Zealand more than a thousand years ago. It began when their ancestor, Paikea's canoe capsized and he escaped death by riding to shore on the back of a whale. From then on, Whangara chiefs, who were always the first-born and always male, have been considered to be Paikea's direct descendants. Eleven-year-old Pai, believes she is destined to be the new chief. But her grandfather Koro vehemently disagrees and feels bound by tradition to pick a male leader. Though Pai loves Koro very much, she goes against him and tradition and finally proves that she is meant to be the new chief.

chief whale tradition males settled

The Whangara people (1)_____ on the east coast of New Zealand about a thousand years ago. When their ancestor, Paikea's canoe capsized, a (2)_____ saved him. From then, Whangara chiefs, considered to be Paikea's direct descendants, were always the first-born (3)_____. Eleven-year-old Pai, believes she should be the new (4)_____. But her grandfather Koro disagrees and feels (5)_____ bound to pick a male leader. Despite her deep love for Koro, she rebels and finally is destined to be the new chief.

Writing Concisely

In writing a summary, we can shorten the original text by writing the relevant information in a shorter form. We can combine two or three long sentences into one sentence.

Example:

‘Black Beauty’, was written in 1877 by English author Anna Sewell. It was composed in the last years of her life when she remained ill in her house and it was published three months before her death. It is a wonderful autobiography of a lovable horse. The novel became an immediate bestseller and Sewell was happy to know her first and only novel had become a success. She believed that the book would encourage people to treat animals less cruelly.

Text

‘Black Beauty’, was written in 1877 by English author, Anna Sewell. It was composed in the last years of her life when she remained ill in her house and it was published three months before her death. It is a wonderful autobiography of a lovable horse.

Summary

‘Black Beauty’, an endearing autobiography of a horse, was written in 1877 by English author, Anna Sewell and was published three months before her death.

Text

The novel became an immediate bestseller and Sewell was happy to know her first and only novel had become a success. She believed that the book would encourage people to treat animals less cruelly.

Summary

Her first and only novel was an instant success and made Sewell very happy as she felt people would be moved to treat animals kindly.

Look at the text below and summarise it by combining two or three sentences into one.

Beauty’s mother advises him to be always good. When he is later sold to be a work horse, he shows remarkable strength and wisdom. He grows and has numerous adventures as a riding and carriage horse. However, he sadly suffers mistreatment but later finds eventual happiness in a secure home. The story was extremely influential in making people more aware of animal welfare and in treating animals with love. It also teaches about kindness, sympathy and respect. It is a very exciting story and is considered as one of the best children’s books.

Practice



A Read each extract and then choose the sentence that **BEST** summarises the extract.

1. Charles Dickens wrote the classic books ‘Oliver Twist’ in 1838 and *Great Expectations* which was published in 1860 in England. Knowing about the author’s background can be useful as the works of serious writers are usually influenced by their own life experiences and their attitudes to these experiences. Dickens had personal experience of abuse in his childhood. He wanted to make the world a better place for the weak, poor and lonely, so his novels are full of graphic descriptions of these unfortunate people and their lives.
 - A. Charles Dickens’ books reflect his life experiences.
 - B. Charles Dickens wanted to make the world a better place.
 - C. Charles Dickens’ classics portray his harsh childhood and attempt to stop child abuse.
 - D. Charles Dickens’ classics reflect his experience and attitudes and attempts to create a better world.

2. These books are important not only because they make great reading but more so as they have captured the lives and times of a section of American society in the Deep South. Young Tom lives with his kind Aunt Polly who is the sister of his late mother. We see how he tries to break free from Aunt Polly’s strict upbringing to enjoy some escapades with his good friend Finn. The arresting narration of Tom’s attraction towards Becky Thatcher, the doctor’s daughter, and their scary run-in with the escaped convict makes this a remarkable book.
 - A. The books have the same characters and setting.
 - B. These interesting books bring to life the American society of that time.
 - C. These classics are well written and informative and suitable for children.
 - D. These books are a record of the lifestyles of that era.

3. David Malouf’s book ‘Remembering Babylon’ is a contemporary Australian novel set in the 1840s. His parents were Lebanese Christian and an English Jew of Portuguese descent. As a young boy, he grew up as the locals, surrounded by the sun, sea and sand. But in his home, he was schooled in the old Edwardian English culture that was staunchly followed by the early settlers from England.

- A. David Malouf's childhood was a mix of native Australian and old England upbringing.
- B. This modern day novel showcases the writer's different childhood influences.
- C. The book 'Remembering Babylon' is about David Malouf.
- D. The writer had very strict parents.
4. The novel poignantly addresses the themes of isolation, prejudice, community and **marginalisation**, in a person and his relationship with others. The protagonist in the novel is Gemmy who is rescued as a little child and brought up by the aborigines. When he is sixteen, he tries to get back to civilisation but his sunburnt appearance and limited language cause fear and suspicion among the small rural white community and he is finally beaten and driven away and his few friends ostracized.
- A. The story is about Gemmy who grows up as a native.
- B. The themes are universal and help us relate better with others.
- C. The novel is about the sufferings of a culturally displaced boy.
- D. The story brings out the cruel prejudices of rural people.
5. Paulo Coelho, the very successful Brazilian author has over the past 24 years sold more than 100 million copies of his books in 71 languages and in over 150 countries. His book 'The Alchemist' has won the Guinness World Record for being the most translated book by a living author. The book is about young Santiago following his dream courageously. Coelho's books are autobiographical but the majority are fictional although rooted in his life experiences. His books are philosophical and he is often regarded as a spiritual writer. He believed that enlightenment or revelation comes in daily life. Among his quotes are: "I look for joy, the peace of action. You need action."
- A. Paulo Coelho writes Brazilian stories.
- B. 'The Alchemist' is a best seller.
- C. Paulo Coelho wrote about himself in most of his books.
- D. Paulo Coelho's spiritual and philosophical books have a large readership.



Read the article on pages 288-290 carefully once more. Summarise how the life experiences of each writer has influenced the writing of his book in not more than 150 words.



Writing

Warm-up

Can you match the stories' titles with the authors?

Stories' Titles

1. The Emperor's New Clothes.
2. The Chronicles of Narnia
3. Pride and Prejudice
4. Gone With the Wind
5. Julius Caesar
6. Helen of Troy

Writers

- a. Homer
- b. Hans Christian Andersen
- c. William Shakespeare
- d. Jane Austen
- e. Margaret Mitchell
- f. C. S. Lewis

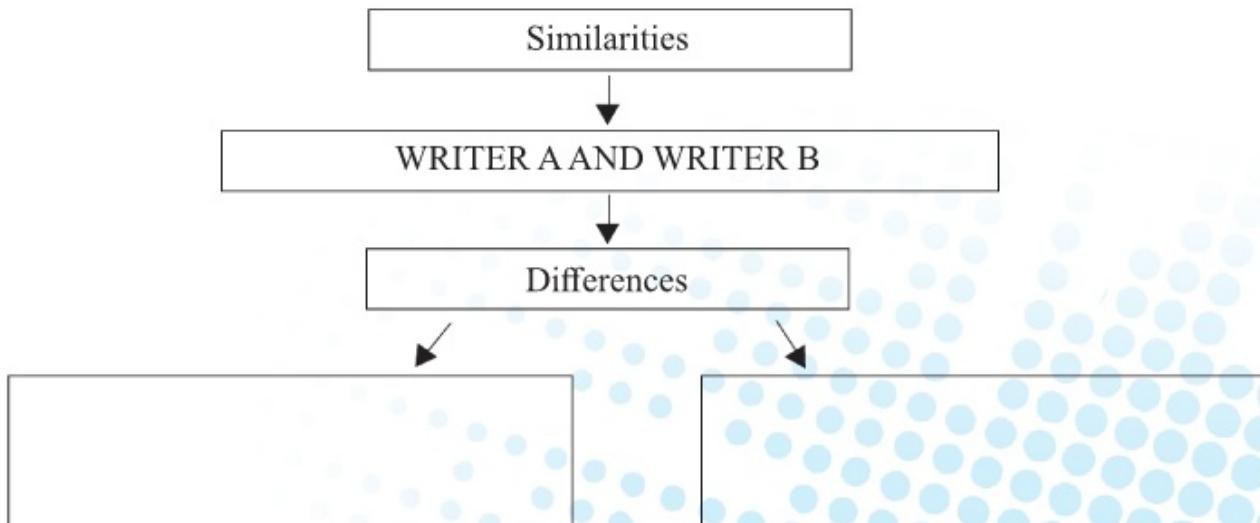
Compare and Contrast

This essay shows the similarities and differences between two groups, the people or things. The similarities will point to the aspects that are common to both while the differences will show the contrast between the two.

Example:

Writing to compare and contrast the works of two writers.

We can organise the essay by looking at, first, the similarities and then, the differences.



What are the similarities and differences between the following two personalities, Hans Christian Andersen and Nelson Mandela?

Look at the information below and arrange the paragraphs in the right sequence.

There are many well established writers in the world today but few can come close to the greatness of these two men. They have captivated us with their different stories as well as their integrity and exemplary principles. And that is the lasting bond between the two.

Hans Christian Andersen and Nelson Mandela are two internationally acclaimed world figures. They have certain similarities in common but there are also some differences. In this essay, I will touch on these similarities and differences.

There are some great differences between the two. Andersen (1805 – 1875) is a popular Danish children's author while Mandela from Africa was the world's longest detained political prisoner. Andersen wrote delightful fairy stories and poems, at times based on his poverty stricken childhood. His works have become classics and are still popular with both kids and adults. Mandela's autobiography 'The Long Road to Freedom' gives us a firsthand account of his early affluent life followed by the painful experiences and political struggles of his later years. He fought for social justice and democracy. Mandela was born in 1918 and remains till today as a much respected world statesman. Despite the contrast between the two, both have a lasting impact on the literary world.

The similarities are both men have touched the hearts and minds of their readers and are regarded as powerful writers. Their writings embody the noble ideas of peace, love and justice and these ideas have enthralled and influenced everyone who reads their books. Their legacy to the world has been much appreciated and these two distinguished personalities have been honoured in their own countries as well as internationally. Andersen's numerous stories and poems, and Mandela's sole autobiography, have become bestsellers and this has inspired many to try their hand at writing. These are the similarities between the two very different individuals.

Structure

Thesis statement –

Body Paragraph 1 - Similarities

Body Paragraph 2 - Differences

Concluding paragraph –

Practice

Write an essay of not fewer than 350 words to show the comparison and contrast between two of your favourite writers.

Guidelines:

Introductory paragraph

Thesis statement –

Body paragraphs

Body paragraph 1 – Comparison / similarities

Topic sentence –

Supporting sentences –

Concluding sentence –

Body paragraph 2 – Contrast / differences

Topic sentence –

Supporting sentences –

Concluding sentence -

Concluding paragraph

Project

As a class activity, make a list of books that you feel are essential reading for students and recommend it to your librarian to be included in your library.

Warm-up

Fill in the blanks with the correct information from the box.

are valued feel and think is used are enriched

The word **Literature** comes from the word 'literate' which means being able to read and write. Literature (1) _____ to describe writings that have proved to be of outstanding and lasting quality. These writings (2) _____ because of their power or their beauty. The Literature of a country records how people (3) _____ and helps them better understand themselves and the world around them. Our lives (4) _____ by literary masterpieces like 'Black Beauty' by Anna Sewell, 'War and Peace' by Leo Tolstoy and 'Hiawatha's Childhood' by Robert Louis Stevenson.



Active and Passive Voice

A sentence can be written in the active or passive form. In the active form the action is done by the subject whereas in the passive form the action is done to the subject.

Examples:

Active Form: Shakespeare wrote the play '*A Midsummer Night's Dream*'.

Passive Form: The play '*A Midsummer Night's Dream*' was written by Shakespeare.

Rewrite the following correctly.

1. 'The Hours' by Michael Cunningham with an open mind must be read The novel.
2. Harry Potter The movies brought US1 billion dollars in about.
3. This poem By whom was written?

Practice

A Change the following sentences to the passive form.

1. Reading awakens the child's mind.
2. Have you read any of Jane Austen's books?
3. Harper Lee wrote only one book 'To Kill a Mockingbird' and it became a bestseller.
4. Many people have not watched the movie 'Gone with the Wind'.
5. The American writer, F. Scott Fitzgerald portrays well the decadent lifestyle of the roaring twenties in 'The Great Gatsby'.
6. Was it Pearl S. Buck who wrote the beautiful story 'The Good Earth'?
7. We love William Blake's poems 'The Songs of Innocence' and 'The Songs of Experience'.
8. The English poet John Keats believed that true happiness can be found in art and natural beauty.
9. People say that Hans Christian Andersen has put Denmark on the literary world map because of his classic children's stories.
10. Rabindranath Tagore is a famous Bengali writer who won the Nobel Prize for literature.



B Fill in the blanks with the correct form of word in brackets.

1. The Science fiction genre _____ (become) very popular with adventurous and imaginative readers.
2. The balcony scene in 'Romeo and Juliet' _____ (consider) the most dramatic part of the story.
3. Henry James _____ (write) 'The Portrait of a Lady' in 1881.
4. One of my favourite poems, 'Hiawatha's Childhood' _____ (write) by Henry Wadsworth Longfellow.
5. The books, 'Exodus' by Leon Uris and 'Cancer Ward' by Alexander Solzhenitsyn, movingly _____ (portray) the tragic realities experienced in Russia.

6. A fable, usually a short folk tale, _____ (narrate) to teach a moral lesson.
7. A folk tale is an old story that _____ (originally tell) orally.
8. The folk tale ‘Why the Tortoise’s Shell is Not Smooth’ is a folk tale _____ (retell) by contemporary author Chinua Achebe.
9. Chinua Achebe, the African writer _____ (capture) the changing ethos of the African people.
10. The best children’s story writers usually _____ (endow) with vivid imaginations and generous hearts.



C Read the passage and then fill in the correct form of the word given in the brackets.

The Bronte sisters lived more than 100 years ago in England. They became (1) _____ (fame) as writers at a time when (2) _____ (publish) of literary works was deemed only possible for men. Charlotte, Emily and Anne were the (3) _____ (love) daughters of Patrick Bronte and his wife, Maria. Mr Bronte was the parson of a bleak, (4) _____ (isolate) village on the Yorkshire moors. Soon after Anne’s (5) _____ (born), Mrs. Bronte died and her sister came to look after the children. They were lonely, (6) _____ (dream) children. As their father spent all his time in his study, the children were left to themselves, to read and to wander on the wild, empty moors (7) _____ (surround) their home. To pass the time, they made up stories of an (8) _____ (real) or imaginary world. Later they took to (9) _____ (write) novels and Charlotte’s book, ‘Jane Eyre’ and Emily’s only novel, ‘Wuthering Heights’, have become classics (10) _____ (enjoy) by both the young and old. Do get hold of these books and let them enthrall you.



Enrichment

t 10

The Lives of Famous Writers

Shirley Geok-Lin Lim – ‘Joss and Gold’, ‘Among the Moonfaces’

Catherine Lim – ‘The Bondswoman’

What do the writers, Shirley Geok-Lin Lim and Catherine Lim, have in common?

They are both considered contemporary feminist writers, that is, they write about the important role of women which is usually not recognized or appreciated in our male centred society. They portray characters that go against the commonly accepted standards and write about the injustices suffered by women due to cultural and traditional beliefs.

Both were born in Malaysia but have settled abroad, Shirley in the US and Catherine in Singapore. In their books, they are able to capture the poignant experiences of their early days as well as write critically about the harsh realities of trying to find a place and voice in contemporary society. They wear many hats (or masks) - oriental woman, English educated, daughter/sister/wife/mother/professional/feminist and immigrant/exilic, and their books brilliantly showcase the displacement and conflicts as well as the tenacious spirit of women as a whole.

Practice

Read a book by any contemporary writer and write a short review.

You may use the guideline below.

Title :

Theme:

Characters:

Synopsis:

Relevance:

Critical comments:



Word List

1.	adapt (v)	to become prepared	menyesuaikan	使适应
2.	adventurous (adj)	open to new, exciting experiences	suka mengembara	喜欢冒险的
3.	anthologies(n)	stories	cerita	文选
4.	attention (n)	alertness	perhatian	注意
5.	awakens (v)	get up from sleep	membangun	醒来
6.	Bengali (n)	person from Bengal	orang negri Bengal	孟加拉人
7.	bondswoman (n)	slave	hamba	女奴隶
8.	content (n)	topics in a book	isi kandungan	目录
9.	decadent (adj)	having low morals	kemerosotan moral	颓废的
10.	detained (v)	kept captive	ditahan	拘留
11.	depths (n)	deep parts	kedalaman	深
12.	destiny (n)	fate	takdir	命运
13.	dignity (n)	high esteem	kemuliaan	高贵
14.	embodies (v)	having	mempunyai	包含
15.	exile (n)	away from own country	membuang negeri	放逐的
16.	famous (adj)	well known	terkemuka	著名的
17.	feminist (adj)	supporter of women's rights	penyokong hak wanita	女权扩张论者
18.	fiction (n)	made up story	cerita rekaan	虚构
19.	immigrant (adj)	person from another country	pendatang	移民
20.	ingrained (v)	deeply established	sebatii	使根深蒂固
21.	mould (v)	shape	membentuk	铸造
22.	novella (n)	fictional book	buku cerita	短篇故事
23.	orally (adv)	spoken	secara lisan	口述地
24.	oppress (v)	bully	menekan	压迫
25.	oriental (adj)	from the far East	ketimuran	东方人
26.	outstanding (adj)	prominent	terkenal	突出的
27.	poignant (adj)	moving	perasaan dukacita	刺激的
28.	portray (v)	show	menunjukkan	描绘
29.	prejudice (n)	unfair opinion	prasangka	偏见
30.	realism (n)	actual concern	yang benar	现实主义
31.	rightful (adj)	true	betul	公正的
32.	significant (adj)	important	penting	有意义的
33.	spiteful (adj)	hurtful	dengki	恶意的

34.	tenacious (adj)	without giving up	bertekad	顽强的
35.	theme (n)	subject matter	tema	主题
36.	trader (n)	business owner	pedagang	商人
37.	tragic (adj)	sad	duka	悲惨的
38.	universal (adj)	worldwide	seluruh dunia	普遍的
39.	ventured (v)	did something / went somewhere new	mengharungi	冒险
40.	vital (adj)	important	mustahak	至关重要的



UNIT 11

STAGE PLAY

- Stage Play
- The Conditional Tense
- Writing a Memo
- Drama / Acting Activities





Listening

LESSON 1

Warm-up

Look at the words below. What do they have in common?

- puppetry
- opera
- skits
- theatre

Listening to Predict Outcome

As we listen to a text, we can sometimes anticipate the next information or point aside from being able to tell what is going to happen in the next line. This is called to predict which means to know what is going to take place.

Example:

There are various genres when it comes to stage play. Comedies are plays which are designed to be humorous and are often filled with witty remarks, unusual characters and strange circumstances.

From the text above, we can predict that comedy is one of the many favourite genres in stage play. It can also be predicted that comedies are plays which are designed to make people laugh because of its humorous nature.

For each of the blanks, choose the most suitable options from the words given below to complete the following text.

(imagined / stagecraft / fine art / song)

Theatre is a collaborative form of (1) _____ that uses live performers to present the experience of a real or (2) _____ event before a live audience in a

specific place. The performers often communicate this experience to the audience through combinations of gesture, speech, (3) _____, music or dance. Elements of design and (4) _____ are used to enhance the physicality, presence and immediacy of the experience.

Practice



A) Match the statements in Box A to the related links in Box B.

Box A

1. Your school is planning to put up a stage performance.
2. You are on holiday in Italy.
3. The rhythmic beats express emotions and ideas without the use of language.

Box B

- a. Thus, music, like dance, is appreciated universally.
- b. I would suggest a comedy as it would appeal to students, staff and parents.
- c. The most likely performance you would watch is a ballet.



B) For each of the blanks, choose the suitable options to complete the questions below.

1. Circus performances have captivated millions, both young and old alike.
(i) _____. It is commonly a travelling company of performers which includes acrobats, clowns, tightrope walkers and jugglers. (ii) _____.
 A. Circus is a traditional performance held in a ring.
 B. Circus is a form of stage play.
 C. The performers are called stunt-oriented artists.
 D. Clowns are also most common in circuses.

2. Modern circus performances are different from the traditional ones that are held in a ring. (i) _____. There are varieties of common performances that children and adults can be entertained with at a circus. (ii) _____.
A. Modern circuses have a tiered seating system around the ring for the public and it takes place under a canvas or plastic tent.
B. It is a travelling company of performers who can do various stunts.
C. Clowns are common in circuses and they are typically skilled in many circus acts.
D. Performances include acrobats, clowns, trained animals and trapeze acts, musicians, tightrope walkers and even jugglers.

LESSON 2

Warm-up

If you had to speak about your educational background to an interviewer, what are the points that you would include?

School? University? Course? Duration? Learning experience?

The information given would be the specific details of your educational background.

Listening for Specific Information in an Interview

The information in an interview would be based on the questions raised and responses given. Thus it would include details, examples and illustrations. This gives a clear idea of what is being discussed.

Example:

Interviewer: Who or what were your major influences?

Interviewee: In secondary school, as I was heading to the bus to go home, my drama teacher was standing in the hall trying to get people to work on the inaugural musical, a production of the school's own script – Ais Kacang 2.0. He needed one more person for the stage crew and without giving a second thought, I volunteered and since then I have never looked

back. My drama teacher, Encik Abdul Rahman, was fantastic and he taught me how to love theatre. From then on, my journey as a stage crew member began and when I was in college, I applied to work as an intern for Art Central Theatre which was presenting the local debut of Princess Hang Li Po. The performance was extended and they started paying me. I was earning RM200 a week!

Fill in the correct information in the text below.

Tomson Highway is a greatly respected Canadian playwright of native Indian origin. The Rez Sisters written by him is a comic-tragic (1) _____ (concert, play) which brings the traditional native essence to the world's stage. Set in a poverty stricken Indian reservation, the play portrays the (2) _____ (harsh, true) realities faced by the natives in a modern world. The main characters are seven women, all related, and (3) _____ (flamboyant, united) in their quest to win the bingo jackpot in faraway Toronto. Winning seems the only way to break the stranglehold on a (4) _____ (pointless, fantastic) existence. Boredom, lack of (5) _____ (lucrative, sustainable) employment, prejudice and alcoholism are set against the exuberant and 'gung ho' spirit of the women. There is also death, disability and betrayal but the women's dream carries them onward when there is really no bright future awaiting them.

TIPS

gung-ho / gʌŋ'həʊ / - can do / very eager to do something dangerous or violent

Practice



From the text that you have listened to earlier, choose the correct answers for the questions below.

1. The main responsibilities of a stage production manager are _____.
 A. working together with the director, designers, cast and crew and front house staff apart from scheduling chores and facilitating extra-curricular events.
 B. making it possible for everyone to work together in the production.
 C. winning the country's top award for musical production.

2. Alexis' major involvement in stage production was _____.
 - A. being stage crew to her secondary school's annual production, 'Ais Kacang 2.0'.
 - B. her drama teacher, Abdul Rahman, who taught her how to love drama.
 - C. to apply to work with the Art Central Theatre who was then producing the Princess Hang Li Po production.
3. Alexis said the most challenging aspect of working as a stage production manager is _____.
 - A. to win the Best Musical Saloma Award.
 - B. to watch the show from the front and note both the actors and tech crew.
 - C. to make it possible for everyone in the production to be able to do their work as a team.



Match the sentences correctly.

- | | | |
|---|---|---|
| 1. Alexis joined the Los Malaysian Boys production | • | • a. with the production managers and also the cast and backstage crew. |
| 2. The stage crew must be at the theatre | • | • b. two weeks before the rehearsals started. |
| 3. They need to know | • | • c. the front office staff of any changes. |
| 4. They have to inform | • | • d. an hour and a half before the curtain call. |
| 5. Alexis has to keep track of the progress of the play | • | • e. who is absent. |



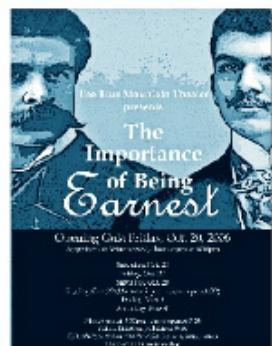
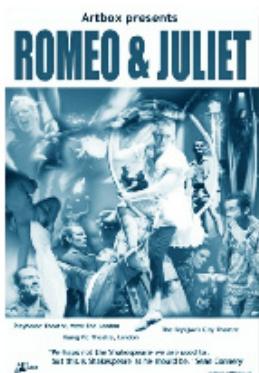
Speaking

LESSON 1

Warm-up

A play is a form of literature that is written by a playwright, usually consisting of a scripted dialogue between the characters.

Over the centuries there have been many famous stage plays. Can you give the name of one main character in each play below?



A stage play is divided into a few categories such as:

- | | |
|-------------------|---|
| Comedy | - Designed to be humorous. Usually filled with witty remarks, unusual characters and strange situations. |
| Farce | - These are often overacted and usually involves slapstick humour. |
| Tragedy | - Usually involves death and is designed to cause sadness to its viewers. |
| Satirical | - Is a play that takes a comic look at current events or famous people while trying to make a political or social statement at the same time. |
| Historical | - This is focused on actual events. |

Talking about the Challenges in Staging a Play

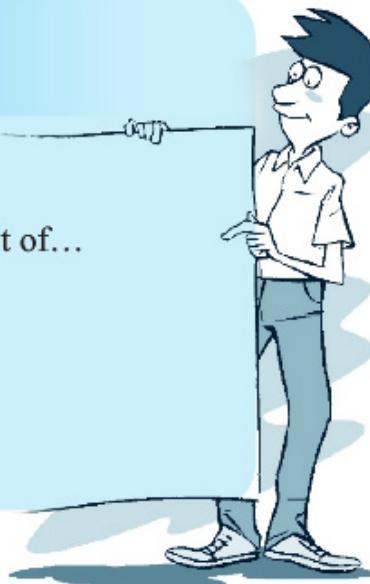
There are many challenges that the producer will face when staging a play all the way till the play ends. His challenge starts from:

1. drawing up a budget and organising all the production finances.
2. obtaining the required performing rights and paying the appropriate fees to the licensing company involved.
3. selecting and arranging the appropriate back-up for the creative team such as stage management and technical personnel.
4. having all the required salaries and distributing them accordingly.
5. creating awareness for the play (publicity and advertising). The right medium of advertising is needed to attract the target group.
6. organising auditions and ensuring the rehearsal venues are booked.
7. selecting the right person for each role and having a back up for each role.
8. preparing an overall timetable or flowchart for the production.



Useful expressions:

- | | |
|--------------------------|-----------------------------|
| - is based on a book.... | - has a quality cast |
| - staging is expensive | - Captures the spirit of... |
| - I felt it was | - I thought it was |
| - I was impressed by... | - in spite of... |
| - I believe ... | |



Practice

You are required to stage a play in your school. Using the pointers given above on the challenges that are inherent in staging a play, share with your class how you could overcome these challenges. You may divide yourselves into groups of five.

LESSON 2

Warm-up

Choose a partner. One person is an alien while the other is a human. The alien is to choose an everyday object and has to pretend that he/she has not seen such an item before. The alien has to describe the shape, colour, weight or many other features of the object. The human can ask any questions (except the name of the object). To make it more challenging, both parties should sit on their hands.

Describing Stage Plays

Stage plays, also known as theatre shows, are collaborative forms of fine art that uses live performers to present the experience of an imagined or real event before a live audience at a specific venue. The experience is communicated by the performers to the audience through a combination of speech, song, gesture, music or dance. Props, design and stagecraft are used to enhance the presence, physicality, and experience of the play.

Stage plays are divided into a few types:

Drama

The term drama comes from the Greek word meaning action. A drama stage play is the specific mode of fiction that is represented in a performance. The enactment of a drama in theatre is performed by actors on a stage before an audience using collaborative modes of production and a collective form of reception. Drama can and is often combined with music and dance such as in an opera.

Musical Theatre

Theatre and music have always been closely linked since ancient times. Modern musical theatre is a form of stage play that combines music, dance and spoken dialogue. Famous musical theatres are My Fair Lady and West Side Story. Musical theatre may be produced on an intimate scale but it often includes lavish costumes and sets supported by budgets worth multi-million dollars.

Comedy

These are theater productions that use humour as a vehicle to tell a story. A Black Comedy is when the use of bleak, controversial or taboo subject matter in deliberately humorous ways. Usually comedy stage plays are filled with witty remarks, unusual characters and strange situations that leave the audience with a stomach ache due to laughing too much.

Tragedy

This refers to a specific tradition of drama that has played an important and unique historical role in the Western civilisation. It usually has an unhappy ending such as in ‘Romeo and Juliet’.

Each type of stage plays leaves each individual with a different opinion. Some may prefer a tragedy play while others a comedy.



Useful expressions:

Expressing Opinions

believe that ... (because) ...

do not believe that ... (because) ...

Personally, I feel that ...

In my opinion, ...

As I see it, ... The reason is ...

It seems to me that... This is because ...

I feel very strongly that ...

I am convinced that ...

I am of the opinion that ...

I am completely opposed to ...

The reasons why I believe that ... are as follows.

Describing a character/personality

She can be...

He is inclined to...

He is crazy about...

She appears to be...

He is hilarious...

Practice

In groups, choose two popular stage plays, preferably something by Shakespeare. Explain what type of play it is and how they are different from or similar to each other. Share this with the rest of the class and also include your opinion of the play selected.



Describe your experience conducting a stage play.



Reading

t 11

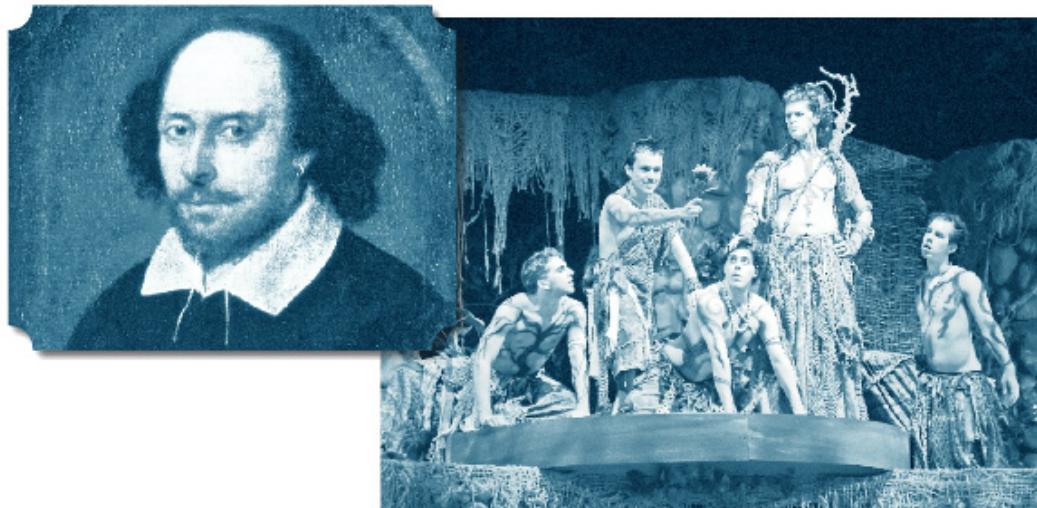
Warm-up

Can you give the meanings of the following words which are in old English?

- | | | | |
|-----------|-----------|------------|---------|
| 1. whence | 2. thee | 3. hath | 4. art |
| 5. yea | 6. yonder | 7. prithee | 8. thou |

Read-on

A) Read the following passage.



Without a doubt Shakespeare has a great sense of humour!

Let's look at his most performed play 'A Midsummer Night's Dream'. It is a play where reality and fantasy, dream worlds and fairy folk are weaved in a delightful play portraying **true to life** characters, ranging from **distinguished** nobility to coarse commoners or riff raff, if we wish to use the right Shakespearean term.

The play can be seen firstly as a grand *swipe* at the Greeks, the good people of Greece who are so proud of their status as the founder fathers of Drama. In fact the word 'drama' is the Greek word for *action*. And in 'A Midsummer Night's Dream', there is a lot of that – action I mean. The main human characters are Athenians, the Duke of Athens himself, right to the four **bawdy** craftsmen led by none other than Nick

Bottom. That name! Does it remind you of some friends' names in Facebook? Kick Derriere? Well, for those uninitiated with the modern social media the word *Derriere* is the old French word for the bottom or the buttocks. How about the meaning of *Nick*, you ask? Well, use the dictionary to check it!

Shakespeare was writing at the end of the Renaissance, the period of cultural resurgence in Europe in the 14-16th centuries. Renaissance refers to the rebirth or **revival** of intellectual or artistic styles and achievement. It stressed on the importance of man and the assertion of the human condition over the religious and contemplative life.



Shakespeare **satirises** the whole new cultural development in his play. One of the subplots in the play is about Bottom and his friends, planning to perform the classic Greek tragedy, 'Pyramus and Thisbi', in honour of the King's wedding. Their bumbling, **fumbling** attempts are in keeping with such **an inappropriate** choice of entertainment for a wedding celebration. But the characters are so real. Bottom is over enthusiastic and even wants to play more roles than is possible – as the lion and also as the lion's victim!

As a playwright, Shakespeare wrote for, and about, all of humanity. Besides the upper class, his characters also include the uncouth country folk with their ribaldry and coarse wit which appealed very much to the audience of the same rank. In earlier times, drama and artistic performances were only for the **sophisticated** classes and noblemen and now they were brought to all and sundry and the stage was a semi-open space that continued into the audience. The plays were realistic portrayals of life, sometimes with the audience becoming involved and adding some dialogues, or **profanities**.



Drama is an art form that depends very much on the development of realistic characters dealing with emotional conflicts that they face within themselves or involving other characters. Now, let's see how this works with Bottom. In the midst of their rehearsal, Bottom leaves his friends for a while. Puck, the mischievous elf, plays a trick on Bottom and changes his head to that of a donkey! Now, this is another **poke** by Shakespeare at Greek mythology, where the satyrs – half human, half goat servants of the great Greek god Dionysus, were much revered.

When Bottom returns to his friends, they run away in fear and Bottom thinks they are doing that in jest, to leave him all alone in the scary forest. Ironically, the fairy queen is nearby, asleep due to a magic spell that will only be broken if something **vile** comes near her. And she would fall in love with the first person she sets eyes on. (Love at first sight?) So now she awakes and falls **head over heels** in love with Bottom, who is not at all surprised that the queen should be attracted to one so handsome and fine as he.

The play is set in a forest which represents the natural world, where man is meant to be free, to be himself, uninhibited and unrestrained. Shakespeare takes it a step further. He brings in the magic, fairies and elves. Did someone think of about 'Harry Potter'? No? Superman? Also no? Well, stage play is a form of acting, and the plays are not real; they are products of the imaginations, fantasies and dreams. As you know, anything can happen.



Shakespeare's play tells us that the magical world does exist – in the flights of fantasy and **imagination** and which we, mortals, can *indulge* in.

Vocabulary Check

1. **swipe** (noun) - attack
2. **satirises** (verb) – makes fun of
3. **profanities** (noun) – swear words
4. **vile** (adjective) – extremely unpleasant
5. **indulge** (verb) – enjoy and be satisfied



B Read the passage carefully and choose the most appropriate meaning for each word or phrase printed in **BOLD**.

1. ... play portraying **true to life** characters...
A. fictional B. realistic C. honest D. similar
2. ... ranging from **distinguished** nobility to coarse commoners...
A. important B. wealthy C. elderly D. polite
3. ...four **bawdy** craftsmen...
A. comical B. rude C. indecent D. jesting
4. Renaissance refers to the rebirth or **revival** of intellectual or artistic styles and achievement.
A. reproduction B. improvement C. restoration D. restart
5. ...bumbling, **fumbling** attempts...
A. clumsy B. falling C. nervous D. hilarious
6. ...such **an inappropriate** choice of entertainment for a wedding celebration.
A. a useless B. unsuitable C. bizarre D. impractical
7. ... the **sophisticated** classes and noblemen...
A. unrefined B. talented C. cultured D. middle
8. ... this is another **poke** by Shakespeare at Greek mythology...
A. insult B. joke C. swipe D. satire
9. ... falls **head over heels** in love with Bottom...
A. deeply B. crazily C. strangely D. repeatedly
10. ... in the flight of fantasy and **imagination**...
A. vision B. nostalgia C. mind D. musings

***Answer the questions that follow.***

1. According to the passage, drama originated in
A. Germany B. Italy C. Greece D. England

2. The following are true of the Renaissance period except that
A. it started in Europe.
B. it refers to a cultural revival.
C. it stressed on the importance of religion.
D. it highlighted the human condition.

3. The writer feels that the Greek drama, ‘Pyramus and Thisbi’, would not be a success because
A. the actors were too ardent.
B. it was not suitable for a happy occasion.
C. it was an ancient play.
D. the king and queen would not appreciate it.

4. Harry Potter and Superman have the following characteristics in common with fairies and elves except
A. they are imaginary characters.
B. they are supernatural.
C. they have transgenic qualities.
D. they have become popular movie characters.

5. What is the writer’s opinion about the magical world?
A. The magical world is different from the world of fantasies.
B. The magical world reflects scientific discoveries.
C. The magical world is open only to a select few.
D. The magical world exists.



Summary Writing

Warm-up

Match the quotations to the correct translations.

1. Friends, Romans, Countrymen. Lend me your ears.
2. Speak not, reply not, do not answer me!
3. Would you bear your fortune like a man!

- a. Be strong! b. Everyone! Listen. c. Silence!

Writing Your Summary

1. Read through the whole passage to understand the text.
2. Read the summary question and underline or highlight the key words in the instructions.
 - Are you asked to refer to only a certain part of the passage? Then bracket off that part.

Example (lines 10 – 80)

 - What is the task you are required to do in the summary? Is it to give the reasons/causes/results/ other explanations or description?
 - What is the word limit?
3. Go back to the passage. Underline or highlight the main points that are relevant to the question i.e. underline or highlight the key words and phrases. Do not underline whole sentences as you should use your own words to write out your information in a more concise manner.
4. Read your question again and study your points. Have you included any irrelevant information, examples, illustrations, repetitions or unnecessarily long explanations?
5. Now, make a list or an outline of your points and write out a draft of your summary based on the notes. Use your own words as much as possible but do not omit relevant information or change the original meaning.
6. Check that you have completed the task as required in the instructions. Edit your work for grammar and spelling errors and make sure that you have kept to the word limit.

7. Finally, write out your summary in one paragraph only with the number of words in brackets at the bottom left of your summary.

Example:

Based on the passage, summarise what influenced Shakespeare in the writing of the play ‘A Midsummer Night’s Dream’.

Points:

- Greek art form, drama
- Renaissance ideas
- His own creativity and humour

Shakespeare was influenced in writing this play as a parody of the early classical dramas which began in the ancient Greek royal courts. The word ‘drama’ is the Greek word for action. Drama was a Greek art form which began as tragic plays in honour of the Greek god Dionysus. Thus, Western theatre originated in Athens and Shakespeare alludes to this by having Athenian characters. He refers to the tragic tale of ‘Pyramus and Thisbi’ which would be enacted in honour of the king’s wedding. Shakespeare is also influenced by the high artistic ideals of the Renaissance period which places great importance on man and his predominance over religion and society. The last influence is Shakespeare’s own brilliant style and wit as a dramatist. He writes for and about all humanity which makes this play very popular in the literary world. He masterfully weaves a story that involves reality, fantasy and dreams.

(152 words)

Use the points that are given below and in about 100 words, write a summary of the part played by the character, Nick Bottom, in the play ‘A Midsummer Night’s Dream’.

Notes :

1. Provides comic relief by his name and actions
2. Part in the Greek tragedy
3. Love scene with the fairy queen

Practice



A Read each extract and then choose the sentence that **BEST** summarises the extract.

1. Let's look at his most performed play 'A Midsummer Night's Dream'. It is a play where reality and fantasy, dream worlds and fairy folk are weaved in a delightful play portraying true to life characters, ranging from distinguished nobility to coarse commoners or riff raff, if we wish to use the right Shakespearean term.
 - A. 'A Midsummer Night's Dream' is a wonderful tale with characters from all levels of society.
 - B. 'A Midsummer Night's Dream' is the most popular of Shakespeare's plays.
 - C. Most of Shakespeare's plays have noblemen as well as commoners.
 - D. Shakespeare's characters are mainly fictional.
2. One of the subplots in the play is about Bottom and his friends, planning to perform the classic Greek tragedy, 'Pyramus and Thisbi', in honour of the King's wedding. Their bumbling, fumbling attempts are in keeping with such an inappropriate choice of entertainment for a wedding celebration. But the characters are so real. Bottom is over enthusiastic and even wants to play more roles than is possible – as the lion and also as the lion's victim!
 - A. Bottom is the chief actor in the play.
 - B. 'Pyramus and Thisbi' is a play usually performed at weddings.
 - C. Bottom and his friends plan a Greek performance for the king's wedding.
 - D. There are real characters in the play 'Pyramus and Thisbi'.
3. As a playwright, Shakespeare wrote for, and about, all of humanity. Besides the upper class, his characters also include the uncouth country folk with their ribaldry and coarse wit which appealed very much to the audience of the same rank. In earlier times, drama and artistic performances were only for the sophisticated classes and noblemen and now they were brought to all and sundry and the stage was a semi-open space that continued into the audience. The plays were realistic portrayals of life, sometimes with the audience becoming involved and adding some dialogues or **profanities**.

- A. Shakespeare's works include all types of people and experiences.
- B. Shakespeare loved especially the country folk and included them in his plays.
- C. Shakespeare's works appeal to us because of his wit.
- D. The audience usually had a part in the plays.
4. When Bottom returns to his friends, they run away in fear and Bottom thinks they are doing that in jest, to leave him all alone in the scary forest. Ironically, nearby is the fairy queen who is asleep due to a magic spell that will only be broken if something vile comes near her. And she would fall in love with the first person she sets eyes on. (Love at first sight?) So now she awakes and falls head over heels in love with Bottom, who is not at all surprised that the queen should be attracted to one so handsome and fine as he.
- A. Bottom believes his friends are trying to trick him by running away.
- B. Bottom's friends are terrified of his appearance but the fairy queen who is under a spell falls in love with him.
- C. Bottom rightly believes the queen is attracted to him because of his good looks.
- D. Bottom provides a lot of comic relief to the play.
5. The play is set in a forest which represents the natural world, where man is meant to be free, to be himself, uninhibited and unrestrained. Shakespeare takes it a step further. He brings in the magic, fairies and elves. Did someone think of Harry Potter? No? Superman? Also no? Well, stage play is a form of acting, and the plays are not real – they are products of the imagination, fantasy and dreams. As you know, anything can happen.
- A. The forest setting represents the natural world but plays are just fantasies.
- B. Man should live a free life.
- C. Nothing is impossible in a stage drama.
- D. Shakespeare's characters are sometimes similar to modern characters.



Read the passage on pages 317-319. Summarise the instances of humour that can be found in Shakespeare's play 'A Midsummer Night's Dream' in not more than 150 words.



Writing

Warm-up

Complete the following quotes.

‘Friends, Romans, Citizens, Lend me your _____.’

‘A rose by any name smells as _____.’

‘Tomorrow and tomorrow and _____.’

‘Et tu _____’

Opinions

Opinions are our feelings and beliefs about a certain subject. It may differ from what others feel about this matter. We should support our opinions with valid reasons. The introductory paragraph of your essay will contain your view and the main reasons supporting it. The body paragraphs will elaborate on these reasons to support your view.

Example:

Play time is important for children. What is your opinion?

In my opinion, children need ample play time. They should have regular play time without any interruption or direction from adults. The first reason is that it is an enjoyable activity which keeps children engaged and gives free rein to their creative ideas. Next, these children are more confident and secure as they learn to communicate with and relate to others. Besides, there is a close relationship between play and optimum brain development of the child and so, play is important for children for these reasons.

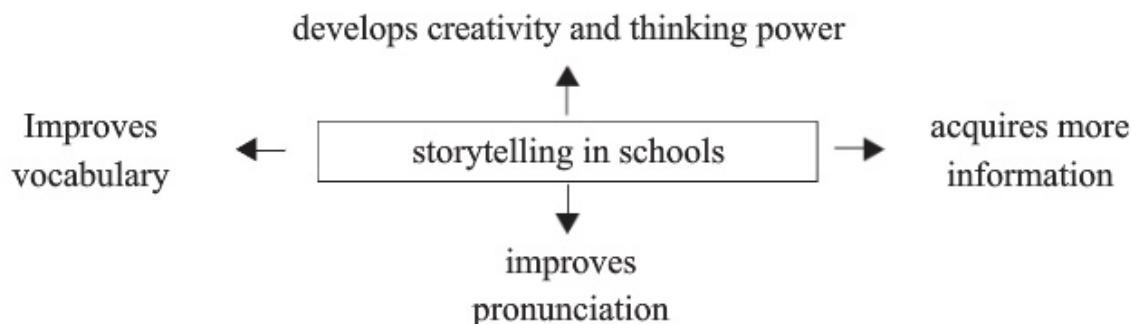
These reasons can then be elaborated in the body paragraphs.

Topic sentence –

Supporting sentences -

Concluding sentences -

Storytelling in schools is a practical way for students to improve their language. Write the body paragraphs for this essay based on the mind map.



Practice

Stage plays should be an important part of language learning in schools. Write an essay of not fewer than 350 words to give your points of view on this.

Guidelines:

Introductory paragraph

Thesis statement –

Body paragraphs

Body paragraph 1 – Reason 1

Topic sentence –

Supporting sentences –

Concluding sentence –

Body paragraph 2 – Reason 2

Concluding sentence –

Topic sentence –

Supporting sentences –

Concluding sentence –

Body paragraph 3 – Reason 3

Topic sentences –

Supporting sentences –

Concluding sentence –

Concluding paragraph

Project

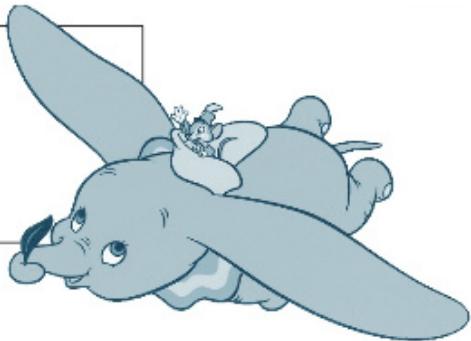
Write a letter thanking ‘The Danish National Drama Academy’ for sending you some prospectus for their drama courses.

Warm-up

Fill in the blanks with the correct labels.

LABELS: Likely to happen Unlikely to happen Impossible

1. We will live on the moon. _____
2. It starts to snow in Malaysia. _____
3. An elephant can fly. _____



The Conditional Tense

The conditional clause or If clause is used in three types of conditional sentences. They are sentences in which the conditions are (1) likely to happen, (2) unlikely to happen and (3) impossible to be fulfilled.

Examples:

1. Likely Condition

- If we are early, we will get the best seats.
- If Christine Dane sings, everyone applauds.

2. Unlikely Condition

- If Frankenstein caught the monster, he would kill it.
- If I were the queen, I would encourage more staging of plays.

3. Impossible Condition

- If Alice had not fallen asleep, she would not have dreamt of the wonderland.
- If it had not been for Portia, Shylock would have got his pound of flesh.

Match the sentences and write it out correctly.

Main Clause

1. I will certainly attend it.
2. it would define the character's personality.
3. Life would have been more pleasant

'If' Clause

- a. if Lady Macbeth had not been so ruthless.
- b. If there is an audition
- c. If that costume was used,

TIPS

In a **Likely Condition**, the conditional clause is in the **Simple Present Tense** while the verb in the main clause is usually in the **Future Tense**.

In an **Unlikely Condition** we use the **Simple Past Tense**.

In the **Impossible Condition**, the 'if' clause is in the **Past Perfect Tense**.

Practice



Underline the correct word.

1. If one (listens, listened) carefully to the dialogue, the character's deepest thoughts and feelings are revealed.
2. If the hero of the play (shed, sheds) tears, the effect will be quite ironic.
3. I would have enjoyed the play if it (has, had) some wit and humour.
4. (If, Unless) we have enough funds, the actors will not be paid.
5. Lorna would have accepted the role if she (knows, had known) about it.
6. If I (was, were) Lady Precious Stream, I would not have waited so patiently.
7. If they offered you a role in the play, you (should, could) accept it.
8. If we had to discuss the play, 'The Phantom Tollbooth', I (would, will) highlight the theme of fantasy and reality.
9. He wishes he (has, had) remembered all his lines so he could have impressed the audience.
10. If they (have, had) consulted me, I would have recommended a play about exploring new worlds.



Fill in the blanks with the correct answers.

had read it	would be	will do	would suffer
do know	isn't there	were given	had been
would love	need someone		

Angeline: Hi everyone! I have a play for our Drama Club activity. Have you heard the story of 'Lady White Snake'?

Maylyne : If it is about a young scholar who falls in love with a beautiful woman, unaware that she is a thousand year old white snake, then I (1) _____ the story.

Angeline: Yes, that's the one. If you (2) _____ the old Chinese legends, you would not have missed this fascinating tale.

Elaine : If I remember correctly, (3) _____ another lady snake as well?

Angeline: Oh, yes. It is a hundred year old green snake.

Celine : I wouldn't be surprised (4) _____ also transformed into a woman.

Maylyne : Yes it did and served as the white snake-woman's soul sister and confidante.

Celine : Gosh! If animals could do that now, I (5) _____ a talking dog!

Elaine : If I have the chance, I will like to play the part of Lady White Snake.

Angeline: Yes, it is quite challenging. Maylyne, if you (6) _____ a part, would you accept it?

Maylyne : Of course! If the directors (7) _____ who knows martial arts and high flying stunts, here I am.

Angeline: There is a monk who intervenes and casts the white snake into a deep well at Leifeng Pagoda. If it is possible, can you take that role, Maylyne?

Maylyne : Certainly! If I am able to, I (8) _____ everything possible to maintain the laws of nature.

Elaine : But what if the scholar and the white snake-woman are genuinely in love with one another?

Maylyne : Such a relationship is forbidden according to natural law. If they were to have an offspring, it (9) _____ very much.

Celine : If you believe in reincarnation, you will disagree with that.

Elaine : I like the romantic scene where they share the umbrella on the lake boat. If I (10) _____ a handsome kind boatman on a beautiful lake, I would have fallen in love too.

Angeline: Yes, this is a great story. I can't wait for the rehearsals to start.



In each of the sentences below, four parts are underlined and lettered A, B, C and D. One of these parts contains an error. Circle the letter indicating the error.

1. If Marina had worked hard, she will have passed her examination.

A B C D

2. We will cancel the match if it will rain tomorrow.

A B C D

3. I will not performing in the play unless the script is rewritten.

A B C D

4. The play is believe to have been staged in many countries.

A B C D

5. You should not missed the fantastic show last week as the tickets are now sold out.

A B C D

6. Her sterling performance have won her great fame and fortune.

A B C D

7. If I do not get a reply from you by tomorrow, I would cancel the offer.

A B C D

8. When we heard the ice cream man, we rushed quickly to the gate.

A B C D

9. We do not wish to return back to the era of the silent movies.

A B C D

10. Finally, the three hour show came to the end at last.

A B C D



Enrichment

Writing a Memo

A memo (from the word memorandum) is a short message usually sent as a reminder or to ask for information.

Example:

MEMORANDUM	
To: Peter Tan, Manager	11.11.2012
From : Myrna, Real Actors Studio	
<p>Hi Peter, We will be having a stage play competition of 'Si Tenggang', organised by our company as part of our community outreach to the schools in our district. Please attend a preliminary meeting tomorrow at my office at 2 p.m.</p>	
<p>Thank you.</p>	

Practice

Write a memo from the manager replying to Myrna.

MEMORANDUM

Drama / Acting Activities

As the end of year drama activity, your class has decided to stage the play ‘Si Tenggang’.

Organise a production committee comprising producer, director, stage manager, cast, publicity team, technicians, stage hands and helpers.

Next, plan out the necessary schedule and duty list to start the audition and other activities.

Your duties may include:

- budgeting
- getting a good script done.
- having an audition to get the cast
- voice training
- rehearsals
- costume selection and fitting
- publicity and ticketing
- final show

Make this an enjoyable project for your class so that the members can pick up some acting skills. You could use your creativity and imagination to adapt the story to a modern setting. Good luck.



Word List

1.	applauds (v)	claps	memberi tepukan	拍手喝彩
2.	bleak (adj)	not hopeful or encouraging; unlikely to have a favourable outcome	suram	荒凉的
3.	collaborative (adj)	produced by or involving two or more parties working together	kerjasama	协力完成的
4.	civilisation (n)	the society, culture, and way of life of a particular area	kebudayaan komuniti di sesuatu kawasan	文明社会
5.	consulted (v)	asked for advice	meminta nasihat	请教
6.	debut (n)	first appearance	kehadiran yang pertama	初次登场
7.	discrimination (n)	unfair treatment	diskriminasi	歧视
8.	entire(adj)	whole	keseluruhan	整个
9.	enhance (v)	intensify, increase, or further improve the quality, value, or extent of	meninggikan	增强
10.	enactment (n)	an instance of acting something out	enakmen	设定
11.	exploring(v)	searching	menjelajah	探索
12.	fantasy (n)	make belief	khayalan	幻想
13.	fascinating (adj)	enchanting	menarik	迷人的
14.	genuinely (adv)	honestly	dengan ikhlas	真诚地
15.	impressed (v)	feel admiration	kagum	留下印象
16.	intimate (adj)	closely acquainted; familiar	rapat	亲密的
17.	ironically (adv)	strangely	ironi	讽刺地
18.	legends (n)	stories	cerita–cerita	传说
19.	memo (n)	note	surat peringatan	备忘录
20.	notable (adj)	famous	terkenal	著名的
21.	omit (v)	leave out	tepikan	省略
22.	outreach (n)	community work	kerja sukarela	社区工作
23.	parody (n)	make fun of	ejekkan	模仿滑稽作品
24.	predominance (n)	importance	kepentingan	优势
25.	preliminary (adj)	first	pertama	初步的

26.	perform (v)	to act	berlakon	执行
27.	puppet (n)	a small doll	boneka	木偶
28.	recommended (v)	put forward as suitable	mengesyorkan	推荐
29.	responsible (adj)	accountable	bertanggungjawab	有责任的
30.	ribaldry (n)	coarse humour	gurauan biadap	猥亵的话
31.	ruthless(adj)	cruel	kejam	残忍的
32.	rhythm (n)	musical movement	pergerakan irama	韵律
33.	scholar (n)	student	pelajar	学者
34.	specific (adj)	clearly defined or identified	khusus	详细而精确的
35.	transformed (v)	changed	menukar	改变
36.	theatre (n)	hall	panggung	剧场
37.	uninhibited (adj)	free	bebas	不受禁止的
38.	unrestrained (adj)	not restricted	tiada halangan	无限制的
39.	wit (n)	humour	bijak dan lucu	机智
40.	weaved (v)	included	termasuk	包括



UNIT 12

REVIEW

- Review
- Framing and Answering Questions





Speaking - Review

Read the outline below of the story of Cinderella and the Glass Slipper.

Cinderella and the Glass Slipper

Cinderella lived with her cruel stepmother and two unkind sisters. One day, they were invited to a royal ball. Cinderella had to help her sisters to get ready to enjoy the party. After they had left, she sat weeping as she was sad and lonely. Suddenly, her fairy godmother appeared. Cinderella was granted her wish to go to the ball but she had to be home by midnight. A pumpkin was turned into a coach and she was dressed in a magnificent dress complete with a pair of glass slippers.

At the ball, the prince fell in love with her because she was the most beautiful girl there. She danced and enjoyed herself and forgot the time. Suddenly the clock struck twelve. Shocked, Cinderella rushed out but her slipper fell off. The next day, the prince sent his men out to search for Cinderella. They brought along the glass slipper and everyone tried it but no one could fit it. Finally, Cinderella tried on the glass slipper and it fitted her perfectly. Cinderella and the prince were married and lived happily ever after.

Practice

Work in groups to write out a dialogue for the story above. Then, organise the actors and actresses for the play and act out the scenes of the story.



Writing - Review

Reflective Journal

Have you read a book that moved you so deeply or which was so funny, that you want to read it again? Well, a good idea is to take it to a higher level and write about the story you enjoyed. Start a Reading Journal.

You may have done book reviews where you wrote a synopsis of a book, you had to read and comment on. Yes, reading is so beneficial. Scientists have proven that those who read a lot are more successful in their careers. They have a wider vocabulary and are thus better able to understand information and also clearly articulate their thoughts and feelings. Besides, they will have a higher mental maturity and are more open to new experiences and will build deeper relationships. They seem to have a sound foundation in most aspects of their lives. A reading journal includes the pertinent details of the story and, more importantly, your thoughts on what you felt about this book. Is there a character you admire or a villain who reminds you of someone in real life? How is this story relevant to you? What is something new or meaningful that you encountered? What would you do if you had to face a dilemma or setback similar to the one in the story? Did you find the end satisfying or disturbing? How would you rate this writer?

Example:

10/10/2012 The Good Samaritan

This is an old Bible story about a man travelling from Jerusalem, who is robbed and left to die by the deserted roadside. A priest comes by but he crosses over to the other side and quickly goes on his way as he is afraid that he may not be able to conduct his religious ceremonies if he touches an unclean person. Then, one of his own countrymen passes by but he also turns a blind eye because it is going to be too troublesome. Then, a foreigner from the land of Samaria, whom people would usually avoid, comes along. He is moved to pity by the sight of the suffering man, cares for him and gets treatment for him at his own expense, at the nearest inn.

I find this story very real because many times I have found that the poor are more warm-hearted. This story is also relevant because we have foreigners in our country and we are usually quite prejudiced against them. One aspect that made me uncomfortable was the issue of religion. This story says clearly that we should regard people as more important than rules and ceremonies.

Use the notes given to write in your reading journal. Then add in your reflection of this little story.

Sang Kancil, tiny mouse deer – wants rambutans from opposite river bank – tricks the crocodiles – says king wants to invite them for feast – they line up to be counted Sang Kancil jumps on back of each crocodile as he counts – reaches opposite bank, enjoys rambutans

Practice

Start a Reading Journal. Read at least one book a month. There are many free online books that you can download and you can also get images and additional information that add to your understanding of the issues in the story.

Suggested Books

1. ‘Jonathan Livingstone Seagull’ by Richard Bach
2. ‘Black Beauty’ by Anna Sewell
3. ‘Androcles and the Lion’ by George Bernard Shaw
4. ‘Paddle to the Amazon’ by Don Starkell
5. ‘Remembering Babylon’ by Malouf
6. ‘The House Gun’ by Shirley Nadine Gordimer.
7. ‘The Swiss Family Robinson’ by Johann David Wyss
8. ‘Anna Karenina’ by Leo Tolstoy
9. ‘The Portrait of a Lady’ by Henry James
10. ‘My Family and Other Animals’ by Gerard Durrell

Warm-up

Fill in the blanks with the correct letters.

1. W __ __
2. WH __ __
3. WH _ S _
4. WH _ C _
5. W _ E _
6. W _ E _ E
7. WH _ _
8. H _ _

Framing and Answering Questions

We need questions to ask for information. We use question- words to begin the questions and also use words like Please and Excuse me if we are requesting for something. The common question-words are:

1. The 5 Ws and 1 H - Who, When, Where, Why and How
2. Do/Does/Did and Have/Has/Had

Examples:

- Who is that lady? She is the next Prime Minister of France.
- Where was this photograph taken? It was in Switzerland.
- Why will the tourists visit the Lake District of northwest England? It is the birthplace of the great poet, William Wordsworth.
- Did you enjoy 'High School Musical'? Yes, I did.
- Have you read today's newspapers? Yes, I did it online.

Can you answer the questions below?

1. May I have the next dance with you?
2. Excuse me, whose phone was that?
3. May I know when the next train will be arriving?
4. Do children like to exercise?
5. Has the fish tank been cleaned?

Practice

A

Fill in the blanks with a suitable Wh-question word.

1. _____ you heard of the band The Alleycats'?
2. _____ is the name of the band again, please?
3. _____ year was this band formed?
4. _____ does it usually perform?
5. _____ many members are there in that band?
6. _____ is the kelp so important?
7. _____ factor do you think causes the most global warming?
8. _____ anyone tried some alternative ways to conserve resources?
9. _____ turn is it to water the plants?
10. _____ we educate others about taking care of our earth?

B

Form questions and answers with the notes given. Use the words in the brackets and elaborate on your answer.

e.g. Like ballet dancing (Do/Yes/graceful movements)

Do you like ballet dancing?

Yes, I do because I like to watch the graceful movements.

1. Chicken lay an egg (Did/No/duck)
2. Waiters set the tables (Have/Yes/BBQ pit as well)
3. Check my tyres (Must/Certainly/regularly)
4. Fill some petrol (Where/petrol station round the corner)
5. Flower you like best (Which/not sure/all are beautiful)
6. Help me decide (Can/Sure/dahlias are awesome)
7. Get some tulips (Where/online florists/Holland)

8. Bring own bag (Why/less plastic bags/environment friendly)
9. Reduce waste (How/reuse items/creative ideas)
10. Protect marine life (Should/Yes/balance the ecosystem)

C

In each of the sentences below, four parts are underlined and lettered A, B, C and D. One of these parts contains an error. Circle the letter indicating the error.

1. Did any of the chickens on the farm lays an egg yesterday?
A B C D
2. Have the waiters set the tables for the guests and get ready the BBQ pit as well?
A B C D
3. Is it important that I check the tyres of mine cars regularly?
A B C D
4. Can I filled some petrol at the petrol station round the corner?
A B C D
5. Which flowers do you like better of all the different varieties?
A B C D
6. Will you help me decided which flowers to choose for my friends?
A B C D
7. Where can I get some tulip that have been flown in from Holland?
A B C D
8. Why must we always brought our own bags when we go shopping?
A B C D
9. How can we reducing waste besides reusing certain discarded items?
A B C D
10. Why is it important that we protect marine lives and also land creatures?
A B C D



Unit 12