



Malaysian Independent Chinese Secondary School Textbook

ENGLISH

Senior Middle 1



Unified Curriculum Committee of
Malaysian Independent Chinese Secondary School (MICSS) Working Committee



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Suitable for Senior Middle Level

English Senior Middle 1

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Preface

1. The English Senior Middle series are compiled aiming to implement the vision of 'Enjoy teaching, love learning—empower children to attain achievement' raised in the *MICSS Education Blueprint* and to ensure every student develops holistically.
2. The contents of the English Senior Middle series are compiled according to senior middle level English language curriculum objectives which support the core competencies of *MICSS Main Curriculum Standard*. The textbooks are also compiled in line with the *Senior Middle Level English Language Curriculum Standard*.
3. The series is compiled with the integration of cross-disciplinary issues from 17 sustainable development goals of the United Nations and a reference of CEFR standards.
4. The series is 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. A Teacher's Guide is available for each of the series.
5. For Senior Middle 1 and 2, 5 class periods weekly is proposed. However, for Senior Middle 3, 3 class periods weekly is proposed. Each period carries 40 minutes. Teachers are encouraged to adapt or add to the activities in the textbooks based on the teaching-learning context.
6. There are 10 units of theme-based lessons in this book. Each unit consists of 7 sections: Reading, Thinking Further, Idioms and Phrases, Patterns in Action, Listening, Speaking and Writing.

- Reading: Reading passages are compiled according to the themes. The practices provided after each passage are aimed at developing various comprehension skills.
 - Thinking Further: Help students to develop higher-order thinking skills.
 - Idioms and Phrases: Explore students with more idioms and phrases with English and Chinese explanations.
 - Patterns in Action: Provide grammar explanations and practices. Various types of practices are provided for the students to practise and enhance their language knowledge.
 - Listening: Students can access the recordings of the listening practices by scanning the QR codes. A variety of practices have been provided to develop the skills of listening.
 - Speaking: Integrate more real-life issues for students' discussion in the speaking practices.
 - Writing: Provide guidelines and essays examples to help students in their writing. Summary writing guidelines are also provided so that students can practise their summarising skills with increasing confidence.
7. We welcome any feedback from teachers and readers in helping to improve future editions of the series. We can be reached at curriculum@dongzong.my.

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A READING

Taman Negara (The National Park)

Taman Negara is one of the most primitive rainforests in the world, estimated to be more than 130 million years old. This rainforest has never been affected by the Ice Age and other big changes in time. It covers 4,343 square kilometres, making it the biggest National Park in Malaysia and **spreading out over** three states of Peninsular Malaysia: Pahang, Terengganu and Kelantan.



Taman Negara was established between 1938 and 1939 as the King George V National Park after Theodore Hubback lobbied the Sultans of Pahang, Terengganu and Kelantan to set aside a piece of land that covers the three states for the creation of a

nature reserve. It was renamed Taman Negara after independence, which means “national park” in Malay.

Malaysia is renowned for its natural landscape, therefore local and foreign eco-tourists love to explore Malaysian national parks. Within the park, there are numerous types of resorts, ranging from budget guesthouses to expensive resorts. The park has been developed into a famous ecotourism destination in Malaysia. There are several geological and biological attractions in the park. *Gunung Tahan* is the highest point in Peninsular Malaysia; climbers can begin their journey from *Kuala Tahan*, which is the departure point. All visitors to the park must first get permits from the Department of Wildlife and National Parks. This is a safety precaution for all visitors who want to enter Taman Negara. There are many attractions around *Kuala Tahan* such as a canopy walkway, a cave system at Gua Telingga and challenging rapids at Lata Berkoh. Visitors can enjoy the tropical rainforest by bird-watching or jungle trekking especially around Tenor Rentis and marvel at the river views along the Tahan River.



Another crucial dilemma that Malaysian National Parks face is, over 60 percent of its total land area is forested. In Malaysia, forests are being lost at an average rate of around 100,000 hectares per year. At that rate of decline, it would only take 200 years





for Malaysian forests to disappear. Currently, 8 percent of Malaysia's total land area is classified as protected and a further 8 percent is **set aside** as forest reserves. Protected areas include national and state parks, wildlife sanctuaries, wildlife reserves and marine parks.

Malaysia can **boast of** 25 terrestrial national and state parks. There are a further 40 marine national parks. All national and state parks are managed by the Department of Wildlife and National Parks. There are new areas of outstanding beauty regularly being added to the list of protected areas, particularly peat swamps, mangrove forests and limestone habitats.

Taman Negara is regarded as one of the richest natural environments on earth. It has about 10,000 species of plants, 350 species of birds, 100 species of snakes, 1,000 species of butterflies, perhaps 150,000 kinds of insects and 140 types of animals—including bears, elephants, leopards, tapirs, tigers, deer, wild cattle, pigs, rhinoceros and numerous species of lizards.

The biodiversity of Malaysia's forests is immense. It is said that '*there are more species of trees in one hectare of Taman Negara than in the whole of North America*'. In addition to observing the rich plant life, you can **look out for** rare birds, shy animals and exotic insects while on your jungle walks.





Comprehension Check

Reading for Main Ideas

1. Taman Negara is one of the most primitive rainforests in the world.
2. Taman Negara in Malaysia spreads over three states of Peninsular Malaysia: Pahang, Terengganu and Kelantan.
3. *Gunung Tahan* is the highest point in Peninsular Malaysia.
4. Visitors to Taman Negara can enjoy exploring the tropical forest, birdwatching or jungle trekking and river cruising along the Tahan River.
5. Malaysia can boast of 25 terrestrial national and state parks managed by the Department of Wildlife and National Parks.



Reading for Details

Choose the best answer to each question.

1. Why do we say that Taman Negara is one of the primitive rainforests in the world?
 - a. It is as old as the Daintree Rainforest in Queensland of Australia.
 - b. It is over 150 million years and has been affected by the Ice Age.
 - c. It has never been affected by the Ice Age and other big changes in time.
 - d. It has been affected by the Ice Age and other big changes and is damaged.

2. Where is Taman Negara located?

- a. It spreads out all over Peninsular Malaysia.
- b. It spreads out over Pahang and Kelantan states.
- c. It spreads out over Terengganu and Pahang states.
- d. It spreads out over Pahang, Terengganu and Kelantan states.

3. Which of the following is NOT allowed in Taman Negara?

- a. Bird watching
- b. Jungle trekking
- c. Entering the park without a permit
- d. River cruising

4. Why is Taman Negara a favourite ecotourism destination in Malaysia?

- a. Gunung Tahan is the highest point in Malaysia.
- b. Visitors can use Kuala Tahan as their departure point.
- c. Visitors are allowed to enter the park without any restrictions.
- d. Visitors can enjoy the tropical forest, birdwatching or jungle trekking and the river views along the Tahan River.

5. What are the efforts made by the Malaysian government to prevent forest loss?

- a. 8 percent of Malaysia's total land area is classified as both protected land and forest reserves.
- b. 16 percent of Malaysia's total land area is classified as both protected land and forest reserves.
- c. 32 percent of Malaysia's total land area is classified as both protected land and forest reserves.
- d. 64 percent of Malaysia's total land area is classified as both protected land and forest reserves.



Thinking Further

1. Why does the Malaysian government want to preserve land and forest? Give your reasons.
2. What can be done to prevent forest loss? Share them with your classmates.
3. Respond to this statement: “There are more species of trees in one hectare of Taman Negara than in the whole of North America”.



Vocabulary

1. **Primitive:** adjective. /'prɪmətɪv/ relating to human society at a very early stage of development, with people living in a simple way without machines or a writing system
e.g. By today's standards, the methods of communication employed in the past were primitive.
2. **Canopy:** noun. /'kænəpi/ a layer of something that spreads over an area like a roof, especially branches of trees in a forest
e.g. A lot of people enjoy the canopy walk in the forest.
3. **Sanctuary:** noun. /'sæŋktʃuəri/ an area where wild birds and animals are protected and encouraged to breed
e.g. Safaris around the world are like wildlife sanctuaries.
4. **Terrestrial:** adjective. /tə'rɛstriəl/ living on the ground or land
e.g. According to scientists, there are extra-terrestrial beings living in outer space.
5. **Peat:** noun. /pi:t/ a soft black or brown substance formed from decaying plants just under the surface of the ground, especially in cool wet areas
e.g. Peat was useful as an alternative to firewood for cooking and heating in temperate and boreal regions of Europe.



6. **Mangrove**: noun. /'mæŋgrəʊv/ a tropical tree that grows in mud or at the edge of rivers and has roots that are above the ground
e.g. The damage of mangrove forests could result in a loss of species and ecosystem functions.
7. **Limestone**: noun. /'laɪmstəʊn/ a type of white stone that contains calcium, used in building and in making cement
e.g. The wall that was made of limestone and mortar, is now harder than the stone itself.
8. **Biodiversity**: noun. /baɪəʊdərɪ'və:səti/ the existence of a large number of different kinds of animals and plants which make a balanced environment
e.g. In general, the nearer a region is to the Equator, the greater the biodiversity is expected.



Idioms and Phrases

- spread out over**: to cover a large area 涵盖大范围
e.g. The earth's arable land spreads out over five regions.
- set aside**: to keep 搁置
e.g. They set aside the task at hand and attended to a new assignment.
- boast of**: to talk with much pride 自夸
e.g. With this achievement, we can well boast of our expertise in the field.
- look out for**: to watch and pay attention carefully 留心
e.g. All students should look out for speeding cars while crossing the road.
- across-the-board**: applying to everyone or to all cases 全面的、包括一切的
e.g. The salary increment was across-the-board and everyone was pleased.



Patterns in Action

Parts of Speech

Parts of speech are classes of words. Words in a particular class have the same function or use. Below is a summary of nine parts of speech.

Part of Speech	Usage	Example
1. Nouns	A noun is a word used for the name of a person, place, object, idea, quality or activity. In the examples of sentences, the nouns are in bold.	a) We are advised by our <u>teachers</u> to read <u>newspapers</u> and story <u>books</u> . b) The <u>pollution</u> of the <u>environment</u> is serious in developed <u>countries</u> .
2. Pronouns	A pronoun is a word that is used instead of a noun or a noun phrase. By using a pronoun, we avoid using the same nouns repeatedly. This makes reading smooth and interesting.	a) <u>They</u> wanted <u>me</u> to do <u>it</u> for <u>them</u> . b) <u>Who</u> told <u>you</u> that <u>he</u> hurt <u>himself</u> ?
3. Adjectives	An adjective is a word used to describe or modify a noun or pronoun.	a) The <u>injured</u> man appeared to be <u>traumatised</u> . b) The children were <u>afraid</u> to enter the <u>dark</u> room.
4. Verbs	A verb is a ‘doing’ or ‘saying’ word. It expresses an action that can take place at different times.	a) I <u>go</u> to school every day. b) They <u>finished</u> their homework and <u>watched</u> television.
5. Adverbs	An adverb is a word that describes or modifies a verb, an adjective, or another adverb.	a) He <u>quickly</u> closed the windows when it started to rain. b) She is <u>extremely</u> rich but <u>very</u> selfish.

Part of Speech	Usage	Example
6. Prepositions	A preposition is a word that shows the relationship between two words or two groups of words. It is often placed before a noun or pronoun to show place, direction, source or destination.	a) The boys cycled <u>along</u> the street. b) The building <u>between</u> the clinic and the shop is a bank.
7. Conjunctions	A conjunction is a word that joins together other words, phrases or clauses. It also shows the link between the words, phrases or clauses.	a) The girls are interested in music <u>but</u> the boys are not. b) You must apologise to your teacher <u>or</u> he will punish you.
8. Articles	Articles refer to the words "a", "an" and "the". They are used before nouns. "An" is used for words beginning with vowels and "the" is used to refer to a noun mentioned earlier.	a) <u>An</u> ostrich would beat a chicken in <u>a</u> race. b) Have you heard <u>the</u> news?
9. Interjections	An interjection is a word or phrase which expresses emotion. It is often followed by an exclamation mark.	a) <u>Oh dear!</u> I have forgotten to bring my English textbook. b) <u>Alas!</u> We were so unfortunate to lose the game by one point.

Practice

Decide which parts of speech are the underlined words.

1. I watched a movie last night. ()
2. I left my house at five in the morning. ()
3. We went to the pharmacy to buy some medicines. ()



4. We had our breakfast in a café near the railway station. ()
5. My friend wasn't strong enough to lift her heavy baggage. ()
6. The video became viral, with more than 28,000 comments a few hours after it was uploaded. ()
7. Jeffrey knew very well what he wanted. ()
8. My friend said, "Oh! What a cold weather!" ()
9. We didn't spend the night there. ()
10. He is only a five-year-old child, but he already knows what he wants to do when he grows up. ()

Types of Verbs

Type of verbs	Example
1. Action verbs <ul style="list-style-type: none"> Describes an action 	a) Mary <u>eats</u> an orange. b) The bear <u>chased</u> the salmon in the shallow rapids.
2. Stative <ul style="list-style-type: none"> Expresses a state rather than an action E.g. agree, need, think, have, understand, want, know, like 	a) I <u>know</u> that my friend is at home at the moment. b) They <u>believe</u> in fairies. c) He <u>feels</u> elated when he achieves the highest score.
3. Auxiliary <ul style="list-style-type: none"> Helping verbs used together with a main verb's tense or to form a negative or question. The most common auxiliary verbs are 'be', 'have' and 'do'. 	a) She <u>is</u> waiting outside. b) He <u>had</u> drunk it before we arrived. c) Thomas <u>did not</u> put his coffee in a cup with a lid.
4. Modal <ul style="list-style-type: none"> The modal verbs are: can, could, may, might, shall, should, will, would, must 	a) I <u>can</u> swim across the river. b) I thought he <u>might</u> be at home. c) You <u>shall</u> not enter my house again.

Practice

Identify the types of verbs in the sentences.

Example: He has called me twice this morning. (auxiliary verb-have)

1. A: Do you think they will win? ()
B: I am not sure. ()
2. You have more clothes than you need. ()
3. People mustn't walk on the grass. ()
4. It shocked me that some parents don't take the time to cook. ()
5. I could attend the party tomorrow. ()
6. She has a bath every morning. ()
7. Sam visited his friend before going home. ()
8. What were they doing when you came in? ()
9. This mixed drink tastes funny. ()
10. Where did they go yesterday? ()

Regular and Irregular Verbs

Regular verbs are those with the suffix “ed” for the past and the past participle.

e.g. check, checked, checked
explain, explained, explained

Irregular verbs can have any of these forms.

Base Form	Simple Past	Past Participle
awake	awoke	awoken
be	was/were	been
drive	drove	driven
eat	ate	eaten
go	went	gone
lend	lent	lent
shut	shut	shut

Base Form	Simple Past	Past Participle
take	took	taken
write	wrote	written

Practice

Fill in the Simple Past Tense or Past Participle of the verbs given.

1. My sister _____ her homework in the afternoon. (do)
2. The beggar was _____ by a mad dog. (bite)
3. I _____ the shelves just now. (dust)
4. Honesty is _____ on his face. (write)
5. I _____ his letter about a week ago. (receive)
6. He _____ freely after he had drunk alcohol. (speak)
7. He _____ me of my brother. (mistake)
8. He had _____ his speech before we arrived. (begin)
9. The glass _____ (break) when she _____ (drop) it just now.
10. They _____ (plant) a tree in their garden last month but it _____ (die) a week later.

B LISTENING

Practice

Step 1. Listen to the speech and try to understand as much as you can in the first round of listening.

- a. Practise selective listening – not every word said is important and relevant.
- b. Jot down notes as the speaker talks.
- c. If you cannot hear the recording clearly, raise your hand to inform the teacher to increase the volume of the recording. It is NOT wrong to do so.



Step 2. Listen to the speech again and fill in the blanks with correct words.

Good morning to the principal, Mr. Nelson, teachers and friends. I am Lim Chee Wai and my speech is on the topic 'Rebels'.

One example of rebel (1) _____ is the illegal gathering of (2) _____ to draw attention and support for their (3) _____. Such gatherings are (4) _____ unless they have a permit from the authorities. The police have an important role in restoring law and order as sometimes some (5) _____ people may use this opportunity to create unrest and tension. Sometimes, the protesters who become violent and (6) _____ will destroy property, (7) _____ traffic flow and bring great losses to the business centres. This creates a negative image for the country.

Both law (8) _____ units and the government have to work together to ensure peace and (9) _____ in the country. Moreover, we must ensure that our

country and people are free from fear. Educating the

young and having (10) _____ campaigns will help (11) _____ this problem.

My advice is to practise the principles of the Rukun Negara. Do any of you remember the (12) _____? They are: Belief in God, (13) _____ to King and Country, Supremacy of the (14) _____, The Rules of Law and finally Good Behaviour and (15) _____.

Thank you very much for your attention.



C SPEAKING

Practice

Working in groups, discuss the ways to promote tourism in your area and state the reasons why.

Topic: How to promote tourism in your area?



D WRITING

What is a five-paragraph essay?

A five-paragraph essay is an essay organised into five paragraphs: one introductory paragraph, three body paragraphs and one concluding paragraph.

Introductory Paragraph

- An introductory paragraph is the opening of an essay. Write three to four sentences to identify the topic and purpose of the essay.
- It has the “hook”, background information and thesis statement.
- Hook: the interesting sentence about the topic (the person or thing you are writing about)
- Background information: opinions, definitions, historical or general facts, trends or changes
- State your stand (For a persuasive essay or an argumentative essay, you need to state your stand. E.g. I agree, in my opinion, I believe...)
- Thesis statement: be specific, include three main points in the thesis statement

First Body Paragraph

- Write a topic sentence
- Explain the first supporting idea
- Write a concluding sentence to restate the topic sentence

Second Body Paragraph

- Write a topic sentence
- Explain the second supporting idea
- Write a concluding sentence to restate the topic sentence

Third Body Paragraph

- Write a topic sentence
- Explain the third supporting idea
- Write a concluding sentence to restate the topic sentence

Concluding Paragraph

- It signals the end of the essay.
- There are different types of concluding paragraphs which include summarising main points, making a prediction, suggesting results, recommending a solution or call to action.
- For the summary paragraph,
 - a) the first sentence rephrases the thesis statement.
 - b) The middle sentences give a summary of the main points or restate your stand.
 - c) The last sentence provides a result, consequence or recommendation grounded on the thesis statement.
 - d) Do not introduce new concepts to the essay.

Note: This is only one of the patterns to write a five-paragraph essay.

Practice 1

Read these statements. Write T (true) or F (false). Discuss with your partner.

1. The thesis statement is usually found in an introductory paragraph. ()
2. The supporting sentence is usually short. ()
3. The body paragraphs give more details than the introductory paragraph. ()
4. The concluding sentence uses the same words as the topic sentence. ()
5. The summary of the concluding paragraph should finish with a new idea. ()



Practice 2

The following sentences are quoted from a five-paragraph essay entitled “Effects of Video Game Addiction”. In which paragraph do you think you can find these sentences?

1. The first common effect of video game addiction is social isolation. ()
2. However, just like everything else, the amount of time one spends playing video games needs to be balanced between personal and social responsibilities. ()
3. The second unfortunate product that often accompanies video game addiction is the disruption of the gamer’s career. ()
4. The third effect of video game addiction is a decline in health and hygiene. ()
5. Video game addiction has an influence on children and adults in many countries throughout the world. ()

UNIT 2

MY CULTURE

A READING

The Wisdom of Confucius

Confucius (770.B.C – 476 B.C) was once appointed as Chief Justice of the State of Lu. Shortly after he took office, a father and a son **filed a lawsuit** at his court. The father charged his son with disrespect and lack of filial piety whereas the son accused his father of committing gaffes. The two kept quarrelling in court therefore Confucius did not deliver his judgement, instead, he detained the father and son in one cell and henceforth held no inquiry. Three months later, the father took the initiative to see Confucius and asked for the withdrawal of the suit. Soon after, Confucius released the two immediately, both of them willing to settle in peace. Nonetheless, some ministers were dissatisfied with this decision. They condemned Confucius for his permission at the son's unfilial behaviour, his injustice which was unworthy of his prestige, as well as his failure to observe the advocated filial piety.

As a matter of fact, it was difficult for Confucius to sentence the son to prison **in accordance with** the law. His refusal was out of his far-sightedness of the consequences of his judgement. In reality, if the son were sentenced to imprisonment, what consequence would his father face back home? Over time, the mother would be very



The Wisdom of Confucius

much concerned about her son, relatives would naturally be resentful of the father's heartlessness. Or otherwise, the son would even hate his father all his life. The father himself, therefore, would inevitably be left in long-term embarrassment and remorse. Therefore, a legitimate and reasonable judgement may cause a rupture of family relationships as well as harm to family members, and nobody would benefit from it indeed.

In conclusion, the way Confucius handled this case had shown his wisdom and respect for human values such as lasting solidarity of the family and a genuine interest for all parties concerned. This was a choice of great responsibility and wisdom.



Comprehension Check

Reading for Main Ideas

1. A father charged his son with disrespect and lack of filial piety whereas the son also accused his father of committing gaffes.
2. Confucius detained the two in one cell and did not deliver his verdict immediately.
3. After three months, the father took the initiative to see Confucius and asked for the withdrawal of the suit.
4. A wiser legitimate and reasonable judgement had rescued a broken family relationship as well as harm to family members.
5. Confucius handled this case wisely just to maintain long-term solidarity of the family and with genuine care for both parties, which is a choice of great responsibility and wisdom.





Reading for Details

Choose the best answer or give your opinions to each question.

- 1. Why did Confucius detain the father and son in one cell rather than deliver his verdict right away?**
 - a. He wanted them to fight in the cell.
 - b. He knew that any verdict made would be improper in the end.
 - c. He could not understand their feelings and thus was at a loss.
 - d. He wanted them to take time to ponder over the consequences.

- 2. Why were some ministers unhappy with the decision Confucius had made on his treatment of the father and son?**
 - a. They condemned him for his disapproval of the son's unfilial behaviour.
 - b. They condemned him for his connivance at the son's unfilial behaviour.
 - c. They condemned him for his connivance at the father's inappropriate acts.
 - d. They condemned him for his disapproval of the father's inappropriate acts.

- 3. Do you agree that the decision made by Confucius was short-sighted? Explain.**

- 4. What would have happened if the son was sentenced as unfilial to the father?**
 - a. The family members would be sad over the verdict.
 - b. The family members would be overjoyed to see justice done.
 - c. The family members would be in limbo not knowing who was right.
 - d. The family members would have sacrificed harmonious relations and bore irreparable harm.

5. What steps would you have taken to settle the argument between family members?
-
-



Thinking Further

1. Do you think Confucius is a wise man? Give your reasons.
2. What will you do if quarrels happen in your family? Discuss.



Vocabulary

1. **Filial piety:** noun. /'fɪlɪəl 'paɪəti/ deep respect children behave or show towards their parents
e.g. Many children nowadays do not observe filial piety towards their parents.
2. **Gaffe:** noun. /gæf/ a mistake that a person makes in public or a social situation, especially something embarrassing
e.g. The gaffes you committed during the social event made you the laughing stock.
3. **Suit:** noun, verb. /su:t/ a charge taken to a law court by an ordinary person or an organisation rather than the police in order to obtain a legal decision
e.g. She filed a suit against her husband for remarriage.



4. **Remorse:** noun. /rɪ'mɔ:s/ the feeling of being extremely sorry for something wrong or bad that you have done
e.g. He was filled with remorse for killing the stray cat accidentally.
5. **Rupture:** noun, verb. /'rʌptʃə(r)/ the ending of agreement or good relations between people, countries, etc.
e.g. A rupture in relations between the two countries resulted in a war.
6. **Solidarity:** noun. /'sɒlɪ'dærəti/ support by one person or group of people for another because they share feelings, opinions, visions, etc.
e.g. Our presence is a gesture of solidarity with the demonstrators.



Idioms and Phrases

1. **file a lawsuit:** file a complaint at court 提出诉讼、递交备案
e.g. Out of anger, they file a lawsuit against the babysitter for abusing their child.
2. **in accordance with:** according to a rule or the way that somebody says that something should be done 依据、依照
e.g. We designed the exercise in accordance with the Common European Framework of Reference (CEFR).
3. **add insult to injury:** to do or say something that makes a bad situation even worse for someone 雪上加霜、往伤口上撒盐
e.g. The workers were forced to work longer hours and to add insult to injury, the company refused to give salary increment.
4. **fair and square:** something done in an honest and open manner, the rules are respected and there is no cheating or lying 正当的、合理的、公平的
e.g. Gavin won the competition fair and square, there was no doubt about the result.
5. **don't judge a book by its cover:** you should not determine the value of something by its outward appearance 勿只凭外表判断、不能以貌取人
e.g. The candidate did not look very intelligent but don't judge a book by its cover.

Patterns in Action

Simple Present and Present Continuous Tense

Simple Present Tense

The simple present is used to indicate general truth or facts, habitual or daily routines and present state or condition.



Usage	Example
<p>1. General truth or facts You can use the simple present to show universal truth and scientific fact.</p>	<p>a) The earth <u>revolves</u> around the sun. b) Plants <u>make</u> oxygen during photosynthesis.</p>
<p>2. Habitual or daily routines Actions that are repeated regularly are usually described in the simple present tense. Very often adverbs of time (each, every) and adverbs of frequency (usually, always, sometimes, never) are used together with the verbs.</p>	<p>a) Many students <u>study</u> in the public library <u>every</u> night. b) Ramon and his friends <u>never</u> play golf after seven in the evening. c) Do they <u>prepare</u> lunch at home on Sundays?</p>
<p>3. Future Planned Action To show future action that is part of a plan, especially with verbs like 'come', 'go', 'leave', 'arrive', etc.</p>	<p>a) The party <u>starts</u> at 8 o'clock. b) The train <u>leaves</u> tonight at 6 p.m.</p>

Present Continuous Tense

The present continuous tense refers to actions that are going on at present or in the near future.

Usage	Example
<p>1. An action that is happening now (at the moment of speaking)</p>	<p>a) They <u>are reading</u> their books. b) What <u>are you doing</u>?</p>

Usage	Example
2. Habitual actions	a) She <u>is</u> always <u>coming</u> to class late. b) I do not like them because they <u>are</u> always <u>cheating</u> .
3. An action happening about this time but may not be at the moment of conversation	a) <u>Are</u> you <u>working</u> on any special projects? b) I <u>am studying</u> to become a dentist.
4. A future action that has been planned	a) I <u>am expecting</u> her for dinner on Friday. b) My father <u>is taking</u> us to the cinema tonight.

Common adverbs of time which are used with the present continuous to express a temporary state are **this year, this week, this month, today and this evening**.

Non-continuous Verbs

Non-continuous verbs are verbs rarely used in continuous forms. These "stative" verbs are about the state, not action, and they cannot express the continuous or progressive aspect.

Types of Verbs	Verbs	Example
Verbs of perception	see, hear, smell, notice, recognise	I <u>see</u> two elephants doing tricks in the ring.
Verbs of appearing	appear, look, seem	There <u>appears</u> to be some mistakes.
Verbs of emotion	want, wish, desire, feel, like, love, hate, hope, refuse, prefer	We <u>wish</u> we had a new house.
Verbs of the mind	think, suppose, believe, agree, consider, remember, know, understand, imagine, forget	I <u>believe</u> that every person is born with talent.
Verbs of possession	own, belong, possess, contain	I <u>belong</u> to a different generation.

Practice

Fill in the blanks with the Simple Present Tense or Present Continuous Tense of the verbs in brackets.

Example: He is waiting (wait) for you in the compound now.

1. The river _____ (flow) under the bridge.
2. The farmer _____ (cut) the corn which has ripened.
3. I _____ (write) an email to my friend now.
4. We _____ (travel) to Bombay next week.
5. We _____ (play) basketball at the moment.
6. The child seldom _____ (cry).
7. My uncle _____ (arrive) from Penang tomorrow.
8. My friend, John, _____ (have) two sisters.
9. Does the fish _____ (smell) bad?
10. Is it always _____ (rain) in September in Kuala Lumpur?



B LISTENING

Practice

Acting Out the Instructions

Step 1. Divide yourselves into groups of five. Select a leader. He or she will be the one to give verbal instructions for this listening task. Take turns to read and act out the instructions.

Step 2. The leader will read out the following instructions in the group.

1. Imagine you are an old man walking slowly with a stick.
2. You fall and cry for help.
3. Try to stand up again.
4. Search for the walking stick and try to walk properly again.

OR

1. Imagine you are cooking in the kitchen.
2. The doorbell rings.
3. Turn off the stove and attend to the door.
4. Ask who it is.
5. Decide whether to open the door.

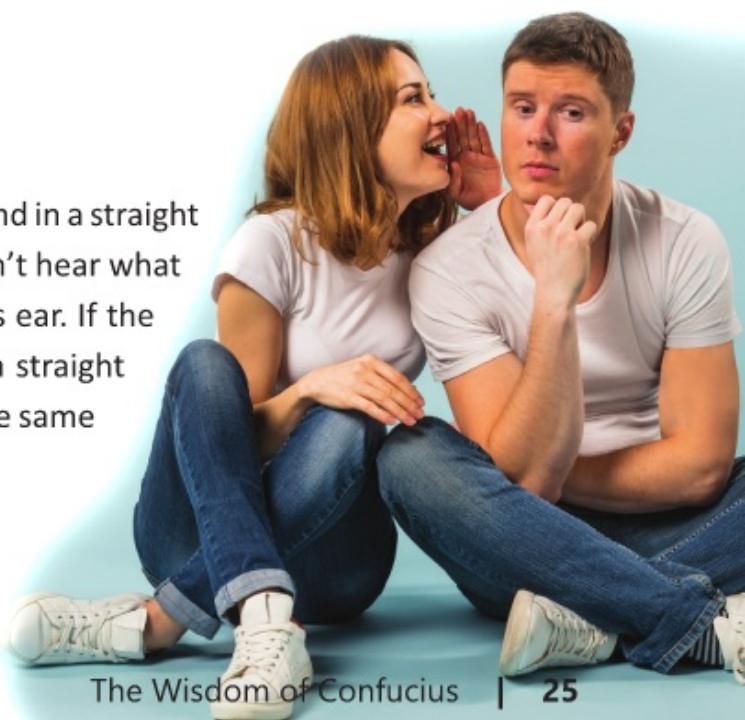
OR

1. Draw a square.
2. Draw a circle under the square.
3. Rub off the square and draw a triangle.
4. To the right of the triangle, draw an upside-down (inverted) triangle.
5. Draw a straight line from the top of the first triangle to its bottom.
6. Draw a rectangle on the left of the circle.

C SPEAKING

Telephone Game

First, set the game up. Ask the students to stand in a straight line, spaced far enough apart so that others can't hear what the student is whispering into the next player's ear. If the students have not enough space to allow for a straight line, arrange them in a circle, spaced apart in the same manner as the students would in a line.



Next, begin the game. The first player starts the game by whispering a single word or phrase into the ear of the next player. Do not repeat the word or phrase even if the next player didn't quite hear it. The next player then whispers the word or phrase to the following player, and so on. This continues until the word or phrase reaches the very last person.

Last, announce the word. The last player announces what word or phrase he or she heard! It is fun to see just how much it changed from one person to the next! The first player then states the actual word or phrase. The last player then gets to the first player's position and starts the game over again. This can continue until each person has had a turn at choosing the initial word or phrase and a turn at being the one to announce it.

D WRITING

Writing the Introductory Paragraph and the Thesis Statement

Introductory Paragraph

- An introductory paragraph is the opening of an essay. Write three to five sentences to identify the topic and purpose of the essay.
- It has the “hook”, background information and thesis statement.
- Hook: an interesting sentence about the topic (the person or thing you are writing about)
- Background information: opinions, definitions, historical or general facts, trends or changes
- State your stand (For a persuasive essay or an argumentative essay, you need to state your stand. E.g. I agree, in my opinion, I believe...)
- Thesis statement: be specific, include three main points in the thesis statement

What is a hook?

A hook is the line or lines written to attract readers and make them want to learn more. In an essay, the hook should fall within the first line or two of the introductory paragraph.

The following are some of the hooks used by the writers. The hooks are used according to the type of essay and its topic.

Types of Hooks	Example
1. Interesting Question <ul style="list-style-type: none">Ask a question that relates to your essayMake sure it is a question where the readers need to read the essay to get the answer	Have you ever belittled someone without realising that you might have hurt them emotionally?
2. Anecdote <ul style="list-style-type: none">An interesting anecdote or incident related to the main idea of the composition to arouse the interest of the readers.	'Me first! Me first!', but the mother fed the boy first. When the daughter demanded why she was denied the first mouthful, the mother replied, 'Because he is a boy.'
3. Quotation <ul style="list-style-type: none">Begin your essay with a powerful or memorable quotation.Quote the person's words directly.Can be a quotation from a famous person, but it does not have to be.Make sure the quotation is relevant to your essay topic.	Nelson Mandela said, "Education is the most powerful weapon you can use to change the world."
4. Definition (Define the terms) <ul style="list-style-type: none">Include a couple of definitions of different terms and ideas that are relevant to your essay.	A black hole is a location found in space where gravity is so strong that even light cannot get out.
5. Statistics <ul style="list-style-type: none">Shocking facts on the topic of an essay your audience might not be aware of.	Even though we live in the 21 st century, there are still around three billion people living in poverty.

Example:

Title: Reading and writing skills are more important today. Do you agree?

Why are reading and writing skills still required in this age of Information Technology (**hook**)? Computers, smartphones and other gadgets have increased the frequency of using reading and writing skills. Hence, some think that reading and writing skills are more important today than in the past, while others deny their importance (**background information**). I agree with the former view (**state your stand**). People who lack reading and writing skills face difficulties communicating with others in written forms, they have restricted career prospects and they lack critical thinking skills (**thesis statement**).

Practice

Write an introductory paragraph for one of the following titles.

1. Should students be allowed to use smartphones as a learning tool in school?

(My position: agree/disagree)

2. Should smoking be banned in all public places?

(My position: agree/disagree)



3. Online learning is more effective than physical learning. Do you agree?

(My position: agree/disagree)

(Instructions: Write a persuasive essay based on the topics given. Make sure you complete an essay includes the introductory paragraph (Unit 2 Writing Section), the body paragraphs (Unit 3 Writing Section) and the concluding paragraph (Unit 4 Writing Section).)

UNIT 3

MY CULTURE



A READING

Cultural Integration

The culture of a group of people is the way the members live their lives through their collection of ideas and habits which they learn, share and pass on from generation to generation. The shared norms and customs help to cement social solidarity among the people. Excessive individualism or the lack of any relevant norms may result from changes in society that disrupt existing relationships and change long-held values. This can lead to social problems such as displacement, alienation, loneliness, depression and high suicide rates. Thus, shared culture is necessary for a society to function smoothly.

Cultural integration refers to the intermixing of different cultures usually manifested through mixed marriages. Malaysia, being a multiracial country, has a fair number of cross cultures. We see intermarriage among the different races and this has become quite acceptable and seems to pose no serious problems as Malaysians have long interacted among themselves and have adopted or adapted to each other's customs. Thus we see Malay vendors making and selling *vadai*; Chinese children

becoming addicted to *roti canai* and Indian families patronising Chinese restaurants. Models with pan Asian looks are much in demand as they resemble someone from each race. It is the ‘in thing’ for youngsters to be able to speak in each other’s lingo. Thus cross cultures add to a richer lifestyle where individuals follow customs and practices that appeal to them and make life better for them. They accept changes, embrace new experiences and relate to people beyond colour, race and *nationality*.

When a person is not fully accepted and integrated into the adopted culture, there then looms up a host of conflicts resulting in rejection, despair and heartbreak. In most cases, it would be the foreign spouse and children from a mixed union who face such problems. Some foreign spouses still cling to their old values and traditions and so are seen as different and unwelcome. Their children may be taunted by cruel bullies just because they are seen as ‘foreign.’ Many even risk ostracism. However, these situations are usually an exception in modern times. Firstly, educational policies emphasise the integration of the races and children are innocent and unprejudiced until they are corrupted by others with ulterior motives. Moreover, global exposure through television and the Internet has made people more accommodating to different behaviours and sensitivities.

The early history of our country also shows the existence of cross cultures, as Malaya as it was then known, was the meeting point of many different foreign traders and conquerors. From China to India and Europe, came many cultures that left a significant mark on our country. One example that stands out is the *Peranakan* culture. The *Peranakans* are the descendants of inter-marriages between the Chinese and Malays. According to the Malay Annals, a Ming dynasty princess, Hang Li Poh, arrived in Malacca to be wedded to Sultan Mansur Shah (1446 – 1459). This marriage was arranged by the shrewd Ming Emperor to ensure greater Chinese power and influence in the Malay Archipelago. Malacca was a prosperous port and now the local Sultan was the Chinese Emperor’s son-in-law. This certainly gave more security to the Chinese traders. Furthermore, part of the princess’ entourage included five hundred youths of noble birth who settled in Bukit Cina. These youths intermarried with the local Malays, thus starting the first generation of *Peranakans* or the *Nyonya Babas*. In these inter-marriages, the Chinese adopted the local language, dressing and food but they retained their religion, that of ancestor worship. Over the years, the *Nyonya Babas* have *contributed* much to the development of this country.



Comprehension Check

Reading for Main Ideas

1. The culture of a group of people is the way they live through their collection of ideas and habits and pass them from generation to generation.
2. Cultural integration refers to the combination of different cultures through mixed marriages.
3. Cross cultures add to a richer lifestyle where the individuals accept changes, new experiences and relate to people beyond colour, race and nationality.
4. When a person is not fully accepted into the adopted culture, then a host of conflicts, rejection, despair and heartbreak may arise.
5. The early history of our country shows the existence of cross cultures. For example, the Peranakans are the descendants of inter-marriages between the Chinese and Malays.



Reading for Details

Answer the questions according to the passage.

1. What is the meaning of ‘displacement’ in the first paragraph?
 - a. The situation in which people have no place to live.
 - b. The situation when two people exchange their living places.
 - c. The forcing of people away from the place they normally live in.
 - d. The situation when people always move from place to place
2. What is cultural integration?

3. Why are mixed marriages quite common in Malaysia?

4. What are the problems that may occur in cultural integration?

5. Describe how the Nyonya Babas started.

Thinking Further

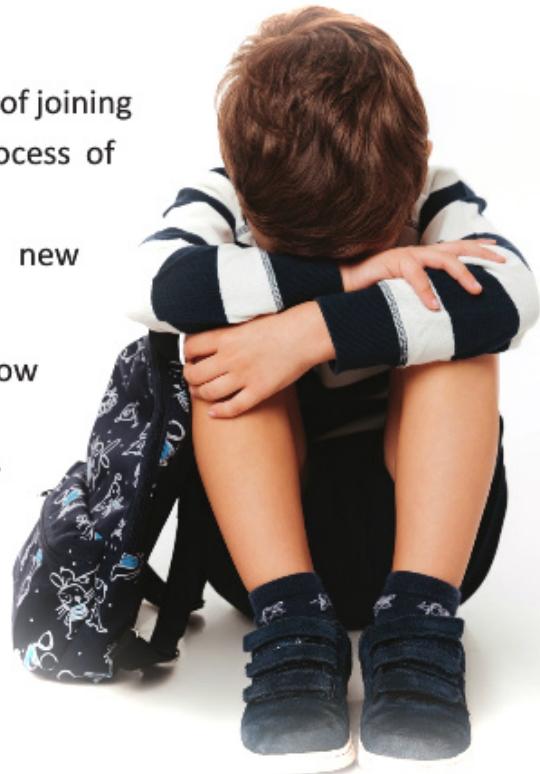
1. What will you do to accommodate the multicultural society?
2. What are the benefits of living in a multicultural country?



Vocabulary

1. **Excessive:** adjective. /ɪk'sesɪv/ too much or too many
e.g. Obesity is generally caused by excessive eating and moving too little.
2. **Alienation:** noun. /,eɪliə'neɪʃn/ the feeling that you have no connection with the people around you or that you are not part of a group
e.g. Being bad-tempered, he annoys people around him and it leads to the alienation of his friends.

3. **Integration:** noun. /ɪntrɪ'greɪʃn/ the action or process of joining with a different group of people, the action or process of combining two or more things in an effective way
e.g. His music is an integration of tradition and new technology.
4. **Manifest:** verb, noun, adjective. /'mænɪfəst/ to show something clearly, easily noticed or obvious
e.g. Kids always manifest their frustration and anger by crying and screaming.
5. **Vendor:** noun. /'vendə(r)/ a person or company that sells goods or services
e.g. My friend's mother is a street vendor who sells fruits and vegetables.
6. **Resemble:** verb. /rɪ'zembl/ to look like or be like someone or something
e.g. It is amazing how closely Jeffrey and John resemble each other although they are not siblings.
7. **Ostracism:** noun. /'ɒstrəsɪzəm/ the act of deliberately not including somebody in a group or activity
e.g. Former prisoners often experience social ostracism and are generally discriminated by society.
8. **Unprejudiced:** adjective. /ʌn'predʒədɪst/ not influenced by an unreasonable fear or dislike of something or somebody
e.g. Parents should teach their children to treat people from other ethnicities in an unprejudiced manner.
9. **Descendant:** noun. /dɪ'sendənt/ a person related to someone from an earlier generation
e.g. Four generations of his descendants continue to live in Malaysia until now.
10. **Entourage:** noun. /'ɒntʊrə:ʒ/ a group of people who travel with an important person
e.g. The famous actor, Donnie Yen and his entourage arrived at the airport half an hour ago.





Idioms and Phrases

1. **culture shock:** a sudden feeling of confusion or surprise when confronted by an unfamiliar situation or cultural environment 文化冲击

e.g. It is often a great culture shock for American women travelling to the Middle East when they are expected to wear headscarves and be accompanied by a man at all times.
2. **culture vulture:** someone who is very interested in music, art, theatre, etc. 文化秃鹰；热衷于文化艺术的人

e.g. If you are a culture vulture, New York has everything you want—opera, theatre, museums, and more.
3. **old habits die hard:** it is difficult to stop performing actions that have been established as habits or routines 积习难改

e.g. It was difficult for him to give up smoking after 20 years as old habits die hard.
4. **fall from grace:** a person who falls from grace goes from being popular to being unpopular because of his or her wrong actions 指因某人做了坏事或误入歧途而失去人心，不再受众人尊重

e.g. The politician fell from grace after his extramarital affairs went public. From being the most popular presidential candidate a week ago, he is now the most hated one.
5. **in seventh heaven:** a state of extreme happiness 极度幸福快乐的状态

e.g. Mira was in seventh heaven when she won the lottery!

Patterns in Action

Modals: Positive and Negative Statements

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs that behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the function of the main verb that follows it. They have a great variety of communicative functions.

Modals are used to convey the speaker's opinion or attitude towards what is being expressed depending on the situations. Modal verbs are also used to talk about ability, ask for permission, request, offer and the like.

Modal Verbs and Situational Functions

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (i.e. the bare infinitive).
- They are used to indicate modality to allow speakers to express certainty, possibility, willingness, obligation, necessity and ability.

Modals	Function/ Situation	Examples/Sentences
Can	Ability (present)	I <u>can</u> play the piano and sing at the same time.
Can May Could	the possibility	1. How <u>can</u> my sister be the winner of Miss Malaysia? 2. My family <u>may</u> travel to China in December. 3. Malaysia <u>could</u> be the most peaceful nation in the world. (could-the possibility is lower)
Can May Could	permission	1. <u>Can</u> I borrow your ruler for a while? 2. <u>May</u> I use your bicycle to go shopping nearby? 3. Sir, <u>could</u> we take a break for a few minutes? (could-more polite)
Should/ ought to (moral)	To advise	You looked rather tired, you <u>should</u> have enough rest.
	To expect	Anna is studying hard for the examination, so she <u>should</u> pass with flying colours.
	To emphasise	As students, we <u>ought to</u> respect our teachers.
Must	To command	The examination is around the corner, you <u>must</u> do your revision.
	To recommend	The French restaurant's cuisine is delicious, you <u>must</u> try having your family dinner there one evening.
Need to	Daily needs	I <u>need to</u> buy some eggs and vegetables at the market.
	Physical needs	I am thirsty and tired. I <u>need to</u> drink water and rest.

Modals	Function/ Situation	Examples/Sentences
Must Have to	obligation	1. I <u>must</u> hand in my assignment by tomorrow. 2. As students, we <u>have to</u> follow the school rules.
	necessary	You <u>must</u> keep it away from me, for the smell is very tempting.
Will May Might	Certainty	I <u>will</u> be present for our social meeting.
	Perhaps	It has been raining lately, so it <u>may</u> rain again today.
	Unlikely	I <u>might</u> join you for dinner tonight but I can't promise.
Would	Good habit	I <u>would</u> wash my hands before having my meal.
	Bad habit	James <u>would</u> always sleep during Geography lessons.
	Willingness	I <u>would</u> help you carry those heavy books.
	Unwillingness	My sister <u>would</u> not do outdoor activities.
	Determination	I <u>would</u> learn 20 new English words each day.
	Polite offer	<u>Would</u> you like to have a slice of pizza?
	Polite request	<u>Would</u> you please follow me to the hall?
	Reason	Why <u>would</u> I lie to you about my result?
	To guess	I <u>would</u> say/think my teacher is in her 40's.
Could	Reported speech	My friend said he <u>would</u> buy me a present.
	To suggest	To lose weight, you <u>could</u> jog in the park every evening.
	To exaggerate	I am so hungry that I <u>could</u> eat a horse.
	To guess	It <u>could</u> be my neighbour knocking at the door.
	Past ability	As a young boy, I <u>could</u> do the split on the floor.
	Polite request	<u>Could</u> you switch off the fans when you leave the room?
	Possibility	Another tsunami <u>could</u> strike Japan in the future.
	Reported speech	Mary said she <u>could</u> ride a unicycle skillfully.



Practice

Provide the most appropriate modals for the blanks following the functions given in brackets.

1. You _____ not leave small objects on the floor as they may be swallowed by small toddlers. (advice)
2. I _____ love to join your party. Thank you for inviting me. (willingness)
3. Ms. Smith said we _____ read this book as it is a requirement of the subject. (advice)
4. I _____ be able to help you, but I am not sure yet. (perhaps)
5. _____ we make a car that can go 300 mph? (exaggerate)
6. _____ she walk without shoes in the jungle for more than an hour? (ability)
7. There are no more eggs in the fridge. You _____ buy some. (obligation)
8. Take an umbrella. It _____ rain later. (possibility)
9. You _____ look at me when I am talking to you. (expect)
10. You have a fever. You _____ to take some medicine, Lily. (physical needs)

B LISTENING

Practice

Read the statements in the box. Then listen to the text and tick (✓) True or False. The teacher will play the pre-recorded text several times.



Statements	TRUE	FALSE
1. In ancient times, empires used pigeons to send messages over a very short distance.		



Statements	TRUE	FALSE
2. Pigeons played an important role in the postal system in ancient China.		
3. The Reuters news agency originally used pigeons as a way to send messages.		
4. Pigeons brought messages from Napoleon directly to Nathan Rothschild.		
5. French pigeons were sent to Britain in special boxes during World War II.		
6. Pigeon-racing is a popular hobby for many people today.		

C SPEAKING

Practice

Step 1. Working with partners, indicate if the personal habits listed in the box are similar to or different from yours. Please tick (✓) the column.



HABITS	Similar	Different
Always late for appointments		
Always skip or delay meals		
Talking during movies		
Facebook addiction		
Picking your teeth in public		

Step 2. Add five good personal habits to the list.

Habits	Similar	Different

Step 3. Compare your partners' responses.

Very Similar	Neutral	Very Different
1	2	3

Step 4. Based on your findings, present your report to your classmates. Your answers may include

- Personal good habits and why you should practise them.
- Personal bad habits that you would like to change. Why?

D WRITING

Writing the Body Paragraphs

- The body paragraphs in an essay are like the supporting sentences in a paragraph. They help to develop the topic and prove the points. In a five-paragraph essay, there are three body paragraphs.
- In longer essays, there could be five to ten paragraphs.
- Each paragraph has a topic sentence, examples or other details to support the points and a concluding sentence to remind the readers of the topic sentence.



Example:

Title: Reading and writing skills are more important today. Do you agree?

Introductory Paragraph

Why are reading and writing skills still required in this age of Information Technology (**hook**)? Computers, smartphones and other gadgets have increased the frequency of using reading and writing skills. Hence, some think that reading and writing skills are more important today than in the past, while others deny their importance (**background information**). I agree with the former view (**state your stand**). People who lack reading and writing skills face difficulties communicating with others in written forms, they have restricted career prospects and they lack critical thinking skills (**thesis statement**).

First Body Paragraph

The first reason is that people who seldom read and write are unable to liaise with others in written communication with digital devices (**topic sentence**). Somebody with low literacy skills can only communicate with other people face to face or via telephone calls. It is impossible for them to contact others through emailing and messaging (**supporting details**). Therefore, people with poor reading and writing skills are unable to interact with others in written forms by using electronic devices (**concluding sentence**).

Second Body Paragraph

The second reason is that low literacy levels may limit career prospects significantly in this digital era (**topic sentence**). Most of the jobs require people who can read and write. Even if you are a driver, you need to read road signs and use automotive navigation systems to know where you are and how to get to your destination (**an example**). Thus, there are fewer opportunities for individuals who are weak at reading and writing to get better jobs nowadays (**concluding sentence**).

Third Body Paragraph

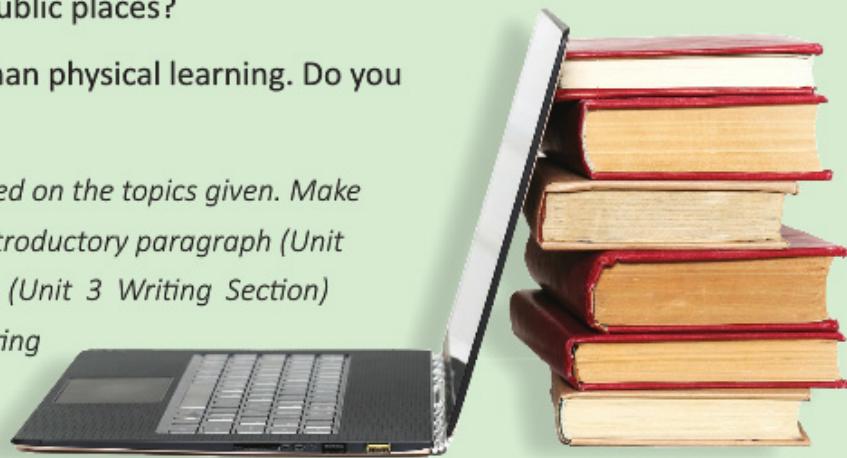
The third reason is that people who seldom read and write lack critical thinking skills which are crucial to evaluate the credibility of social media information (**topic sentence**). Nowadays, it is difficult to evaluate information found in social media. According to the studies, people who are weak at reading and writing are more vulnerable to become victims of scams. These people become victims since they are not able to differentiate between fake and genuine information. They will suffer financially and psychologically from the scams (**examples**). In other words, people with inadequate literacy skills cannot analyse the accuracy and truthfulness of the social media information they read or hear since they are unable to think critically (**concluding sentence**).

Practice

Choose one of the titles below and write three body paragraphs for it.

1. Should students be allowed to use smartphones as a learning tool in school?
2. Should smoking be banned in all public places?
3. Online learning is more effective than physical learning. Do you agree?

(Instructions: Write a persuasive essay based on the topics given. Make sure you complete an essay includes the introductory paragraph (Unit 2 Writing Section), the body paragraphs (Unit 3 Writing Section) and the concluding paragraph (Unit 4 Writing Section).)



UNIT 4

TRAVEL AND SIGHTSEEING

A READING

China

China is rich in tourist attractions. Nature has **endowed it with** spectacular views. The 5,000-year history has left it with many places of interest. The 56 ethnic groups make the country's folk customs so colourful. Due to all of these, plus unique music, drama and world-known delicacies, China attracts large crowds of tourists from home and abroad every year. China's tourist resources can be primarily divided into three parts: natural landscape, man-made attractions and folk customs.

Natural Landscapes

The vast areas of the land and long coastline have blessed the country with magnificent and colourful landscapes. Here, you can see spectacular canyons, mountain ranges; lush tropical rainforest and snow-capped mountains. There are also desolate deserts and crystal clear lakes. To appreciate the wilderness, one can go to Qinghai-Tibet Plateau where one can experience a tough life led by the people. One can be awed by the majestic beauty of the Himalayan Mountains, which will tell you what **the limit of height** is. One should also visit the winding rivers and picturesque water towns in southern China.



Man-made Attractions

The long Chinese history and splendid culture have left countless sites of historic interest. The industrious ancient Chinese people have created innumerable world wonders such as the Great Wall, Terracotta Warriors and Forbidden City. To understand the splendid Chinese culture, one should visit these interesting historical places. Generally speaking, the historic relics in China can be classified into three categories: the holy place of religious culture, rock paintings and grottoes and famous historical and cultural cities. The holy places of religion enable one to know how Buddhism, Christianity and Islam as well as Chinese native Taoism developed in the country. The rock paintings and grottoes are the gems and symbols of ancient Chinese art. China has over 100 historical and cultural cities, many of which have a history of over 1,000 years. Strolling in these cities, you will feel time slowly flowing backward, and this is perhaps the best way to understand their glorious culture and history.



Folk Customs

China is a big family of 56 ethnic groups, each of which differs in traditional culture and lifestyles. For example, the Dai people, mainly living in Xishuangbanna of Yunnan, celebrate the Water-Splashing Festival each year. On this day, people will splash water on one another as they think water is the symbol of luck and happiness.



Almost all traditional sports were derived from productive activity. The Mongolians, Tibetans and Kazaks inhabit vast natural grasslands and horsemanship is vital to their existence. Consequently, their gift for riding and shooting has given rise to their forms of sports. The people who live in agricultural communities or who rely on hunting for their livelihood are good at climbing, wrestling, jumping, shooting and so on. Many of these activities are accompanied by singing, dancing, and instrumental performances that are art forms in their own right. They are mostly held as part of the festivals like Chinese New Year and other days of significance. When one participates in these activities, one will learn more about the diverse culture of the country.



At present, China has grown into a growing tourism market. China, thanks to its unique charm, attracts more and more visitors to explore its beauty and mystery. One can expect the tourism market in China to be even bigger in the future.



Comprehension Check

Reading for Main Ideas

1. China is rich in tourist attractions and its 56 ethnic groups make the country's folk customs extremely colourful.
2. Nature has endowed China with spectacular views and the 5,000-year history has left it with many places of interest.
3. China's tourist resources can be primarily divided into three parts: natural landscape, man-made attractions and folk customs.
4. The major natural landscape types in the world can be found in this beautiful land.
5. The ancient Chinese were industrious and labouring had created innumerable world wonders in China.
6. A comparatively large scale and fast-growing tourism market is formed in China which is attributed to the above elements.



Reading for Details

Choose the best answer to each question.

1. What are the charms that attract crowds of tourists to China from home and abroad every year?

- a. Natural landscapes and folk customs
- b. Natural attractions and man-made landscapes
- c. Natural landscapes and man-made attractions
- d. Natural landscapes, man-made attractions and folk customs

2. Apart from the natural landscape, what has left China with countless sites of historic interest?

- a. The short Chinese history and splendid culture have left countless sites of historic interest.
- b. The industrious ancient foreign labouring people had created innumerable world wonders in China.
- c. The long Chinese history as well as its innumerable local wonders created by the Chinese labouring people.
- d. The long Chinese history as well as its innumerable world wonders created by the Chinese ancient labouring people.

3. What are the three classifications of the historic relics in China?

4. What is the significance of water as a symbol of the Dai people? What is your opinion on this?



5. What attributes does China have as a country rich in tourist attractions?



Thinking Further

1. Do you think that China has the potential for a fast-growing tourism market? Give your reasons.
2. In your opinion, what are the ways to promote tourism in Malaysia?



Vocabulary

1. **Delicacy:** noun. /'delɪkəsi/ a type of food considered to be very special in a particular place
e.g. We want to try out all the local delicacies such as 'assam laksa' and 'char koay teow' when we visit Penang.
2. **Desolate:** adjective, verb. /'desələt/ empty and without people
e.g. We were deliberately brought to a desolate marshland to experience its absolute quietness.
3. **Plateau:** noun, verb. /'plætəʊ/ an area of flat land that is higher than the land around it
e.g. After the hill, there is a plateau in front of us and the view from there overlooking the plain is breathtaking.

4. **Industrious:** adjective. /ɪn'dʌstriəs/ working hard, busy
e.g. Most of the students in this class are industrious as they want to do well in their studies.
5. **Terracotta:** noun. /,terə'kɒtə/ reddish-brown clay that has been baked but not glazed, used for making pots, etc.
e.g. The Terracotta Warriors in Xi'an of China is a 'must' see for tourists.
6. **Splendid:** adjective. /'splendɪd/ excellent; very impressive
e.g. The climbers stood on the top of the mountain, gazing at the splendid scenery.
7. **Relic:** noun. /'relɪk/ an object, a tradition, a system, etc. that has survived from the past
e.g. It stands as the last remaining relic of the town's glove industry.
8. **Grotto:** noun. /'grɒtəʊ/ a small cave that has been made artificially
e.g. Dunhuang Mogao Grottoes is one of the many historical relics of China.
9. **Glorious:** adjective. /'glɔ:riəs/ deserving or bringing great fame and success; extremely impressive
e.g. The national team of France had a glorious return to Paris after winning the Euro Cup.
10. **Diverse:** adjective. / də'vers / very different from each other and of various kinds
e.g. People from diverse cultures contribute to different ways of thinking and experiences.



Idioms and Phrases

1. **endowed with:** to naturally have a particular feature, quality, etc. 与生俱来
e.g. Sarah is endowed with wit and beauty.
2. **the limit of height:** the topmost point 最高点
e.g. When you reach the mountain top, you will realise what the limit of height is.

3. **at present:** now, currently 目前、当下
e.g. At present, there are almost 80,000 students in private Chinese secondary schools in Malaysia.
4. **travel light:** travel with a minimum load or minimum luggage 轻装旅行
e.g. Please travel light tomorrow. We have a lot of walking to do.
5. **hit the road:** to begin travelling; to leave a place; to go away 启程
e.g. We will hit the road as soon as the bus driver arrives.

Patterns in Action

Comparison of the Simple Past Tense and Past Continuous Tense

Simple Past	Past Continuous
<ol style="list-style-type: none"> 1. Indicate an action completed in the past <ul style="list-style-type: none"> ● Ketty <u>watched</u> several Korean dramas when she was ill last month. ● At 4 p.m. last Monday, I <u>finished</u> work early and <u>went</u> home. 	<ol style="list-style-type: none"> 1. To indicate an action which was happening at a certain time in the past <ul style="list-style-type: none"> ● At 4 p.m. last Tuesday, I <u>was working</u> in the office.
<ol style="list-style-type: none"> 2. To express a series of past actions <ul style="list-style-type: none"> ● He <u>got</u> out of bed, <u>stretched</u> himself, <u>walked</u> to the window and <u>opened</u> it. 	<ol style="list-style-type: none"> 2. We use the past continuous to say what was in progress when something else happened. <ul style="list-style-type: none"> ● The children <u>were playing</u> football in the park when it started to rain. ● Ketty <u>was watching</u> a Korean drama when we arrived.
<ol style="list-style-type: none"> 3. To show a past habit <ul style="list-style-type: none"> ● I <u>stayed</u> with my cousins quite often when I was small. 	<ol style="list-style-type: none"> 3. To show two actions going on at the same time in the past. <ul style="list-style-type: none"> ● While Jane <u>was cooking</u> in the kitchen, her husband <u>was cleaning</u> the living room.

Practice 1

Complete the sentences with the Simple Past Tense or the Past Continuous Tense of the verbs in brackets.

1. They _____ (see) the monkeys while they _____ (trek) in the jungle.
2. We _____ (sleep) in our bedrooms at 6 o'clock last evening.
3. When I _____ (get) up, my father _____ (read) the newspaper.
4. Amy _____ (fall) when she _____ (paint) the wall.
5. The doctor _____ (examine) my eyesight yesterday.
6. What _____ (you do) at 11 p.m. last Tuesday?
7. Yesterday, I _____ (hear) a strange noise while I _____ (put on) my coat.
8. The teacher _____ (take) a photo of us while we _____ (climb) up the tree.
9. "Why _____ (you not go) out last night?" – "I _____ (be) too tired and _____ (decide) to stay at home."
10. I _____ (sit) on a bench in the park when a man _____ (come) up to me and _____ (want) to know what time it _____ (be).

Practice 2

Complete the following text with the Simple Past Tense or the Past Continuous Tense of the verbs in brackets.

I (1) _____ (take) part in a marathon with some friends last Saturday. There (2) _____ (be) hundreds of runners around us, men and women, and it (3) _____ (be) extremely hot. As we (4) _____ (cross) a

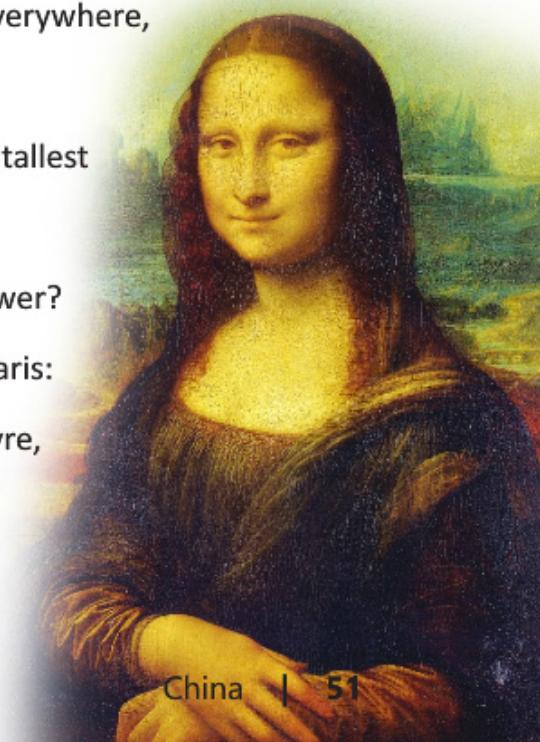
bridge over a river, I suddenly (5) _____ (notice) that everyone in the race (6) _____ (have) the same face, even my friends! They were all the same person! I (7) _____ (want) to stop, but there (8) _____ (be) so many people behind me that I (9) _____ (have to) keep on running. Then I (10) _____ (wake up) in bed screaming.

B LISTENING

Practice

Listen to the audio and fill in the blanks in the sentences below with the specific words or phrases from the audio:

1. I'm surrounded by the world's best _____ of art.
2. The Mona Lisa, the most popular _____ in all of the Louvre.
3. Notre Dame is a _____ on the outside . But, inside the building, it is just absolutely _____, quiet and beautiful.
4. One of the best ways to see the _____ attractions in Paris is on the Seine River. Hey! This is so much fun! There are people _____ this river.
5. Some beautiful buildings are right _____, everywhere, here.
6. The Eiffel Tower is _____ feet high. It's the tallest building in all of Paris.
7. Did you know that you can _____ in the Eiffel Tower?
8. This tour was _____ ! I got to see so much of Paris: travelling along the Seine River, _____ the Louvre, the Eiffel Tower and Notre Dame.



C SPEAKING

Practice

Divide yourselves into a group of five. Use the following instructions to complete the task strictly with English as the medium of communication only.

Schedule a Trip to Kyoto

Your parents have decided to bring you all to Kyoto in Japan (or any other place you fancy) for a trip. Schedule a three-day trip to Kyoto in Japan and list the necessities to be brought, destinations to be visited, food to be savoured and means of transport to be taken. At the end of the task, one of you will make a presentation. Group members may help you out.

Useful Expressions:

We need winter clothing.

We need to book tickets in advance.

We shall go by flight.

We will fly there.

We shall go by a liner.

From Tokyo to Kyoto, we will take the high-speed train (bullet train).

We will try Japanese seafood and green tea flavoured dishes.



D WRITING

1) Writing the Concluding Paragraph

Concluding Paragraph

- It signals the end of the essay.
- The first sentence rephrases the thesis statement.
- The middle sentences give a summary of the main points or restate your stand (For an argumentative essay, persuasive essay, opinion essay (agree or disagree), you need to restate your stand. E.g. I agree, I completely agree....).

- The last sentence provides recommendation, advice, persuasion or prediction grounded on the thesis statement.
- Do not introduce new concepts to the essay.

Example:

Title: Reading and writing skills are more important today. Do you agree?

Introductory Paragraph

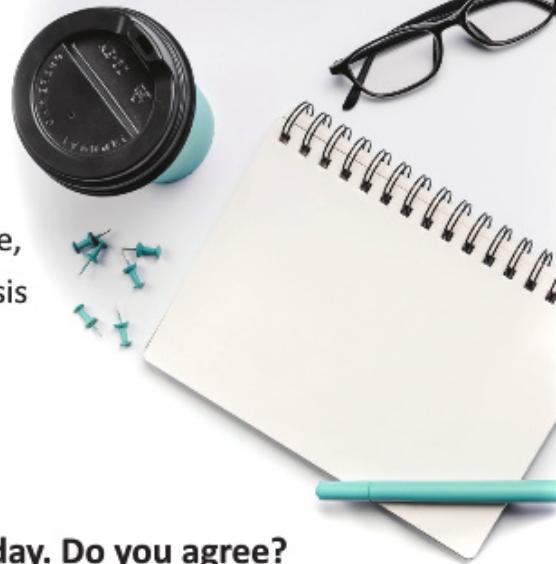
Why are reading and writing skills still required in this age of Information Technology (**hook**)? Computers, smartphones and other gadgets have increased the frequency of using reading and writing skills. Hence, some think that reading and writing skills are more important today than in the past, while others deny their importance (**background information**). I agree with the former view (**state your stand**). People who lack reading and writing skills face difficulties communicating with others in written forms, they have restricted career prospects and they lack critical thinking skills (**thesis statement**).

First Body Paragraph

The first reason is that people who seldom read and write are unable to liaise with others in written communication with digital devices (**topic sentence**). Somebody with low literacy skills can only communicate with other people face to face or via telephone calls. It is impossible for them to contact others through emailing and messaging (**supporting details**). Therefore, people with poor reading and writing skills are unable to interact with others in written forms by using electronic devices in this era (**concluding sentence**).

Second Body Paragraph

The second reason is that low literacy levels may limit career prospects significantly in this digital era (**topic sentence**). Most of the jobs require people who can read and write. Even if you are a driver, you need to read road signs and use automotive navigation systems to know where you are and how to get to your destination (**an example**). Thus, there are fewer opportunities for individuals who are weak at reading and writing to get better jobs nowadays (**concluding sentence**).



Third Body Paragraph

The third reason is that people who seldom read and write lack critical thinking skills which are crucial to evaluate the credibility of social media information (**topic sentence**). Nowadays, it is difficult to evaluate information found in social media. According to the studies, people who are weak at reading and writing are more vulnerable to become victims of scams. These people become victims since they are not able to differentiate between fake and genuine information. They will suffer financially and psychologically from the scams (**examples**). In other words, people with inadequate literacy skills cannot analyse the accuracy and truthfulness of the social media information they read or hear since they are unable to think critically (**concluding sentence**).

Concluding Paragraph

Literacy skills are important in the 21st century for people to interact with others in written form by using electronic devices, for better employment opportunities and for thinking critically (**review the thesis statement**). I completely agree that reading and writing skills are more crucial today than in the past (**restate your stand**). Therefore, mastering reading and writing skills is necessary to assist ourselves and others in this era (**advice**).

Practice

Choose one of the titles below and write a concluding paragraph for it.

1. Should students be allowed to use smartphones as a learning tool in school?
2. Should smoking be banned in all public places?
3. Online learning is more effective than physical learning. Do you agree?

(Instructions: Write a persuasive essay based on the topics given. Make sure you complete an essay includes the introductory paragraph (Unit 2 Writing Section), the body paragraphs (Unit 3 Writing Section) and the concluding paragraph (Unit 4 Writing Section).)



2) Summarising a Paragraph

How to summarise a paragraph:

1. Preview and read the paragraph closely.
2. Include only the main idea and important supporting details. Leave out unnecessary details, examples and redundancy.
3. Link the summary sentences by using sentence connectors.
4. State the main ideas, followed by important supporting details. Limit your summary to a few sentences. Be sure to use your own words.
5. Keep the original meaning of the paragraph and do not include your own ideas.
6. Use the tenses or time expressions stated in the original paragraph.

Practice

Read the paragraphs below and summarise the key points of each paragraph.

1. If you get lost while travelling, it can be a horrible feeling. Strangers are generally nice and helpful, so if it is safe to do so, ask for directions. If you do not speak the language, you can show them the written address. In the past, you would need a map of each country. Nowadays, almost everyone has a smartphone. Before you leave, download *Google Maps* and then download the offline map to your smartphone for whichever cities you will be visiting. With modern technology, problems faced while travelling can be easily avoided.
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2. Travelling can be dangerous especially if you find yourself in the wrong place at the wrong time. Certain regions within each country may have a higher risk or more dangerous than others. Heading to the wrong part of town, especially at night, can be daunting. Before you go on a trip, do some research to get insight into your destination's social and political landscape. When you are in a new place, you should remain alert to your surroundings and you should take any precautions recommended for your destination.
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3. If you are one of the unlucky travellers who loses your phone, you will have to go through the painful process of remotely removing the data and blocking it. Call your mobile carrier as soon as you confirm your phone is lost so that they can disable the account. That way, you will not be responsible for any data use or phone calls made after the loss. If your phone is insured through your service provider, give them the information they need including the police report to process your claim as soon as you can. Then, just visit the nearest phone store, buy a replacement, get a new SIM card – a smart card inside the phone that identifies you, and you are back online.
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4. Jet lag is caused when your natural body clock fails to work well together after crossing time zones. Your body still thinks it is one time but the world is operating at a different time. Symptoms of jet lag include tiredness or restlessness and an inability to sleep. There are a few different approaches to getting over it. You can try and sleep it off, but this could be a waste of time at the start of your trip. You can try to exercise or go out for a walk to get lots of fresh air. Don't drink alcohol as this can mess with your body clock even more. If you arrive in the middle of the night and can't walk around, meditate, read a book or do something which doesn't involve lots of excitement.
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5. Food poisoning is a problem that you can encounter while travelling. Symptoms can include nausea, stomach cramps, vomiting or diarrhea. If it is bad, then it can hit you within hours of consuming contaminated food and beverages. Before traveling anywhere, I always bring along toilet paper. I consider it almost as important as my passport. If you develop food poisoning, then you will understand. Anti-diarrhea tablets can be a life-saver, but I only use them if all other methods fail. This is your body's way of clearing the toxins from your body. Let the body clean itself. Drink plenty of fluids but avoid foods that are made from milk and alcohol. Once you start to feel a little better, start consuming soup and then slowly take solid foods.
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UNIT 5

TRAVEL AND SIGHTSEEING



A READING

Tourist Attractions in the United Kingdom

Consisting of England, Scotland, Wales, and Northern Ireland, the United Kingdom (UK) has long been one of Europe's most popular tourist destinations because of its beautiful countryside, historic cities, top-notch museums and outstanding theatres. The country's appeal has much to do with its scenic views and rich cultural heritage.

ENGLAND

One of the planet's oldest World Heritage Sites, **Stonehenge** has been a place of pilgrimage for more than 4,500 years. It is believed to have been erected as a place of worship. However, these days, large crowds consisting of tourists are drawn by the sheer scale of this magnificent monument which is a symbol of mankind's ingenuity. It is a sprawling site, covering an area of more than 20 square kilometres and boasting a state-of-the-art visitor centre, which offers a fascinating glimpse not only into the historical

construction of Stonehenge, but also to see the tools and implements of everyday Neolithic life.

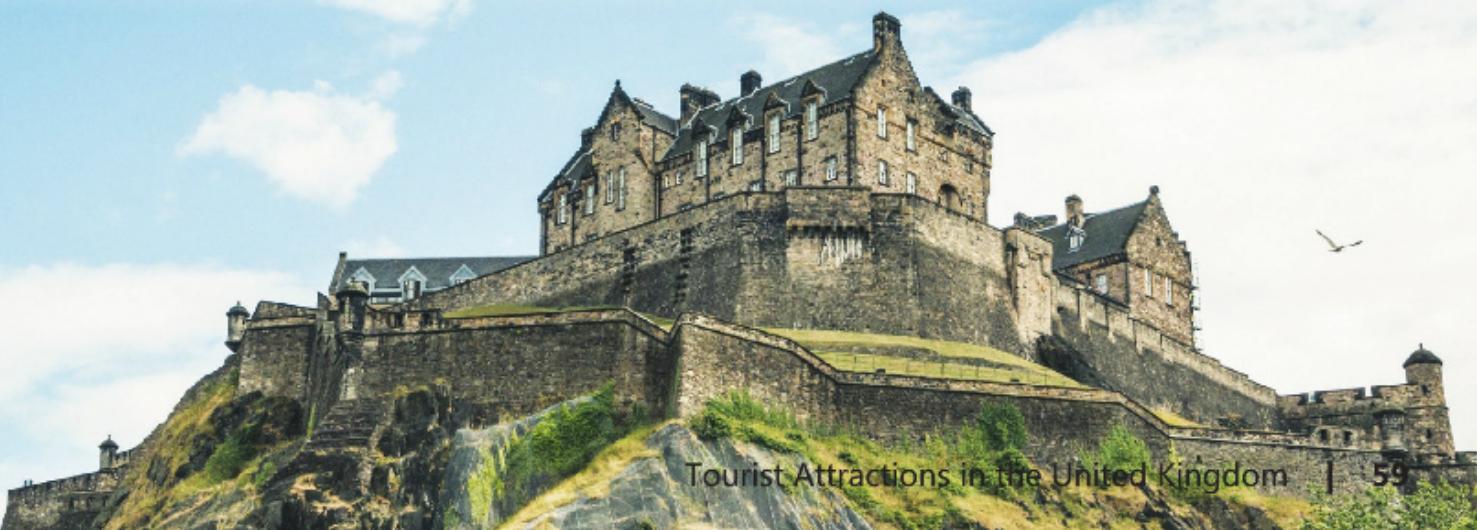
The 150-year-old **Big Ben Clock Tower** is one of the top tourist attractions in London. The name Big Ben refers not to the iconic clock tower itself, but the 13-ton bell housed within the tower and takes its name from the man who first ordered the bell, Sir Benjamin Hall. The present-day Big Ben bell was constructed in 1858 after the first bell of 16 tons cracked irreparably two years earlier.

Situated on the bank of the River Thames, the **London Eye** is an enormous Ferris Wheel, 135 metres in height carrying 32 exterior glass-walled capsules. It offers fantastic views over central London. The wheel does not usually stop to take on passengers as the rotation rate is slow enough to allow passengers to get in and out of the moving capsules at ground level. It is the most popular paid tourist attraction in the United Kingdom which is visited by over 3.5 million people annually.



SCOTLAND

Edinburgh Castle is a magnificent example of Scottish architecture, ideology and military importance. High up on the summit of a dormant volcano lurks this dominating



structure. Its presence is visible for miles in every direction. The castle is a strong standing symbol of their perseverance in striving for independence.

With an air of mystery, the intriguing area of Edinburgh's infamous **Underground Vaults** is without a doubt one of the most haunted places in the city. The underground vaults initially served as storage space for different businesses for over 30 years before severe water leakage led them to be abandoned. Over time, the vaults developed into a home for the poor, a red light district and a hotspot for criminal activities. Living conditions were deplorable and within 30 years, the abandonment of the vaults was more or less complete.

WALES

Cardiff Castle is one of Wales' leading heritage attractions and a site of historical significance. Located within beautiful parklands at the heart of the capital, Cardiff Castle's walls and fairytale-like towers conceal 2,000 years of history. Within gothic towers are opulent interiors, rich with murals, stained glass, marble and elaborate wood carvings. Each room has its special theme, including Mediterranean gardens, Italian and Arabian decorations.



The **Pontcysyllte Aqueduct and Canal**, a World Heritage Site, is the longest navigable aqueduct in Great Britain and the highest in the world. A narrow walkway with a railing allows pedestrians to cross the bridge, but it is far more fun to cross it on a canal boat. The 18-arched bridge is built of stone and cast iron, with arches soaring 100 feet above the river and are more than 1,000 feet in length. In 1801, when the aqueduct was built, canals were an important means of transport for manufactured goods and raw materials, and aqueducts were a more efficient means of carrying them across deep valleys.



NORTHERN IRELAND

Renowned around the world for its columns of layered basalt, the **Giant's Causeway** is Northern Ireland's only UNESCO World Heritage Site and a nature reserve. These polygonal-shaped natural features were created by a volcanic eruption 60 million years ago. The tops of the columns form stepping stones that lead from the cliff foot and disappear under the sea. Today, they are the prime focus of a designated Area of Outstanding Natural Beauty. The Giant's Causeway is one of the most popular tourist attractions in Northern Ireland.

Titanic Belfast is a visitor attraction opened in 2012, a monument to Belfast's maritime heritage on the site of the former Harland & Wolff shipyard in the city's Titanic Quarter where the Royal Mail Ship (RMS) *Titanic* was built. It tells the stories of the *Titanic*, which hit an iceberg and sank during her maiden voyage in 1912.

The building contains more than 12,000 square metres of floor space, most of which is occupied by a series of galleries, private function rooms and community facilities. Loads of tourists visit Titanic Belfast for the *Titanic Experience*.





Comprehension Check

Reading for Main Ideas

1. The United Kingdom is made up of England, Scotland, Wales and Northern Ireland.
2. The United Kingdom has scenic views and rich cultural heritage which is shown clearly in the reading passage.
3. Some popular tourist attractions are mentioned in each of the four constituent countries of the United Kingdom.
4. England, Scotland, Wales and Northern Ireland have their share of historical sites and spectacular scenery.
5. The United Kingdom is rich in history and its main tourist attractions include World Heritage Sites, castles, national parks, constructions and structures and natural landscape.
6. The United Kingdom is one of the world's biggest tourist destinations with millions of tourists visiting per year.



Reading for Details

Answer the questions according to the passage.

1. Why is Stonehenge a famous tourist attraction in England?

2. In what year was Big Ben re-constructed and what was the reason for it?

3. Which of the following is NOT a function of Edinburgh Underground Vaults before its abandonment?

- a. A place for ghosts to haunt
- b. Storage space for different businesses
- c. A home for the poor
- d. A hideout for criminals

4. Why did Cardiff Castle become one of Wales' leading heritage attractions?

5. What is the reason for building the Pontcysyllte Aqueduct?

6. What are the World Heritage Sites mentioned in the passage?

- a. Edinburgh Castle, Stonehenge and Giant Causeway.
- b. Loch Ness, Cardiff Castle and Snowdonia.
- c. Poncysyllte Aqueduct and Canal, Giant Causeway and Cardiff Castle.
- d. Giant Causeway, Stonehenge and Poncysyllte Aqueduct and Canal.



Thinking Further

1. Choose a place in Malaysia that you would suggest to be a world heritage site and give your reasons.
2. What are the decisive factors for your future travel destination?



Vocabulary

1. **Top-notch:** adjective. /'top'nɒtʃ/ excellent; first-rate
e.g. Mr. Balasingam is a top-notch lawyer who holds a record of many successful lawsuits.
2. **Heritage:** noun. /'herɪtɪdʒ/ things such as works of art, cultural achievements and the folklore that have been passed on from earlier generations
e.g. These ancient buildings are part of our national heritage and should be conserved.
3. **Irreparably:** adverb. /ɪ'repərəbli/ in a way that is impossible to repair or make right again
e.g. The scandal irreparably tarnished his reputation in the small town.
4. **Dominating:** adjective. /'dɒmɪneɪtɪŋ/ having control over a person or place
e.g. Cristiano Ronaldo is always the dominating figure in every game he plays.
5. **Initially:** adverb. /ɪ'nɪʃəli/ at the beginning
e.g. The building was used as a bank initially, but it has been converted into a restaurant.
6. **Deplorable:** adjective. /dɪ'plɔ:rəbl/ very bad; completely unacceptable
e.g. During the winter storm, the road conditions were so deplorable that schools in the affected area were cancelled for a week.

7. **Significance**: noun. /sɪg'naɪfɪkəns/ the quality of being worthy of attention; importance
e.g. The discovery of the new vaccine is of great significance to the treatment of Covid-19.
8. **Opulent**: adjective. /'ɒpjələnt/ rich in appearance; showing great wealth
e.g. He lived an opulent lifestyle that included sports cars and magnificent homes.
9. **Aqueduct**: noun. /'ækwɪdʌkt/ a structure for carrying water or goods across the land, like a high bridge with many arches that carry pipes or a canal across a valley
e.g. Once completed, the aqueduct can carry water and goods into the mainland.
10. **Maritime**: adjective. /'mærɪtaim/ connected with ships or the sea; or being near the sea
e.g. Make sure you visit the maritime museum if you are interested in anything to do with ships or seafaring activities.



Idioms and Phrases

1. **any port in a storm**: an unfavorable option which might well be avoided in good times but which nevertheless looks better than the alternatives at the current time 慌不择路
e.g. That horrible hotel was a case of any port in a storm as we could not find any place to spend the night.
2. **in the same boat**: in the same situation; having the same problems 同舟共济
e.g. When the factory closed down, employees of all levels found themselves in the same boat.
3. **jump on the bandwagon**: to profit from a craze; to join a trend 跟上潮流
e.g. After the incredible success of the new product, the company has jumped on the bandwagon, and released a new version of it.
4. **live out of a suitcase**: to stay in several places for only a short time, with only enough belongings to put in a suitcase 描述一个人因经常出差或旅游而居无定所的生活方式
e.g. She does not like a stable life. She would rather live out of a suitcase.

5. **paddle one's own canoe:** to act independently and decide your fate; to do something by oneself 自力更生
 e.g. He has been left to paddle his own canoe since he started his business.

Patterns in Action

Pronouns

A pronoun is a word that takes the place of a noun or a noun phrase. They can be subjects, direct objects, indirect objects, an object of the preposition and many more.

Overview Table for Pronouns

Number	Person	Subjective Personal	Possessive Adjective	Objective Personal	Possessive pronoun	Reflexive Pronoun
singular	1 st	I	my	me	mine	myself
	2 nd	you	your	you	yours	yourself
	3 rd	he	his	him	his	himself
		she	her	her	hers	herself
	it	its	it	-	-	itself
Plural	1 st	we	our	us	ours	ourselves
	2 nd	you	your	you	yours	yourselves
	3 rd	they	their	them	theirs	themselves

Types of Pronouns

- Personal Pronouns:** they tell about person (Who?), number (Is the pronoun singular or plural?) and gender (Is the pronoun masculine, feminine or neuter?).
 e.g.
 - I hope to be of service. (who)
 - They are the participants from other schools. (number: plural)
 - She is such a beauty. (gender)

2. **Relative Pronouns:** a relative pronoun is used to refer to nouns mentioned previously and can be used to join two sentences. *Who*, *whom*, *whose*, *that* and *which* are the examples.

Overview Table for Relative Pronouns

	Subjective	Possessive	Objective
Person	who	whose	whom
Things/ Animals	which	whose	which
All the Above	that	--	that

e.g.

- Tommy has an aunt. She is very rich.
Tommy has an aunt who is very rich.
- He has a sister. Her name is Christina.
He has a sister whose name is Christina.

3. **Compound Relative Pronouns:** there will be no antecedent (object) before the compound relative pronoun. Examples of compound relative pronouns are *whoever*, *whomever*, *whatever* and *whichever*.

Anyone who...	→ whoever
Anyone whom...	→ whomever
Anything that...	→ whatever
Any one of them that...	→ whichever
Anytime when...	→ whenever

e.g.

- Whenever you need my help, I will be there.
- Harry should give the award to whomever he thinks deserves it.
- Whoever becomes the class monitor has a big responsibility.
- Pick whichever you like.
- Whatever requests you make will be granted.

4. **Demonstrative Pronouns:** they are used to point out particular people or things: this, that, these, those. We use this and these to point to things and people that are close to the speaker. We use that and those to point to things and people which are often more distant from the speaker.

e.g.

- This is the book I wanted to show you yesterday.
- That dictionary over there is not mine. It belongs to my brother.
- Those kids in the garden were too excited to grab the falling candies.
- I found these photos while I was cleaning my closet.

5. **Indefinite Pronouns:** we use indefinite pronouns to refer to people or things without saying exactly who or what they are. For people, we use pronouns ending in—body or— one and pronouns ending in—thing for things. Some examples are as follows: somebody, someone, something, anybody, anyone, anything, nobody, no one, nothing, everybody, everyone and everything.

e.g.

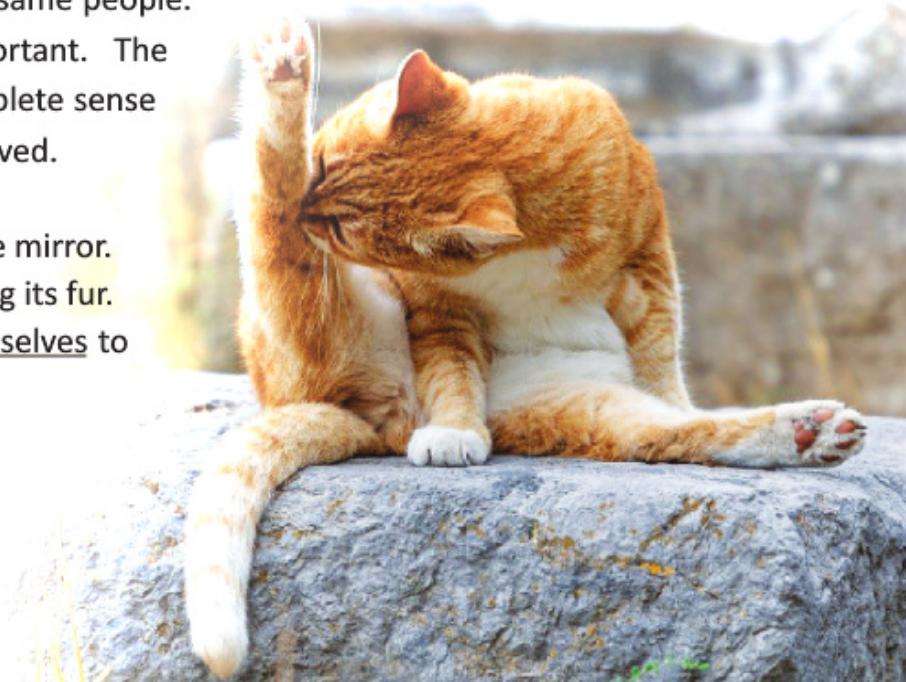
- Everybody enjoyed the play.
- She opened the door but there was no one at the doorstep.
- The fire destroyed everything in the house.

6. **Reflexive and Emphatic Pronouns:** reflexive pronouns are used as objects of the verb when the action of the verb returns to the doer. The subject and object of the sentence are the same people.

A reflexive pronoun is important. The sentence would not make complete sense if the reflexive pronoun is removed.

e.g.

- I look closely at myself in the mirror.
- The cat cleans itself by licking its fur.
- They had to accustom themselves to the hot weather.



Emphatic pronouns are used to emphasise a noun or pronoun. An emphatic pronoun can be removed from the sentence without affecting its core meaning.

e.g.

- I myself worked out the solution.
- The town itself is not very large.
- She herself opened the door.
- We ourselves are to be blamed for not winning the decisive game.

7. **Interrogative Pronouns:** they are used in questions: what, whom, whose, who and which.

e.g.

- Among the four options, which is correct?
- To whom does the bag belong?
- What is the latest update?

8. **Possessive Pronouns:** they show ownership. They are used in place of a noun phrase.

e.g.

- We brought our homework along but they did not bring theirs.
- Your car looks great but mine is more luxurious.
- I forgot to bring my dictionary, can I borrow yours?

9. **Possessive Adjectives:** they are used before a noun to show who or what owns it.

e.g.

- I would like you to meet my sister, Ella.
- The bird is in its nest.
- It is believed that whales have their own language.

Practice

Combine the following sentences or clauses by using a suitable pronoun. You can discard unnecessary word(s) at your discretion. The first one has been done for you.

1. I sent an email to my brother. (My brother lives in the United Kingdom.)

I sent an email to my brother who lives in the United Kingdom.

2. I am overweight. (Do you think so?)

3. This is the technology (it saves lives)

4. Anyone can attend (he/she will be treated fairly)

5. She hurt part of her body (it happened in a game)

6. Her house is big (but my house is bigger)

7. Is this answer correct? (Is that answer correct?)

8. I enjoyed that seminar. (The others enjoyed it too.)

9. Take care! (You must always do this.)

10. When I go to Australia, I stay with my sister. (Every time I do so.)

B LISTENING

Practice

Listen to the dialogue and draw out the road map from where you are to the railway station. State the name of the roads and use legends for landmark buildings. The pre-recorded dialogue will be played several times.



C SPEAKING

Practice 1

Look at the photos. Make a list of adjectives to describe each of the photos below. Compare with a partner.



Practice 2

Which picture do you think these people might be talking about? Give reasons for your answers.

1. “It would be great for a holiday, maybe a week or two. But I would not want to stay any longer. I think I would just feel bored.”
2. “It would be the perfect place to write my autobiography!”
3. “I would love to visit somewhere like this. Just imagine the fun I could have.”
4. “It is just one of those places you have to visit before you get old.”

5. "I would not want to go there even on a holiday. Just think of the forests and insects."
6. "Wow! It looks extraordinary and it is one of the places I must visit in the future."

Practice 3

Work in small groups.

1. Work in groups of four. Think of an interesting trip one of you had during the holidays.
2. Take turns to ask questions about your friend's trip. Each of you has three minutes to describe your trip. Take notes.
3. Act it out as a usual conversation you might hear anywhere around you.

D WRITING

Writing Email

✉ siewli20@hotmail.com

Dear Siew Li,

I am sorry I have not written earlier. Unfortunately, I have not had a lot of spare time, I have been very busy with exams this month at school. I am sure you know how I feel!

Anyway, things are better now and I am starting to think about the summer holidays. It has been a long time since we last spent our time together, so I was wondering if it is convenient for you if I come to see you and perhaps stay with you for a few days in August. You know how much I love the area where you live, perhaps we could go cycling again like what we did the last time I was there.

So, is the second week of August alright with you? Please do not feel that you have to say yes, but of course, I am hoping that you will. Either way, can you let me know as soon as possible? I do not want to be pushy, but I will have to make travel arrangements before it is too late.

All the best and I am looking forward to hearing from you.

Mei Kuan

Practice 1

You are going to write Siew Li's email to reply to Mei Kuan. Look at the expressions below. For each pair, tick the one you think you are likely to use in the email.

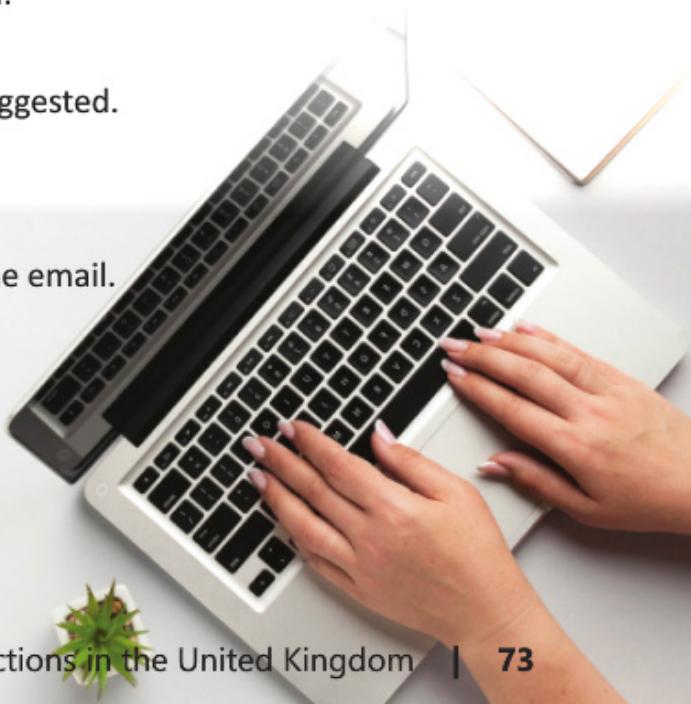
1. a) I am extremely pleased to hear...
b) It is great to hear...
2. a) Is it fine if...?
b) Would it be acceptable if...?
3. a) I hope you see...
b) I hope you understand...
4. a) I must apologise for the fact that...
b) I am sorry that...
5. a) Of course, we can put you up here.
b) By all means, we will have a room for you to stay.
6. a) Reply as soon as possible.
b) Hope to hear from you soon.

Practice 2

You are going to write Siew Li's email to reply to Mei Kuan with the following information.

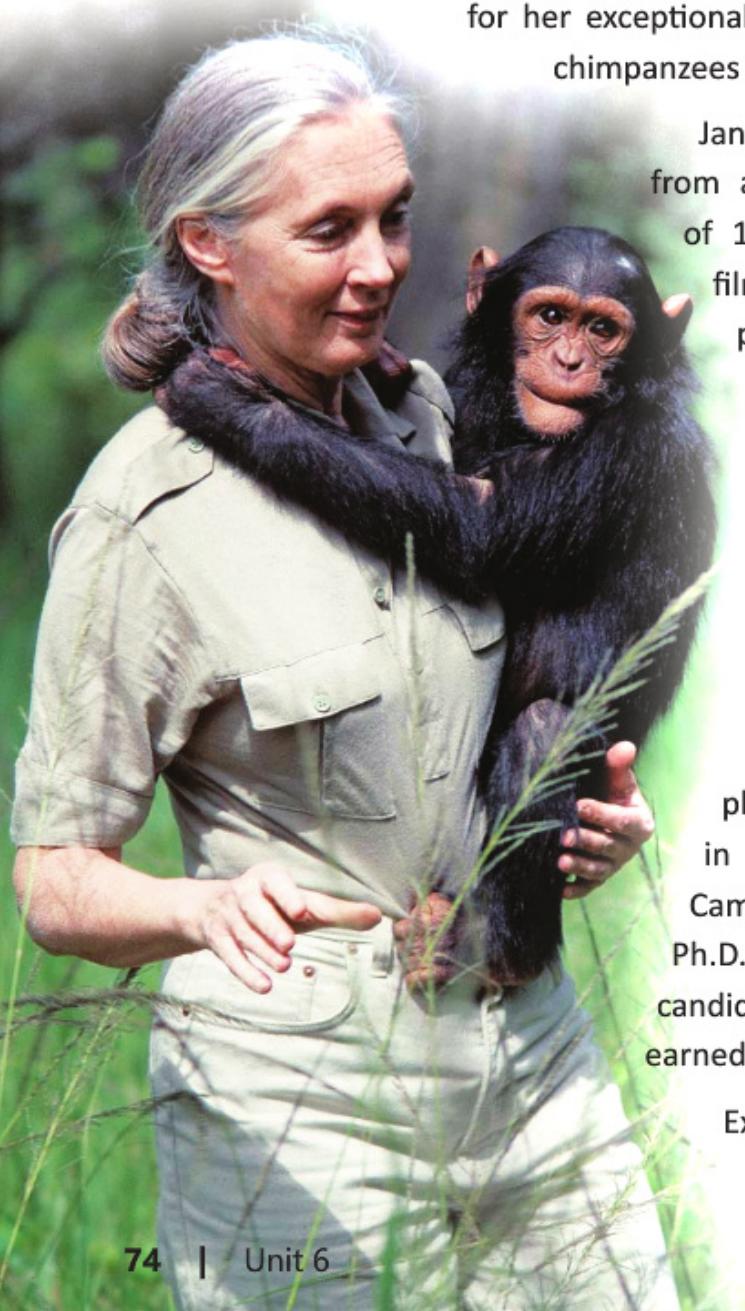
- You are looking forward to seeing her again.
- She can stay with you.
- You already have plans for the week she suggested.
- You cannot change the plans.
- The week before or after is fine.

Add any further relevant information or ideas in the email.



A READING**Jane Goodall the British Ethologist**

Jane Goodall (in full Dame Jane Goodall, original name Valerie Jane Morris-Goodall) was born on 3 April 1934 in London, England. Jane is a British ethologist, known for her exceptionally detailed and long-term research on the chimpanzees of Gombe Stream National Park in Tanzania.



Jane, who was interested in animal behaviour from an early age, had left school at the age of 18. She worked as a secretary and as a film production assistant until she gained passage to Africa. Once there, Jane began assisting Louis Leakey, palaeontologist and anthropologist. Her association with Leakey eventually led to her establishment of a camp in the Gombe Stream Game Reserve (now a national park) in June 1960 so that she could observe the behaviour of chimpanzees in the region.

In 1964, she married a Dutch photographer who was sent to Tanzania in 1962 to film her work. The University of Cambridge in 1965 awarded Jane Goodall a Ph.D. degree in ethology; she was one of very few candidates to receive a Ph.D. without having first earned a Bachelor of Arts degree.

Except for short periods of absence, Jane and

her family remained in Gombe until 1975, often directing the fieldwork of other doctoral candidates. In 1977 she co-founded the Jane Goodall Institute for Wildlife Research, Education, and Conservation in California; the centre later moved its headquarters to the Washington DC area.

Over the years, Goodall was able to correct several misunderstandings about chimpanzees. She found, for example, that the animals are omnivorous, not herbivorous or carnivorous; that they are capable of making and using tools; and, in short, that they have a set of hitherto unrecognised complex and highly developed social behaviours. Jane wrote a number of books and articles about various aspects of her work, notably *In the Shadow of Man* (1971). She summarised her years of observation in *The Chimpanzees of Gombe: Patterns of Behaviour* (1986). Jane Goodall continued to write and lecture about environmental and conservation issues into the early 21st century. The recipient of numerous honours, Jane Goodall created Dame Commander of the Order of the British Empire (DBE) in 2003.



Comprehension Check

Reading for Main Ideas

1. Jane is a British ethologist, known for her exceptionally detailed and long-term research on the chimpanzees in Africa.
2. Jane's association with Leakey, the palaeontologist and anthropologist, led to her establishment of a camp in the Gombe Stream Game Reserve to observe the behaviour of chimpanzees in Africa.
3. Jane found that chimpanzees have a set of hitherto unrecognised complex and highly developed social behaviours, for instance, they are omnivorous and capable of making and using tools.
4. Jane Goodall created the honour of Dame Commander of the Order of the British Empire (DBE) in 2003.



Reading for Details

Answer the questions according to the passage.

1. What is Jane Goodall reputed for?

- a. She is reputed for keeping chimpanzees in Africa.
- b. She is reputed for feeding chimpanzees in Africa garden.
- c. She is reputed for research on chimpanzees in African national parks.
- d. She is reputed for research on chimpanzees in the African national museum.

2. What was Jane Goodall's job or task at Gombe Stream Game Reserve?

- a. To film the behaviour of chimpanzees
- b. To observe the behaviour of chimpanzees in region
- c. To take care of the chimpanzees in the Game Reserve
- d. To check the number of chimpanzees left in Africa.

3. Where did Jane Goodall meet her husband?

- a. In Africa, while they were studying the behaviour of chimpanzees.
- b. In Tanzania, while working for Louis Leakey
- c. In Tanzania, while he was filming Goodall's work.
- d. In Africa, while he was filming Goodall's work.

4. What was the event that took place in Jane Goodall's life in 1977?

5. Why are chimpanzees considered as complicated as humans in terms of social behaviours?

6. What were the unprecedented findings of Jane Goodall about chimpanzees?
-
-



Thinking Further

1. We can communicate with chimpanzees using sign language as long as they have learnt it. What do you think they would tell us?
2. Would it be a better world if we could communicate with all animals? Discuss.



Vocabulary

1. **Ethologist:** noun. /'θɒlədʒɪst/ a scientist who studies the behaviour of animals in their natural environment
e.g. Jane Goodall is a world-renowned British ethologist who studies chimpanzees.
2. **Palaeontologist:** noun. /,pæliən'tɒlədʒɪst/ someone who studies fossils as a way of getting information about the history of life on Earth
e.g. No palaeontologist has any clue as to what a living dinosaur actually looked like.
3. **Anthropologist:** noun. /,ænθrə'pɒlədʒɪst/ a person who studies humans and their customs, beliefs and relationships
e.g. He is an anthropologist who studies human races and their behaviours.
4. **Omnivorous:** adjective. /ɒm'nɪvərəs/ eating all types of food, especially both plants and meat
e.g. Chimpanzees are omnivorous animals as they eat both plants and meat.



5. **Herbivorous:** adjective. /hə:bɪvərəs/ (of animals) eating only plants
e.g. In general, herbivorous animals are more gentle and less aggressive.
6. **Carnivorous:** / kɑ:nɪvərəs / relating to a person, animal, or other living things that eat meat
e.g. The 42 teeth of a polar bear reflect its highly carnivorous diet.
7. **Hitherto:** adverb. / hɪðə'tu:/ until now
e.g. We are talking about a hitherto unknown species of frog.
8. **Complex:** adjective, noun. /'kɒmpleks/ difficult to understand
e.g. The human brain is a complex structure.



Idioms and Phrases

1. **fallen idol:** someone who is no longer respected or admired (因做了不好的事而) 过气的明星; 堕落的明星
e.g. He was so popular and loved when he was a young actor, but now that he is approaching middle age, he is a fallen idol.
2. **lives up to the hype:** be as good as expected, as anticipated by the public 和宣传的一样
e.g. Jerry thought for sure the new Marvel Cinematic Universe movie, Spiderman Homecoming, was going to fall short of the expectations of the fans. To his surprise, however, it lived up to the hype!
3. **in the limelight:** To be the centre of attention; a situation in which you are getting a lot of interest and attention from the public 为公众所瞩目
e.g. Leonardo DiCaprio has been in the limelight since he began his career at the age of 12.

4. **X factor:** a quality that you cannot describe that makes someone very special 不知名因素、X因素（一种难以言喻的特质，令某人独特）
e.g. He is not a great actor but he has many fans that support him, so he must have the X factor.
5. **late model:** recently designed or fabricated; new 现代型式
e.g. My stolen car was a late model Ford.

Patterns in Action

Comparison of the Simple Past Tense and Present Perfect Tense

Simple Past	Present Perfect
1) Finished actions: <ul style="list-style-type: none"> My son <u>was</u> sick on Monday. (My son is not sick now) 	1) Unfinished actions that started in the past and continue to the present: <ul style="list-style-type: none"> My son <u>has been</u> sick since Monday. (My son is still sick)
2) A finished action in someone's life: <ul style="list-style-type: none"> My great-grandmother <u>went</u> to Mexico three times when she was alive. 	2) A finished action in someone's life (when the person is still alive: life experience): <ul style="list-style-type: none"> My brother <u>has been</u> to Mexico three times.
3) A finished action with no result in the present: <ul style="list-style-type: none"> I <u>lost</u> my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday). 	3) A finished action with a result in the present: <ul style="list-style-type: none"> I <u>have lost</u> my keys! (The result is that I cannot get into my house now).
4) An action that happened at a definite time in the past (last week, last month, yesterday): <ul style="list-style-type: none"> I <u>saw</u> John last week. 	4) An action that happened at an unspecified time in the past (this week, this month, before): <ul style="list-style-type: none"> I <u>have seen</u> John this week.

Signal Words Related to Time

Simple Past	Present Perfect
<ul style="list-style-type: none"> ● yesterday ● ... ago ● in 1990 	<ul style="list-style-type: none"> ● the other day ● last ... ● just ● already ● up to now ● until now/till now ● since ● ever ● (not) yet ● so far ● lately/recently ● for

Negative Statement and Questions of Simple Past Tense and Present Perfect Tense

		Auxiliary verb	Subject	Verb	Object
Negative statement	Simple Past		I You He/She We/You/ They	did not watch	the movie.
	Present Perfect		I You He/She We/You/ They	has/have not watched	the movie.
Questions	Simple Past	Did	I you he/she we/you/ they	watch	the movie?
	Present Perfect	Has/Have	I you he/she we/you/ they	watched	the movie?

“Be” as the main verb in Present Perfect Tense.

	Auxiliary verb	Subject	Verb	Object
Affirmative sentences		I You He/She We/You/They	has/have been	to Korea.
Negative sentences		I You He/She We/You/They	has/have not been	to Korea.
Questions	Has/Have	I you he/she we/you/they	been	to Korea?

Note: The past tense form of the “be” verb is “was” or “were”.

Practice 1

Complete the sentences with the Simple Past Tense or the Present Perfect Tense of the verbs in brackets.

1. I _____ (cycle) 100 kilometre last week.
2. I _____ (be/not) to Australia yet.
3. We _____ (prepare/already) dinner.
4. They _____ (buy) their car two years ago.
5. We _____ (be/not) to the zoo so far.
6. Philip _____ (visit/not) me last week.
7. _____ (you/travel) many times abroad till now?
8. _____ (you/read) the novel yet?
9. How many letters _____ (they/write) so far?
10. _____ (Anna/break) the window yesterday?

Practice 2

Complete the sentences with the Simple Past Tense or the Present Perfect Tense of the verbs in brackets.

A : (1) _____ (you/taste/ever) sushi?

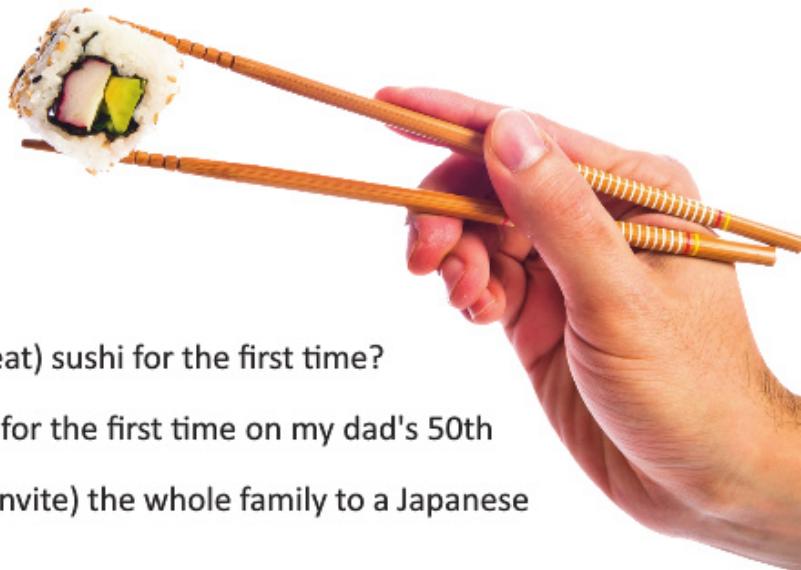
B : Yes, I (2) _____ (eat) sushi at least five times so far.

A : When (3) _____ (you/eat) sushi for the first time?

B : I (4) _____ (eat) sushi for the first time on my dad's 50th birthday. He (5) _____ (invite) the whole family to a Japanese restaurant.

A : (6) _____ (you/like) it?

B : Absolutely. In fact, it (7) _____ (be) so good that we (8) _____ (be) to that restaurant three times already. And on my mum's birthday, we (9) _____ (order) some sushi and (10) _____ (have) it at home.



B LISTENING

Work in pairs. Listen to the pre-recorded interview between Chong and Nicol and take notes. Show your notes to your partner and compare the information that both of you have written.



C SPEAKING

Practice

Work in pairs. Take turns to talk about your favourite idol.



Title: Who is your favourite idol? Why?

- Name
- Career
- Achievement
- Do you know your idol's life story?
- What are your idol's characteristics?
- Why is your idol so amazing?
- What do you learn from your idol?

D WRITING

Meeting Documents

There are three types of documents that are mainly associated with meetings: notice of meeting, agenda and minutes.

Notice of Meeting

A notice of the meeting is sent out by the secretary to members one to two weeks before the proposed meeting. It should state the name of the committee or organisation, the type of meeting (e.g. Annual General Meeting, Monthly Meeting, Departmental Meeting) and the time, date and the venue of the meeting to be held. It may also request a meeting response which can be used to decide if a quorum is met. The notice is signed by the secretary. An example of a notice of meeting is shown below.



Example:

NOTICE OF MEETING

The next monthly meeting of English Delight will be held in Conference Room 102 of Bright High School at Blok A, Lot 5, Jalan Bukit Bintang, Gelumut, Penang at 2:30 p.m., Tuesday, 8 September 2021.

If you are able to attend, please reply by calling 03-88923377 before 3 September 2021.

Joanna
Secretary

Agenda

An agenda is a list of items to be discussed at a meeting. All agenda should have opening address, attendance, approval of previous meeting minutes, matters to be discussed, matters arising and adjournment. A sample is shown as follows:

Example:

English Delight Monthly Meeting

8 September 2021

Agenda

1. Opening Address by the Chairperson
2. Attendance
3. Absent with Apologies
4. Approval of Previous Meeting Minutes

5. Matters to be Discussed

- Gala Day
- Parking Facilities

6. Matters Arising

7. Adjournment

Minutes

Meeting minutes is a record of matters discussed during a meeting. It serves as a record and a point of reference for future action. Previous minutes must be proposed and seconded for confirmation in the meeting. When taking minutes, the secretary should show discretion and record only relevant information. The minutes should be clear, accurate and as concise as possible. The chairperson adjourns the meeting by setting the time and date for the next meeting. The minutes should be written in the past tenses.

Example:

Minutes of English Delight Staff Meeting

Date: 8 September 2021 (Tuesday)

Time: 2:30 p.m.

Location: Conference Room 102 of Bright High School at Blok A, Lot 5, Jalan Bukit Bintang, Gelumut, Penang.

1. Present

Andrew (Chairperson)

Joanna (Secretary)

Mei Kuan (Treasurer)

Shanti

Nick

Sumathi

Simon

Roger

Tasika

2. Absent with Apologies

Michael (sick leave), Martin (official leave), Peter (annual leave). It was proposed that the apologies be accepted.

3. Opening Address

The chairperson, Andrew, called the meeting to order at 2:40 p.m. and welcomed all those present.

4. Approval of Previous Meeting Minutes

As there were no amendments, the minutes of the previous meeting was unanimously approved as a true record.

Proposed by: Nick

Seconded by: Simon

5. Matters to be discussed

a) Gala Day

After much discussion, it was decided that the organisation of the Gala Day would be categorised into 5 areas.

- i. Venue: It was proposed that...
- ii. Advertising...
- iii. Costs...
- iv. Catering...
- v. Approval...

b) Parking facilities

It was proposed that the chairperson should approach the City Council to make the Council Car Park free to shoppers on Saturday mornings.

Proposed by: Mei Kuan Seconded by: Tasika

6. Matters Arising

There were no other arising matters.

7. Adjournment

There being no further matters to be discussed, the meeting was adjourned by Andrew at 5:30 p.m. The chairperson set the time and date for the next meeting to be held at 7:30 p.m. on 7 October 2021 in Conference Room 102 of Bright High School.

Chairperson's signature

Secretary's signature

Date

Practice

Your club/society has been assigned to organise a fundraising event in your school. Prepare the minutes of a meeting by including all relevant details.



UNIT 7

GLOBAL MINDSET



A READING

What is Resource Recovery?

Resource recovery is the process of using wastes as an input material to create valuable products as new outputs. The aim is to reduce the amount of solid waste in landfills and also to extract maximum value from wastes. Materials that are categorised as municipal solid waste include plastic, paper, aluminium, glass and metal are examples of where value can be found in waste.

Life-cycle Analysis (LCA) can be used to compare the resource recovery potential of different treatment technologies. The improvements to administration, source separation and collection, reuse and recycling are important. For example, organic materials can be treated with anaerobic digestion and **turned into** energy or fertiliser.

Resource recovery can also be an aim in the context of sanitation. Here, the term **refers to** approaches used to recover the resources that are contained in wastewater and body waste. The term “toilet resources” has **come into use** recently. Those resources include nutrients (nitrogen and phosphorus), organic matter, energy and water. This

concept is also referred to as ecological sanitation. The separation of waste flows has made resource recovery simpler for years. Examples include keeping urine **separate from** faeces and keeping greywater and blackwater separate in municipal wastewater systems.

Disposed materials that are organic, such as plant material, food waste, and paper products, can be recycled using biological composting and digestion processes to decompose the organic matter. Biological processing intends to control and accelerate the natural process of decomposing organic matter. The resulting organic material is then recycled as mulch or fertiliser for agricultural purposes. In addition, waste gas from the process can be collected and used for generating electricity and heat to maximise recycling efficiencies.

Education and awareness in the area of resource recovery are increasingly important from a global perspective of resource management. The *Talloires Declaration* created for and by presidents of institutions of higher learning convened a conference of 22 universities in 1990 in Talloires, France. The *Talloires Declaration* is a declaration for sustainability which concerns about the extent and speed of environmental pollution and degradation, and also the reduction of natural resources. The topics included local, regional, and global air pollution; accumulation and distribution of toxic wastes; destruction and reduction of forests, soil, and water; depletion of the ozone layer and emission of greenhouse gases threaten the survival of humans and thousands of other living species, the integrity of the earth and its biodiversity, the security of nations, and the heritage of future generations.

After the declaration, several universities have implemented the Talloires Declaration by establishing environmental management and resource recovery programs. Many supermarkets encourage customers to use the reverse vending machines in their premises to deposit recyclable containers and receive a payment from the recycling fees.

Environmentalists also believe that the solution is for manufacturers and solid waste managers to make decisions together. Finding the most efficient use of resources derived from both virgin materials and recovered from wastes may have to be realised at regional or national level.

With everyone's effort, we can create a greener and cleaner planet for our future generations. Let us work hand in hand for the betterment of our environment.





Comprehension Check

Reading for Main Ideas

1. Resource recovery is using wastes as an input material to create valuable products as new outputs.
2. The aim is to reduce the amount of refuse generated, thus reducing the need for landfills and also extracting maximum value from waste.
3. Materials found in municipal solid waste can be used to make new products. Plastic, paper, aluminium, glass and metal are examples of valuable wastes.
4. Resource recovery can also be an aim in the context of sanitation. Here, the term refers to approaches used to recover the resources that are contained in wastewater and human excreta (urine and faeces).
5. Organic waste can be recycled as mulch or fertiliser for agricultural purposes. Besides, waste gas can be collected and used for generating electricity and heat to maximise recycling efficiencies.
6. The Talloires Declaration is a declaration for sustainability which concerns about the extent and speed of environmental pollution and degradation, and also the reduction of natural resources.



Reading for Details

Answer the questions according to the passage.

1. **What is the impact of resource recovery in conserving the environment?**
 - a. It needs landfills desperately and maximises value from waste.
 - b. It does not need any landfills and extracts minimum value from waste.
 - c. It reduces the need for landfills and extracts maximum value from waste.
 - d. It increases the need for landfills, reduces value from waste and quickens the need to use raw materials in the manufacturing process.

- 2. Select three examples of materials that can be used to make new products produced through resource recovery.**
 - a. Plastic, paper and gas
 - b. Aluminium, glass and metal
 - c. Plastic, foam and metal
 - d. Plastic, aluminium and metal
- 3. What is the method to compare the resource recovery potential of different treatment technologies?**

- 4. What are the examples of separation of waste flows?**

- 5. What is the usage of waste gas from the process?**

- 6. What is the Talloires Declaration?**



Thinking Further

1. How will resource recovery help humans and nature? Explain.
2. What will happen if wastes are not recycled and reused?



Vocabulary

1. **Resource:** noun, verb. /rɪ'sɔ:s/ natural substances such as water and wood which are valuable in supporting life
e.g. The earth has limited resources, we will use them up if we do not recycle them.
2. **Recovery:** noun. /rɪ'kʌvəri/ the extraction of useful substances from waste
e.g. The Water Environment Federation believes that wastewater treatment plants are water resource recovery facilities that produce clean water and recover nutrients.
3. **Landfill:** noun. /'lændfɪl/ an area of land where large amounts of waste materials are buried under the earth
e.g. His map shows the position of the hidden landfill.
4. **Anaerobic:** adjective. /æneə'rəʊbɪk/ not needing oxygen
e.g. Some bacteria can amazingly live in anaerobic conditions.
5. **Sanitation:** noun. /sænɪ'teɪʃn/ the equipment and systems that keep places clean, especially by removing human waste
e.g. Many illnesses in these temporary refugee camps are the result of inadequate sanitation.

6. **Nutrient:** noun. /'nju:triənt/ a substance that is needed to keep a living thing alive and to help it to grow
e.g. Millions of children in third world countries are suffering from nutrient deficiency.
7. **Ecological:** adjective. /i:kə'lodʒɪkl/ connected with the relation of plants and living creatures to each other and their environment
e.g. A growing number of tourists nowadays will rather join ecological trips.
8. **Greywater:** noun. /'greɪ, wɔ:tə/ water that has been used before, for example for washing, that can be stored and used again
e.g. At home, we use greywater to clean the toilet.
9. **Mulch:** noun, verb. /mʌltʃ/ a covering of decaying leaves that is spread over the soil in order to keep water in it or to improve it
e.g. The thickness of the mulch will prevent weeds from growing around the trees.
10. **Degradation:** noun. /dɪgrə'deɪʃn/ the process in which the beauty or quality of something is destroyed or spoiled
e.g. The long-term dangers of land degradation from chemical fertilisers are growing.
11. **Depletion:** noun. /dɪ'pli:ʃn/ to reduce something in size or amount, especially supplies of energy, money, etc.
e.g Increased consumption of water has led to the rapid depletion of groundwater reserves.





Idioms and Phrases

1. **turned into:** to become something 变成某事物
e.g. Their dream holiday turned into a nightmare.
2. **refer to:** to mention or speak about somebody or something 提起、谈及
e.g. I was asked to refer to the officer for more information on the application process.
3. **come into use:** to be important in a particular situation 某种情况下变得重要
e.g. The term “toilet resources” has come into use lately.
4. **separate from:** not joined to something else 独立、分开的
e.g. You must keep raw seafood separate from the cooked ones.
5. **haste makes waste:** rushing through a task often creates problems or extra work.
欲速则不达
e.g. Haste makes waste, so please double-check your assignment before submitting it.

Patterns in Action

Gerund

The gerund is the “-ing” form of a verb and it usually functions as a **NOUN** in a sentence.

Gerund

Verb + ing

When is it used?



Usage	Example
as subject (noun)	<u>Smoking</u> is a bad habit.
as complement	His only hobby is <u>collecting</u> coins.
as an object of the preposition	He walked away without <u>saying</u> a word.
as perfect tense	She repents <u>having been</u> lazy.

A gerund can be used after these verbs:

most frequent verbs:

avoid, finish, start, mind, understand, continue, hate, miss, enjoy, deny, like, imagine, postpone, suggest, dislike, stop, love, keep, give up

e.g. He gave up fishing after the drowning of his friend.

We keep texting him every ten minutes.

We tried to avoid meeting him.

Would you mind shutting the door for me?

other verbs:

anticipate, appreciate, cannot bear, cannot help, cannot stand, celebrate, consider, contemplate, defer, delay, detest, dread, entail, escape, excuse, forgive, involve, loathe, pardon, prevent, permit, prefer, put off, recollect, resent, resist, risk, save, try, want, etc.

e.g. I appreciate receiving your opinions on this issue.

I prefer having breakfast with my family members.

Use gerund after these phrasal verbs:

look forward to, confessed to, amount to, object to, equivalent to, akin to, prone to, etc.

e.g. She confessed to stealing the diamonds.

I look forward to hearing from you.

I object to being charged for parking.

Practice

Complete the sentences using gerund, appropriate preposition and the keywords given. The first one has been done for you.

1. **Read/is my favourite pastime/the holidays**

Reading is my favourite pastime during the holidays.

2. **Her daily activity is surf/information/the Internet**

3. **Peter kept/talk/her/she fell asleep last night**

4. **Do you mind turn/the fan on/me, please?**

5. **The candidate who failed regrets/procrastinate numerous times/the past**

Participles

The non-tensed forms of verbs ending in ‘ing’ and ‘ed’ are called the present participles and past participles.

Present participle

Verb + ing

Past participle

Regular verbs usually end with -d or -ed.

Irregular verbs do not follow these patterns.

Regular verbs

Verb	Present participle	Past participle
help	helping	helped
cry	crying	cried
cook	cooking	cooked
jump	jumping	jumped
criticise	criticising	criticised
mangle	mangling	mangled

Irregular verbs

Verb	Present participle	Past participle
learn	learning	learnt
break	breaking	broken
throw	throwing	thrown
shake	shaking	shaken
stand	standing	stood
weep	weeping	wept

When is it used?

Usage	Example
as an adjective	He put the mutton into the <u>boiling</u> soup. The <u>injured</u> victim was sent to the hospital.
as subject complement	They seem <u>interested</u> in the tea ceremony. The movie is <u>interesting</u> .
as object complement	I caught him <u>browsing</u> my diary. We found her <u>lying</u> unconscious at the doorway.
after verbs of sensation (e.g. see, hear, feel, notice, watch, sense)	I saw him <u>walking</u> along the river. (part of the action was observed) I sensed him <u>walk</u> into my room. (the complete action was observed)
after "have/get + object"	He got his arm <u>broken</u> in the car accident. <i>Note: I had my maid <u>paint</u> the wall yesterday. (active, "have/got + person")</i>

Participle Clause

The participle clause is a clause that is preceded by the participle. It is used...

to show time	<u>Walking along the street</u> , I met Hannah.
to show reason	<u>Not having anything to drink</u> , he went into a cafe for a cup of coffee.
to show the condition	<u>Turning to the left</u> , you will find the school opposite the bus stop.

Practice 1

For each sentence, there is one grammatical error. Identify the error by selecting from the options A, B, C or D.

1. The guard spotted the suspect sneaks into the teacher's apartment yesterday.

A B C D

2. The boss made his worker washed his daughter's new car the other day.

A B C D

3. We hear our neighbours leaving their home at 7:00 a.m. this morning.

A B C D

4. Stayed alive and not giving up, he was finally rescued from the Amazon jungle.

A B C D

5. She accidentally stepped on a piece of breaking glass and cut herself.

A B C D



Practice 2

Complete the following sentences using the appropriate form of the verbs in brackets. It could be a gerund, present participle or past participle.

1. The _____ (depress) woman tried to commit suicide.
2. _____ (live) in poverty made him a sad and bitter man.
3. Good detergents make _____ (wash) clothes a whole lot easier.
4. The _____ (tear) bag was left on the table in the hall.
5. I cannot help _____ (feel) anxious about the political situation.
6. The _____ (spoil) child wanted things his way all the time.
7. I dislike people _____ (remind) me continually of the things I ought to do.
8. A _____ (grow) boy must have ample food and sufficient rest to grow.
9. She took part in the _____ (cook) competition and won second prize.
10. The boys, _____ (bore) with the lesson, started disturbing each other.

B LISTENING

Practice 1

Listen to the pre-recorded text about food security and answer the question below.

1. What are the 5 reasons that affect food security today?



Practice 2

Listen to the pre-recorded text again and fill in the blanks with one or two words.

1. Solutions for feeding the extra billions in the future are being studied and documented. Many people will die from _____ and hunger-related _____ every day in the future.
2. Food security in the future will be linked to our ability to adapt agricultural systems to _____ events. As temperatures rise due to climate change, there is a risk of a diminished food supply due to _____ damage.
3. Intensive farming often leads to the exhaustion of _____ and the decline of agricultural yields. Approximately 40 percent of the world's agricultural land is seriously _____.
4. The _____ overpumping using powerful diesel and electric pumps in many countries causes water scarcity. This will eventually lead to cutbacks in _____ harvest.
5. The waste of _____ food is gaining attention from large food corporations. In recent years, France has worked to _____ food insecurity, in part by addressing food waste.
6. Since 2013, the country has passed laws prohibiting grocery stores from _____ unsold food items, requiring that they instead donate the food to _____ charities.



C SPEAKING

Practice

Work in groups. Discuss your answers to the questions.

1. What do you think your school can do to support resource recovery?
2. What can your family members do to support resource recovery?
3. What do you think an individual can do to support resource recovery?

D WRITING

Cause and Effect Essay

A cause and effect essay tells how one event (the cause) leads to another event (the effect). However, there are also essays that only discuss the causes (reasons/factors of an event) or essays that only discuss the effects (results of an event). Below is one of the patterns to organise an essay on causes or effects.

Essay Structure on Causes/Effects

Introductory Paragraph

- Hook
- Background information
- Thesis statement (be specific, include three main points in the thesis statement)

Body Paragraphs

- Cause 1/Effect 1: topic sentence, supporting details, examples, concluding sentence
- Cause 2/Effect 2: topic sentence, supporting details, examples, concluding sentence
- Cause 3/Effect 3: topic sentence, supporting details, examples, concluding sentence

Concluding Paragraph

- Restate the thesis statement
- Summary of the main points
- Closing statement (suggestion, opinion or prediction)

Examples of cause and effect phrases

Cause phrases	There are several reasons for ... The main factors are... The first cause is... [Cause] leads to or might lead to [effect] [Cause] often results in...
Effect phrases	One of the results/outcomes of [cause] is...Another is... A primary effect of [cause] is... One consequence of [cause] is... [Effects] often occurs as a consequence of [cause]

Example

Title: Why Are Cities Becoming Overpopulated?

Introductory Paragraph

Why are many cities in the world today getting more and more crowded (**hook**)? Cities such as Manila, Mumbai, New York and Beijing are densely populated (**background information**). There are three main reasons why the cities are becoming overpopulated. These include better job opportunities, better education opportunities and better infrastructure and amenities (**thesis statement**).

.....

Body Paragraphs

The primary cause of cities becoming so crowded is better job opportunities (**topic sentence of the first paragraph**)...

Another factor in the huge increase in urban populations is better education opportunities (**topic sentence of the second paragraph**)...

Thirdly, better infrastructure and amenities also lead to the overcrowding of the cities (**topic sentence of the third paragraph**)...

Concluding Paragraph

In conclusion, employment, education, infrastructure and facilities are some of the major causes of the dense urban population (**restate the thesis statement**). People will always move to the areas where they can find the opportunities and conveniences they desire (**summary**). People in rural areas do not have the opportunities to experience these advantages (**prediction**).

Practice

Select one topic from below and write an essay in not less than 250 words.

1. Cause Topic: What Are the Factors that Affect Our Health?
2. Effect Topic: The Effects of Cheating in Examinations.
3. Effect Topic: What Are the Impacts of the Internet in Our Daily Life?
4. Cause Topic: What Are the Causes of Obesity Among Teenagers?
5. Cause Topic: What Are the Reasons for Recycling?



A READING**What is Nanotechnology?**

Nanotechnology is science, engineering, and technology conducted at the nanoscale, which is about 1 to 100 nanometers. Nanoscience and nanotechnology are the study and application of extremely small things and can be used across all the other science fields, such as Chemistry, Biology, Physics, Materials Science, and Engineering.

The ideas and concepts behind nanoscience and nanotechnology started with a talk entitled '*There's Plenty of Room at the Bottom*' by physicist Richard Feynman at an American Physical Society meeting at the California Institute of Technology (CalTech) on December 29, 1959, long before the term nanotechnology was used. In his talk, Feynman described a process in which scientists would be able to manipulate and control individual atoms and molecules. Over a decade later, in his explorations of ultraprecision machining, Professor Norio Taniguchi coined the term nanotechnology. It was not until 1981, with the development of the scanning tunnelling microscope that could 'see' individual atoms, modern nanotechnology began.

It is hard to imagine just how small nanotechnology is. One nanometre is a billionth of a meter or 10^{-9} of a meter. Here are a few illustrative examples: There are 25,400,000 nanometers in an inch; A sheet of newspaper is about 100,000 nanometers thick; On a comparative scale, if a marble were a nanometer, then one meter would be the size of the Earth.

Nanoscience and nanotechnology involve the ability to see and control individual atoms and molecules. Everything on earth is **made up of** atoms—the food we eat, the clothes we wear, the buildings and houses we live in.



But in reality, something as small as an atom is impossible to be seen with the **naked eye**. In fact, it is impossible to see with the microscopes typically used in high school science classes. The microscopes needed to see things at the nanoscale were invented about 30 years ago.

Although modern nanoscience and nanotechnology are quite new, nanoscale materials have been used for centuries. For instance, alternate-sized gold and silver particles created colours in the stained glass windows of medieval churches hundreds of years ago. The artists back then just did not know that the process they used to create these beautiful works of art actually led to changes in the composition of the materials they were working with.

Today, scientists and engineers are finding a wide variety of ways to deliberately make materials at the nanoscale to **take advantage of** their enhanced properties such as greater strength, lighter weight, increased control of light spectrum and greater chemical reactivity than their larger-scale counterparts.



Comprehension Check

Reading for Main Ideas

1. Nanotechnology is science, engineering, and technology conducted at the nanoscale, which is about 1 to 100 nanometers.
2. Nanoscience and nanotechnology are the study and application of extremely small things and can be used across all the other science fields, such as Chemistry, Biology, Physics, Materials Science, and Engineering.
3. The ideas and concepts behind nanoscience and nanotechnology started with a talk entitled 'There's Plenty of Room at the Bottom' by physicist Richard Feynman on December 29, 1959, long before the term nanotechnology was used.

- Over a decade later, Professor Norio Taniguchi coined the term nanotechnology in his explorations of ultraprecision machining.
- Today's scientists and engineers are finding a wide variety of ways to deliberately make materials at the nanoscale such as greater strength, lighter weight, increased control of light spectrum, and greater chemical reactivity.

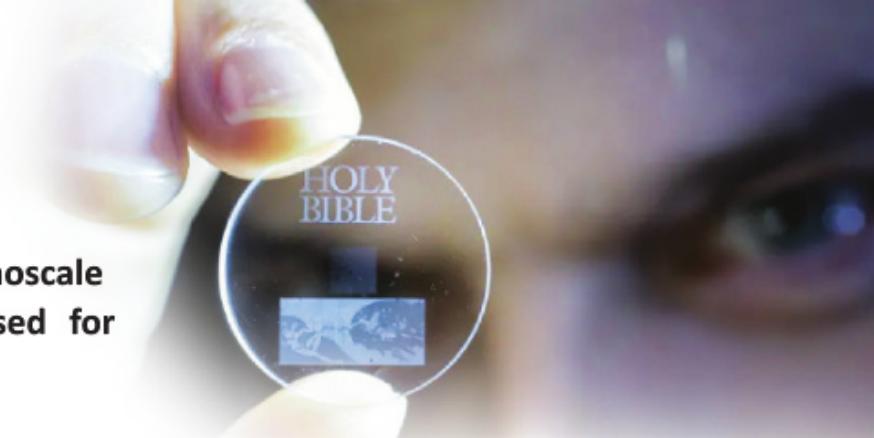


Nano Spray Gun

Reading for Details

Answer the questions according to the passage.

- What is the study and application of extremely small things that can be used across all the other science fields?**
 - Nanoscience
 - Nanotechnology
 - Nanoscience and Nanotechnology
 - Nanoscience and Nanotechnology and other related fields
- Who was the first person to describe a process in which scientists would be able to manipulate and control individual atoms and molecules?**
 - Professor Norio Taniguchi
 - Physicist Take Bayeshi
 - Professor Richard Clayderman
 - Physicist Richard Feynman
- What are all the things on earth made up of? Are they visible to the naked eye?**

- 
4. Give an example of nanoscale materials that have been used for centuries.

5. How are scientists taking advantage of this new technology?



Thinking Further

1. Why is it so necessary for materials to be enhanced by nanotechnology in the future? Discuss.
2. Think of the application of nanotechnology in our daily lives.



Vocabulary

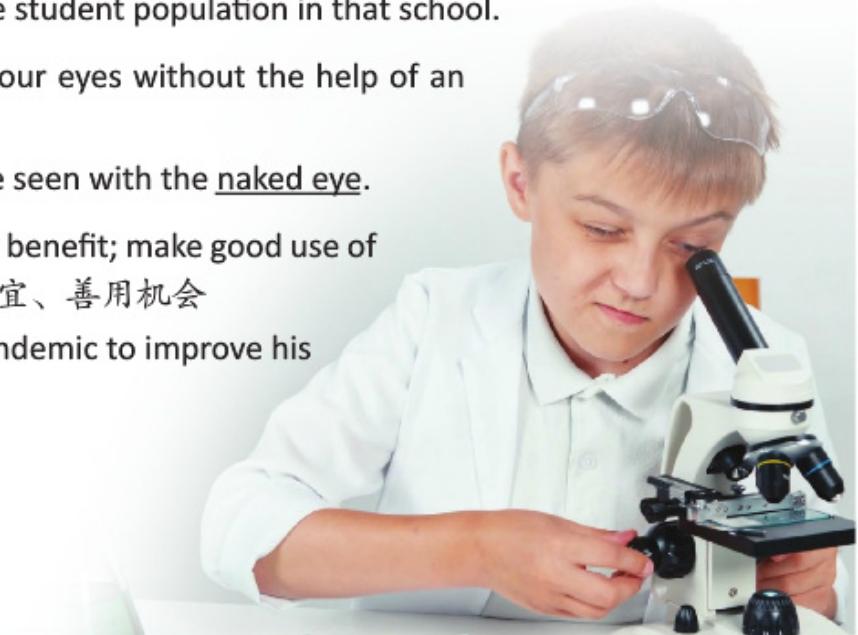
1. **Nanoscale:** noun. /'nænəʊskeɪl/ of a size that can be measured in nanometers
e.g. We use a high technological device to measure the nanoscale particles.
2. **Nanoscience:** noun. /'nænəʊsaɪəns/ the study of objects, phenomena, etc., on the nanometre scale
e.g. Nanoscience is the study and application of extremely small entities.

3. **Nanotechnology**: noun. /nænəʊtek'nɒlədʒi/ the branch of technology that deals with structures that are less than 100 nanometres long
e.g. Nanotechnology deals with structures that are less than 100 nanometres long.
4. **Atom**: noun. /'ætəm/ the smallest part of a chemical element that can take part in a chemical reaction
e.g. The particles in an atom are infinitely small.
5. **Molecule**: noun. /'mɒlɪkju:l/ the smallest unit, consisting of a group of atoms, into which a substance can be divided without a change in its chemical nature
e.g. Each molecule in our body has a unique shape.
6. **Ultraprecision**: noun. /ʌltrəprɪ'sɪzn/ extremely accurate
e.g. Ultraprecision is a must in scientific research.
7. **Coin**: noun, verb. /kɔɪn/ to invent a new word or phrase
e.g. The term 'cardboard city' was coined to describe communities of homeless people living in cardboard boxes.
8. **Medieval**: adjective. /'medi'i:v'l/ related to the Middle Ages (the period in European history from about A.D. 500 to A.D. 1500)
e.g. Paintings representing religious themes were common in medieval times.



Idioms and Phrases

1. **made up of**: constitute; to form something 由……形成、构成
e.g. Girls make up 70 percent of the student population in that school.
2. **naked eye**: the normal power of your eyes without the help of an instrument 肉眼
e.g. This organism is too small to be seen with the naked eye.
3. **take advantage of**: exploit for one's benefit; make good use of the opportunities offered by 占便宜、善用机会
e.g. Tom takes advantage of the pandemic to improve his online business.



4. **straight from the horse's mouth:** from a dependable or reliable source 据可靠消息
e.g. I came to know of his plight straight from the horse's mouth.
5. **all ears:** to listen attentively 洗耳恭听
e.g. You may start now, I am all ears.

Patterns in Action

Simple Future Tense

Usage of Simple Future Tense	Example
1. Express future as a fact	All the selected candidates <u>will join</u> the training course.
2. Express willingness	Sammy <u>will translate</u> it for you. She speaks Italian.
3. Decide to do something at the moment of speaking	Will you like something to drink? Yes, I <u>will have</u> some coffee.
4. Make a prediction, time unspecified	The movie <u>will win</u> several Academy Awards.

Sentence Structure of Simple Future Tense

Affirmative Statement	John <u>will go</u> to school next year.
Negative Statement	John <u>will not go</u> to school next year.
Question	<u>Will</u> John go to school next year?

Note: We can also use “shall” instead of “will” with **I** and **We**.

Future Continuous Tense

Usage of Future Continuous Tense	Example
1. Emphasise future intentions and plans	We <u>will be going</u> to Japan next month.
2. Make a prediction, the time specified	We <u>will be reaching</u> the venue tonight at 10 o'clock.

Usage of Future Continuous Tense	Example
3. Current actions that will still continue in the future	When you get back home tonight, we <u>will still be playing</u> video games.
4. Interrupt future actions	I <u>will be watching</u> television when my aunt calls from Europe tonight. (While I am watching television, my aunt will call.)
5. Show parallel actions in the future	I <u>will be painting</u> and he <u>will be making</u> dinner.

Sentence Structure of Future Continuous Tense

Affirmative Statement	It <u>will be raining</u> tomorrow.
Negative Statement	It <u>will not be raining</u> tomorrow.
Question	<u>Will it be raining</u> tomorrow?

Future Perfect Tense

Usage of Future Perfect Tense	Example
1. Show an action that will be completed at a specific time in the future	The show <u>will have finished</u> by 8 p.m.
2. Show an action that will be completed before another action takes place in the future	Linda <u>will have left</u> before you get there.

Sentence Structure of Future Perfect Tense

Affirmative Statement	Mother <u>will have cooked</u> our favourite meal by this evening.
Negative Statement	Mother <u>will not have cooked</u> our favourite meal by this evening.
Question	<u>Will mother have cooked</u> our favourite meal by this evening?

Comparison among three tenses

Simple Future	Future Continuous	Future Perfect
Express an intention e.g. Ahmad <u>will not play</u> football tomorrow. (It expresses an intention. Ahmad does not want to play for some reason.)	Express a routine activity e.g. Ahmad <u>will not be playing</u> football tomorrow. (It will be Friday and Ahmad never plays on Fridays.)	-Nil-
A specific time is used to show the time an action will begin or end. e.g. I <u>will cook</u> dinner tonight at 6 p.m.	Interrupted future actions e.g. I <u>will be cooking</u> dinner at around 6 p.m. if you ring me at that time.	Expected to finish the action at a specific time e.g. I <u>will have cooked</u> dinner by 6.30 p.m.

Practice 1

Complete the sentences with the Simple Future Tense or the Future Continuous Tense of the verbs in brackets.

1. If you do not revise your lessons, I am sure you _____ (not get) good results.
2. _____ she _____ (take) the examination at the end of the month?
3. At this time next year, she _____ (live) in her new house.
4. It is a secret! I _____ (not tell) anyone.
5. Before long, he _____ (ask) you for more money again.
6. The phone is ringing. I _____ (answer) it.
7. _____ Jane and Jack _____ (discuss) the problem-solving methods?
8. I do not like this skirt. I do not think I _____ (wear) it.
9. If the weather is good tomorrow, we _____ (lie) on the beach all day.
10. My mother _____ (prepare) dinner when we return.



Practice 2

Complete the sentences with the Future Continuous Tense or the Future Perfect Tense of the verbs in brackets.

1. We _____ (not/return) to normal life in the near future due to the Covid-19 pandemic.
2. By the time you come back from your holiday, I _____ (leave) for a business trip.
3. Based on the weather forecast today, it _____ (rain) when we finish our work.
4. I think robots _____ (take over) the world by 2050!
5. You can use Irene's computer. She _____ (not/work) here anymore.
6. _____ they _____ (arrive) at the airport in time to catch their flight?
7. We _____ (not/learn) English this month. Our English teacher has left.
8. Sarah _____ (graduate) from the university by the time her mother retires.
9. The products of nanotechnology are widely used, more youngsters _____ (use) them in the future.
10. _____ we _____ (have) Chinese New Year reunion dinner during the Movement Control Order (MCO)?

Practice 3

Complete the sentences with the Simple Future Tense, the Future Continuous Tense or the Future Perfect Tense of the verbs in brackets.

1. By tomorrow, the students _____ (spread) the rumour in the social media.
2. _____ we _____ (know) the test results in a few days?
3. I _____ (plan) a surprise party for her birthday.
4. She _____ (learn) Japanese before she migrates to Japan.
5. Listen! There is someone knocking at the door. I _____ (open) the door for you.
6. By nine o'clock tomorrow morning, she _____ (leave) for Vietnam with her boss.
7. I will try my best to identify you at the party tonight.
What _____ you _____ (wear)?
8. They _____ (finish) building the bungalow in half a year.
9. He _____ (not/take) the bus today.
10. The guests _____ (arrive) at the hotel by now.



B LISTENING

Practice

Listen to the text on health and technology. Fill in the blanks with appropriate words that you have heard from the text.



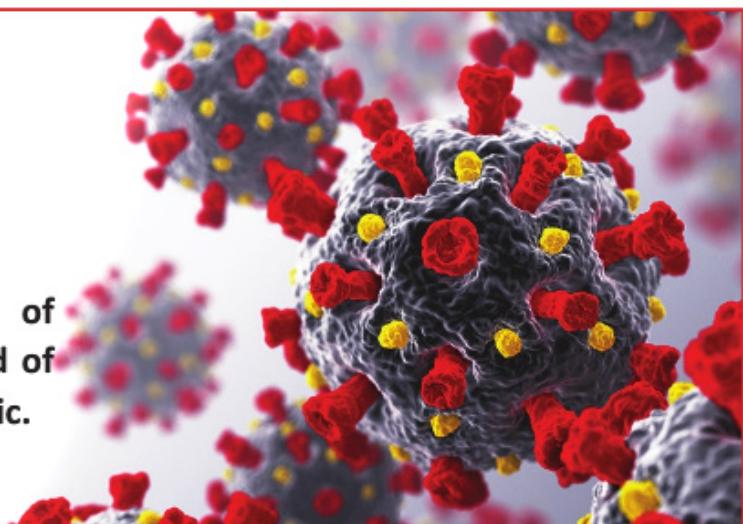
1. We already have wearables that monitor blood pressure, blood oxygen, heart _____ and even sleeping _____.

2. The research predicts that we may 'go beyond just _____ and into actual _____.'
3. For example, this could be the year where we could see _____ systems that allow not just the reading of one's blood sugar level but also deliver _____ to the body.
4. Caregivers and _____ will be able to change patients' experiences and produce better outcomes with the metrics captured by wearables and connected at-home monitoring equipment and _____ connections.
5. The use of smart technology will be able to _____ and regularly maintain wellness and treat _____ diseases.
6. Technology services provider NTT predicts that 'digital twinning' will be a _____ in the health _____.
7. This will allow various _____ to be monitored and tested in a _____ virtual environment.
8. Hospitals, for instance, will be able to identify _____ technical issues in medical systems and solve them before they occur, saving time and _____.

C SPEAKING

Practice

Get a partner. Discuss the use of technologies to prevent the spread of the coronavirus (Covid-19) pandemic.



D WRITING

Factual Essay

1. A factual essay aims to explain the facts and provide evidence on the subject matter.
2. The writer should not include personal opinions or ideas.
3. The writer should not use slang or dialogues.
4. The writer should not create his own examples.
5. The essay should be written in the third person's voice. (e.g. It, he, him, their, themselves, people, the students, etc. **Avoid using I, you and we.**)
6. Each paragraph should have one main point and explanations of the point. The explanation should be written in a logical and correct order. Use relevant examples to support the main point.

Factual Essay Structure

Introductory Paragraph

- General statement introduction
- Explanation of the background information
- Thesis statement (be specific, include three main points in the thesis statement)

Body Paragraphs

First paragraph: topic sentence, supporting details, examples, concluding sentence

Second paragraph: topic sentence, supporting details, examples, concluding sentence

Third paragraph: topic sentence, supporting details, examples, concluding sentence

Concluding Paragraph

- Restate the thesis statement
- Summarise the main points
- End with a concluding sentence (e.g. result based on the thesis statement)

Example

Title: What are the advantages of science and technology? Discuss.

Introductory Paragraph

Science and technology have continuously brought changes and progress to people's everyday life (**general statement introduction**). It is obvious that science and technology play a major role in shaping the lives of people (**background information**). Scientific discoveries and technological innovations help in increasing the speed of communication, making access to vast information easier and bringing a huge improvement in the medical field (**thesis statement**).

Body Paragraphs

First of all, science and technology have increased the speed of communication (**topic sentence of the first paragraph**)...

Furthermore, with the Internet, people have access to a wealth of information (**topic sentence of the second paragraph**)...

Other than that, science and technology make a great revolution in the medical field (**topic sentence of the third paragraph**)...

Concluding Paragraph

In conclusion, scientific and technological developments help in speeding up communication, making it easier to find information and improving the medical field (**restate the thesis statement**). Without progress in science and technology, people would not enjoy the benefits that they bring (**summary**). Thanks to modern science and technology, human beings are able to live in greater comfort and security (**result**).

Practice

Write a factual essay on one of the following topics in not less than 250 words.

1. The advantages and disadvantages of social media. Discuss.
2. In what ways have technology changed our lifestyle?
3. Technology has resulted in a sedentary lifestyle. Suggest ways to overcome this.
4. What are the dangers that teenagers should be aware of as users of modern technology?

A READING**Malaysian Wins French Literary Award**

Kow Shih-Li is a Malaysian writer born in 1968. She holds a degree in chemical engineering and resides in Kuala Lumpur with her son and extended family. Her first book of short stories, *Ripples and other stories* was shortlisted for the Frank O' Connor International Short Story Award in 2009. Kow is an amazing storyteller. Her novel, *The Sum of Our Follies*, has won a top French literary award in 2018. The prize is called 'First Novel Prize in a Foreign Language'. Kow Shih-Li was surprised that the Malaysian story she set out to tell in her debut novel has not only resonated with foreigners but also won a top literary award in France. The novel has been translated into Italian, French and German.



'Reading the reviews for the French version of my novel took me by surprise. I thought I had written a book that was so local that only Malaysians would get it,' she said. Set in a fictional small Malaysian town, *The Sum of Our Follies* revolves around two newcomers to the town. It was first published in English in 2014.

'The warm reception from French readers, however, showed that many individuals and communities around the world go through the same experiences and issues that Malaysians faced,' said Kow. 'Issues such as race, change, development, the fear of losing our identity due to modernisation, all these appear **in some form or other** in many places around the world,' she said.

The story of how Kow met her French translator, who is blind, is quite extraordinary. After reading her book, M. Frederic Grellier, now 53, decided to celebrate his wedding anniversary with his wife in Malaysia. 'That was when we first met. And it was his

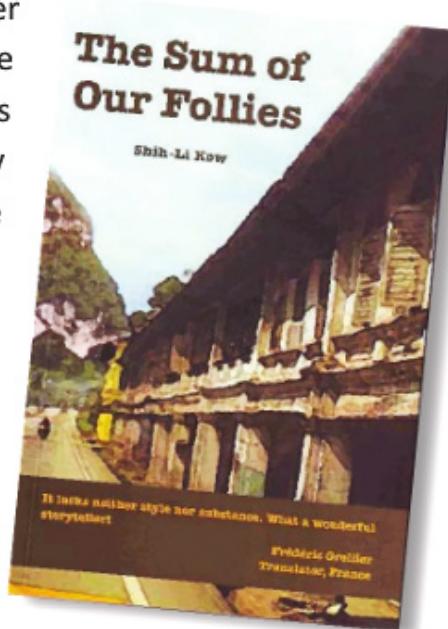
first time in the country,' she said. The process of Grellier translating her novel (by ear) to French was interesting due to cultural differences. 'There are things that Malaysians **take for granted** that are unfamiliar to the French. In my novel, I described how some people put eggshells on the leaves of the mengkuang (screwpine leaves). He asked me what it was. It is hard to explain without knowing the context so I sent him a photograph of it; his wife helped explain it to him,' said Kow.

Having gone to boarding schools in Kulim, Kedah and Kluang, Johor in the 1980s, Kow said small towns fascinated her. 'When you travel out of cities such as Kuala Lumpur, you will see a different part of the country.

There is a certain character in many of the small towns,' she said.

She was thinking of both Kulim and Kluang when she created the fictional town of Lubok Sayong, the setting of her novel.

Kow, who holds a full-time job as a mall manager, is writing short stories at the moment since she feels a bit of pressure to start a new novel.



Comprehension Check

Reading for Main Ideas

1. Kow Shih-Li is a Malaysian writer who holds a degree in chemical engineering.
2. Kow's first book of short stories, *Ripples and other stories* was shortlisted for the Frank O' Connor International Short Story Award in 2009.
3. Kow's novel, *The Sum of Our Follies*, won the top French literary award in 2018.
4. *The Sum of Our Follies* was translated by a French translator who is blind.
5. Kow was thinking about her living experience in Kulim and Kluang when she created the fictional town in her novel.



Reading for Details

Answer the questions according to the passage.

1. What honour did Kow get for her first book of short stories?

2. Why did Kow feel surprised about her debut novel?

3. According to Kow, why was her novel accepted by the French readers?

4. What difficulty did the translator encounter in the translation process?



5. What inspired Kow to create the fictional town of Lubok Sayong?



Thinking Further

1. If you were an author, what would you write about?
2. What should an author do to improve his or her writing skills?



Vocabulary

1. **Reside:** verb. /rɪ'zaɪd/ to live in a particular place
e.g. For the time being, I reside with my grandparents in their small house in Klang.
2. **Extended family:** noun. /ɪks'tendɪd 'fæmɪlɪ/ a family group with a close relationship among the members that includes not only parents and children but also uncles, aunts, grandparents, etc.
e.g. Amin was an only child, but he grew up in his extended family with his parents, grandparents and other relatives.
3. **Shortlist:** verb, noun. /'ʃɔ:tlist/ to put somebody or something on a shortlist for a job, prize, etc.
e.g. Ed Sheeran deserves to be shortlisted for the best male singer.
4. **Resonate:** verb. /'rezəneɪt/ to be similar to what somebody thinks or believes
e.g. This social news attracted a lot of attention and resonated among the public.
5. **Context:** noun. /'kɒntekst/ the situation within which something exists or happens, and that can help explain it
e.g. It is important to look at the cultural and economic context in which the novel was written.
6. **Fascinate:** verb. /'fæsɪneɪt/ attract or interest somebody very much
e.g. This creature was specifically designed to fascinate small children.
7. **Character:** noun. /'kærəktə(r)/ a particular quality or feature that a thing, an event or a place has
e.g. My hometown has been modernised and it has lost all its old character.
8. **Fictional:** adjective. /'fɪkʃənl/ not real or true; existing only in stories
e.g. The fictional location, which was made exclusively for the movie, has become a tourist hotspot.



Idioms and Phrases

1. **revolves around:** to have something as a main subject or purpose 以…为中心；围绕…
e.g. A housewife's life revolves around her family members and household chores.
2. **in some form or other:** in one way or the other 有几种不同的形式
e.g. E-learning is not new and has been around in some form or other for the past ten years.
3. **take for granted:** to enjoy or experience something without showing appreciation 认为…是理所当然
e.g. We take for granted the endless supply of clean water in our home, but a lot of work goes into getting it there.
4. **read someone like a book:** understand someone's thoughts and motives easily 对这个人一目了然
e.g. I can read you like a book and I know that something is wrong with you.
5. **read between the lines:** to have the ability to examine and grasp the meaning of 看出（或听出）真实的意思、看出字里行间的意思
e.g. One has to read between the lines to find the book's full meaning.

Patterns in Action

Connectors

Connectors can be used to join words, phrases, sentences or ideas.

1) Sequence Connectors

Sequence connectors are used to link sentences which follow a sequence of events.

first	second	third	next	then
after	later	before	until	when
whenever	while	meanwhile	after that	previously
besides	as soon as	first of all	firstly	lastly
finally	subsequently	as	since	during

Examples:

e.g. The weather was fine as I was leaving the hotel for the train station.

Whenever the phone rings, she answers it promptly.

Firstly, crack an egg into a bowl. Next, add some water. Then, add butter and salt into the bowl.

Practice 1

Fill in the blanks in the sentences with the given words in the box below. You may use a word more than once and some of the words may not be used.

after	finally	until	later	besides
when	next	since	during	before

1. The woman and her son kept on walking _____ they reached the bus stop.
2. Remove the cake from the oven and allow it to cool. _____, decorate it with icing.
3. The dog chased the thief _____ he tried to run away.
4. As an interior designer, you must discuss all aspects of the work with your client _____ starting the work.
5. Law is an interesting field of study. _____, it promises a lucrative career.
6. We had left the restaurant _____ the rain started.
7. We stayed in my cousin's house _____ the rain stopped.
8. He was shocked _____ he heard about the accident.
9. The wind blew the raft out into the sea _____ the storm.
10. It was only _____ two days that the men were _____ rescued.



2) Logical Connectors

Logical Connectors are used to link sentences that follow a logical order.

a) To show connections between actions and consequences

consequently	therefore	as	since	as a result
because	accordingly	hence	thus	on that account

Examples:

- He worked very hard. Consequently/As a result, he was rewarded.
- He failed an important examination and therefore he had to retain.

b) To show a contrasting idea/similar idea

however	but	in spite of	despite	although
nevertheless	on the other hand	similarly	likewise	as well as

Examples:

- She did her best. However, another person did better than her.
- Datuk Lee Chong Wei never gives up. Similarly, we must not quit easily in life.

c) To add new information

in addition	besides	furthermore
moreover	apart from that	additionally

Examples:

- In addition to a closed-circuit television, the house owner also installed a security alarm.
- Smoking is harmful to one's health. Besides, it leads to more serious addictions.

d) To show purpose

in order to	so that	so as to	in order that	for	to
-------------	---------	----------	---------------	-----	----

Examples:

- Avoid lonely places for they can be dangerous.
- More police officers were deployed to patrol the notorious areas.
- In order not to miss the train, we arrived at the station one hour earlier.
- The students studied hard so that they can pass the examination with flying colours.

Practice 2

Rewrite the sentences using appropriate logical connectors. Make the necessary changes.

- 1. The T-shirt was expensive. She bought the T-shirt.**

- 2. The children travel to school by bus. It is more convenient.**

- 3. Andy has to visit a dentist. Andy has a toothache.**

- 4. Marlene had done her homework. Marlene left her book at home.**

- 5. The shoppers came early for the sale. They got the best bargains.**

- 6. The football match continued. There was heavy rain.**

- 7. The website was hacked. The latest security device had been installed.**



8. Parents must ensure the safety of their children. They are responsible for their well-being.
-
9. The Singapore government has grown many plants. It wants to beautify the city.
-
10. The fuel price has risen considerably in recent months. The cost of food and clothing has gone up too.
-

Practice 3

Fill in the blanks with suitable connectors.

The Palm Tree and the Vine Plant

A palm tree grew steadily (1) _____ it was quite tall. One day, a little vine plant started growing beside the palm tree. (2) _____ it twined itself around the palm tree and (3) _____ grew higher and higher.

One day it spoke to the palm tree. 'Oh Palm Tree!
How old are you?'



'A hundred years old,' the tree replied. 'What?' laughed the vine plant. 'A hundred years old! I am only three months old (4) _____ am already as tall as you are.'

The palm tree did not say anything in reply.

Sometime after, the weather became very hot. (5) _____, there was no rain for a few weeks. Gradually the vine plant withered and (6) _____ died.

What is the lesson we can learn from this story? Do not be too proud of your achievements. (7) _____, always be grateful to those who help and support you.

B LISTENING

Practice

Listen to the text and answer the questions below.

1. What is the text about?

2. What are the advantages you can get from blogging?



C SPEAKING

Practice

Discuss in groups and choose a novel or a short story written by any Malaysian author. Complete the task using the template given below and present it to your class.



Template	
Title	
Author/Year of Publication	
Author's background	
Synopsis	

D WRITING

Summary Writing

To summarise a text is to give only the main ideas of the text. The meaning or message must still be the same as the original text.

Guidelines to Summary Writing:

A good summary should include all the main points and should be rephrased in your own words.

1. Read the instructions and be mindful of the requirements of the summary.
2. Read the text quickly to get the gist of it.
3. Look for the main points which are usually expressed in the thesis statement and topic sentences.
4. Arrange the points according to the sequence of the question requirement.

5. Write your first draft.
6. Use connectors to maintain cohesion in the summary.
7. Keep within the number of words specified and state the number of words written in brackets.
8. Proofread the final summary for grammatical errors and spelling mistakes.
9. Credit will be given for the use of own words.
10. Write the summary in one continuous paragraph.

Pitfalls to avoid:

1. Do not include information not found in the text.
2. Do not include your own ideas or opinions.
3. Do not spend too much time paraphrasing as you might end up losing marks for content unless you can do so without altering/distorting the meaning of the text.
4. Do not repeat ideas. Sometimes, an idea is repeated in the text and you may not notice it.
5. Do not use contractions in summary writing.
6. Do not use subjunctive sentences.
7. Do not use proverbs or quotations.
8. Do not use specific examples, illustrations, metaphors, or interpretations.

Practice

Read the following passage carefully. Write a summary on:

- what is SMS?
- what can be included in SMS?
- the advantages and misuses of SMS

Your summary should be in continuous writing and should not be longer than 150 words. State in brackets the number of words you have written.



Short Messaging Service (SMS) or texting is the sending and receiving of brief text messages via mobile phones. The text can be made up of words, numbers or a combination of both. The original term, text messaging, refers to the exchange of short text messages between mobile phones. It has since been extended to include messages containing an image, video, and sound content known as Multimedia Messaging Service (MMS) messages.

Texting is a tool for communication between educational institutions, students, parents or guardians and staff. Schools and universities can use SMS services to recruit students, send status updates to applicants and admission confirmation to students. SMS notifications allow the admissions office to simplify enrollment, schedule text reminders for tuition payments and other academic matters. In the event of a safety or crime alert, extreme weather conditions or even a last-minute event change, SMS makes it easy for educational institutions to send out mass notifications to staff, faculty, students and parents instantly.

By providing easy-to-use SMS, companies can reach customers, employees and other contacts instantly and consistently in order to grow their businesses faster and smoother. Some businesses use SMS for customer support, marketing campaigns, invoice collection, reminders, notifications, updates and more. As a matter of fact, even small businesses can deliver more efficient support to their customers by simply using the power of SMS.

For the healthcare industry, text messages are an effective and quick way to communicate with patients. The healthcare industry is using SMS for appointments and clearing waiting lists. This can help the healthcare sector save time and money by freeing up appointments that are no longer needed and improving the attendance record. SMS can also be used to carry out customer satisfaction surveys by covering a range of topics that will help the healthcare centre to improve their services.

SMS has helped the police to fight crime. Police have retrieved deleted incriminating messages and traced such messages or forwarded texts that helped to solve cases. Police in Tilburg, Netherlands, started an SMS alert programme asking citizens to be vigilant when a burglar was on the loose or a child was missing in their neighbourhood. The Boston Police Department has established a programme where you can text in crime tips anonymously to help stop a crime.

However, there have been some drawbacks to texting. Students have been caught using mobile phones to cheat in examinations. They used their mobile phones to contact friends outside the classroom. The friends looked up the examination answers and messaged them back to the test takers. Those who are caught cheating have received disciplinary punishment, including penalty in results. Teachers and schools must do all they can to prevent and get rid of cheating in examinations.

Text bullying has become the new weapon of choice for bullies. The loopholes of law provide bullies with the perfect means of taunting their target with little fear of being caught. Text messages provide complete anonymity. Text bullying includes posting rumours, threats, victims' personal information or insulting labels. Bullying or harassment can be identified by repeated behaviour with an intention to harm. Victims may experience low self-esteem, increased suicidal inclination and a variety of negative emotional responses including fear, frustration, anger or depression.

SMS phishing is designed to entice victims into clicking on the links of fake websites. These sites try to steal credentials, transmit mobile malware or carry out scams. Phishing messages do not always get the same amount of publicity, which may play into the hands of the criminals behind them. SMS messages do not have a sender address that you can verify at first glance. Whenever you receive any message that comes in asking you to act quickly, whether it is to scare you or because it is a great deal, just remember to think twice before you click.



UNIT 10

PRACTICAL LIVING SKILLS

A READING

Savings Account Application Form

Account No. _____

Particulars of Applicant

1. Full Name			
2. Salutation	<input type="checkbox"/> Mr	<input type="checkbox"/> Madam	<input type="checkbox"/> Miss
3. Mailing Address			
4. Town			
5. Postcode		6. State	
7. IC No.		8. Passport No.	
9. Date of Birth (dd/mm/yyyy)			
10. Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
11. Race	<input type="checkbox"/> Malay	<input type="checkbox"/> Chinese	<input type="checkbox"/> Indian
12. Religion	<input type="checkbox"/> Islam	<input type="checkbox"/> Buddhism	<input type="checkbox"/> Hinduism
	<input type="checkbox"/> Sikhism	<input type="checkbox"/> Other	
13. Nationality	<input type="checkbox"/> Malaysian	<input type="checkbox"/> Resident	
		<input type="checkbox"/> Non-resident	
	<input type="checkbox"/> Foreigner	<input type="checkbox"/> Resident	Country of Origin
14. Marital Status	<input type="checkbox"/> Single	<input type="checkbox"/> Other	
	<input type="checkbox"/> Married		
15. Telephone No.	<input type="checkbox"/> Home _____	<input type="checkbox"/> Mobile _____	
16. Email			
17. Residence Status	<input type="checkbox"/> Owned	<input type="checkbox"/> Rented	<input type="checkbox"/> Parents
18. Education	<input type="checkbox"/> Primary		<input type="checkbox"/> Bachelor
	<input type="checkbox"/> Secondary		<input type="checkbox"/> Master
	<input type="checkbox"/> Diploma		<input type="checkbox"/> PhD

Particulars of Employment		
19. Occupation		
20. Employer		
21. Annual Income		22. <u>Nature of Business</u>
23. Office Address		
24. Office Tel. No. _____ Ext: _____	25. Years of Employment: _____ Year(s)	
Particulars of Spouse		
26. Spouse's Name _____		
27. Spouse's IC No./Passport No. _____	28. No. of <u>Dependants</u> _____	
29. A Bank Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Applicant's signature:		
For Bank Use Only		
Attended by:	Data Entered by:	Verified by:

Adapted from a sample of bank savings account application form.

Opening a Savings Account

If you intend to open a savings account in any bank, below are the steps to follow:

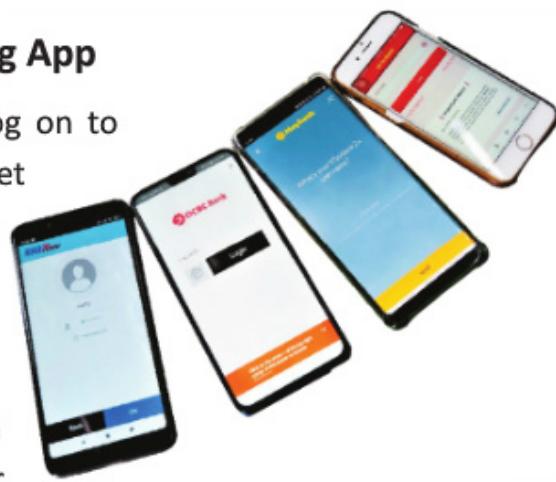
1. Go to a bank.
2. Get a waiting number from a ticket dispenser.
3. Get the application form from the staff.
4. Fill in the application form and sign. Make sure you read carefully and fill in the correct information.
5. When it is your turn, your number will be shown on the screen or called.



6. Go to the designated counter.
7. Pass the application form to the bank teller at the counter who will verify your identification card and your fingerprint.
8. You will be asked to deposit an amount into your newly opened account.
9. You have a new savings account now.

Online Banking Registration or Mobile Banking App

For online banking registration, you need to log on to the bank's official website and register for the internet banking service anytime at your convenience. You can also download the mobile banking app of the bank on your smartphone for mobile banking services. Although it is convenient, you need to be aware of the potential risks of being hacked. Hackers can break through the firewall to hack and export your information without you realising it. Always be alert of a possible phishing scam and follow the bank's instructions related to security purposes closely. Double-check your particulars as once the information is confirmed and sent, it cannot be amended.



Despite potential risks, you can consider registering for the internet banking service since there are some advantages of online banking. For instance, you can access your account anytime and anywhere. You may also be able to pay bills and transfer money online. Lastly, you should always save or print out your online banking transaction record for providing evidence of valid and successful transactions.



Comprehension Check

Reading for Main Ideas

1. To open a bank savings account, you need to fill in an application form.
2. The bank teller will verify your fingerprint and you need to show your identification card.

- Throughout the process of opening a savings account, make sure you read the terms and conditions carefully and fill in the correct information. Later, you will be required to deposit a certain amount of money into your new savings account.
- For online banking registration, log on to the bank's official website for registration.
- You can also download the mobile banking app for mobile banking services.
- Although it is convenient, you need to be aware of the potential risks of being hacked. Hackers can break through the firewall to hack and export your information without you realising it.



Reading for Details

Answer the questions according to the passage.

1. How do you register for an online banking service with your computer?

2. What is another way of registering for an online banking service?

3. What are the things to bear in mind when applying for online banking services?

4. What are the advantages of applying for online banking services?

5. What is the purpose of keeping a copy of your online banking transaction record?



Thinking Further

1. Why will a bank attendant verify your fingerprint and ask for your identification card when you apply for a savings account?

2. What is your opinion about money?





Vocabulary

1. **Salutation:** noun. /sælju'teɪʃn/ the words that are used to address a person
e.g. The salutation of the letter said, “Dear John”.
2. **Residence:** noun. /'rezɪdəns/ a house, the state of living in a particular place
e.g. Please state your occupation and place of residence.
3. **Nature:** noun. /'neɪtʃə(r)/ the type or main characteristic of something
e.g. It is the nature of my job to work with someone who has medical disputes.
4. **Spouse:** noun. /spaʊs/ a husband or wife
e.g. My job offers medical and dental benefits for myself, my spouse and my children.
5. **Dependant:** noun, /dɪ'pendənt/ a person who is financially supported by another person
e.g. Your dependants can accompany you while you pursue a teaching career in the United States.
6. **Deposit:** noun, verb. /dr'pozɪt/ to put money into a bank account
e.g. An applicant is usually required to deposit RM50 into his or her bank account.
7. **Phishing:** noun. /'fɪʃɪŋ/ the fraudulent practice to induce individuals to reveal personal or confidential information to deceive their money
e.g. He was defrauded due to his innocence and was ripped off RM40,000 in the phishing incident.
8. **Transaction:** noun. /træn'zækʃn/ a piece of business that is done between people, especially an act of buying or selling
e.g. The accounts department keeps a record of all financial transactions.





Idioms and Phrases

1. **pour money down the drain:** to spend money foolishly or carelessly 浪费钱财
e.g. I do not know why you pour money down the drain on such useless things.
2. **bring home the bacon:** to earn money to live on 养家糊口
e.g. He works hard as he has to bring home the bacon.
3. **money doesn't grow on trees:** money is not easy to acquire (提醒别人花钱时要谨慎) 钱可不是从树上长出来的
e.g. His daughter probably does not know that money doesn't grow on trees, she spends so much money on buying luxury bags.
4. **earn a living:** to earn enough money to pay for everything you need 赚钱过活
e.g. If you have substantial subject knowledge in a particular field, you could earn a living easily.
5. **cut your losses:** to get out of a bad situation before it gets worse instead of waiting to see whether it will improve 趁早收手、及时放弃无利可图之事
e.g. Your business is expecting a long-term negative impact due to Covid-19; you should cut your losses by restructuring your staff.

Patterns in Action

Transitions

We use transitions to show a change from one state or condition to another. They link actions and events to provide a smooth flow to a statement or story.

e.g.

- First, he planted a seed in the black soil, added dead leaves and mixed with some earth. Then, he made sure the seed was watered every day.
- He was very tired, yet he carried on working as he knew he needed to meet the deadline.
- I want to go to the party, but I ought to be studying.
- The watermelon is not as sweet as the mango.



Addition	Contrast	Comparison	Result
and besides next again also another likewise moreover furthermore not only... but also other than that let alone apart from	but although even though in contrast however whereas yet albeit notwithstanding nevertheless nonetheless on the other hand on the contrary despite In spite of Instead of	compared to than similarly like/likewise as... as so... as either... or neither... nor both in this vein in like manner	because for since thus therefore accordingly consequently so so that in order to hence as a result due to owing to
Sequence	Time	Manner	Place
firstly secondly next then now concurrently simultaneously previously lastly finally	first soon when while since until before after presently immediately later	as as if as though	where wherever above below near under between among behind across

Condition	Emphasis	Choice	Conclusion
if unless provided that granted that given that for example for instance	certainly definitely without a doubt by all means not at all by no means undoubtedly undeniably in fact	or nor otherwise	in conclusion to conclude therefore finally To sum up simply put
Reason	Restatement	Summary	Order
Because of In fact In order to Owing to So that With this in mind	In short In other words To put it another way Simply put	In a word In brief To conclude To sum up In conclusion As you can see In a nutshell In summary	First/firstly Second/secondly Third/thirdly Finally Previously Last but not least

Practice

Join the statements by using appropriate transitions. They can be placed at the front, at the end or in between sentences. The first one has been done for you.

1. **He is short/she is shorter**

She is shorter than he is./He is short but she is shorter.

2. **George was always seasick/he left the navy**
-

3. **They saw the lightning /they heard the thunder later**
-

4. The football match was cancelled/bad weather

5. The victim must be treated immediately/he is seriously injured

6. She is a talented singer/her sister is an accomplished pianist

7. She got the job/the fact that she had very little working experience

8. I lost the game, but I told myself that I had improved a lot/

9. You are not eligible for a subsidised bus pass/you are a full-time student

10. The student's essay was poorly written./it was out of point

B LISTENING

Practice

Listen to the song and fill in the blanks.



How Far I'll Go

I've been staring at the edge of the water

'Long as I can remember, never really knowing why

I wish I could be the perfect (1) _____

But I come back to the (2) _____, no matter how hard I try

Every turn I take, every (3) _____ I track

Every path I make, every road leads back

To the place I know, where I cannot go, where I (4) _____ to be

See the line where the sky meets the sea? It (5) _____ me

And no one knows, how far it goes

If the wind in my (6) _____ on the sea stays behind me

One day I'll know if I go there's just no telling how far I'll go

I can lead with (7) _____, I can make us strong

I'll be (8) _____ if I play along

But the voice inside sings a (9) _____ song

What is wrong with me?

See the light as it shines on the sea? It's (10) _____

But no one knows, how deep it goes

See the line where the sky meets the sea? It calls me

And no one knows, how far it goes

If the wind in my sail on the sea stays behind me

One day I'll know, how far I'll go, how far I'll go

C SPEAKING

Practice

You and your classmates have been assigned to organise a class trip. Discuss with your group members the destination you intend to visit, the duration of the trip, the aim of the trip, time to gather, cost, places of interest and other related details. Present your proposal to the class.

Destination	
Duration of the Trip	
Aim of the Trip	
Time and gathering point	
Cost of the whole trip	
Places of interest	
Others	

D WRITING

Persuasive Essay

In a persuasive essay, you need to state your opinions to persuade the readers to agree with you. You need to state your stand in the introduction and include various facts, reasons and examples to support your stand.

Essay Structure

Introductory Paragraph

- Hook (grab the reader's attention)
- Background information (opinions, definitions, historical or general facts, trends or changes)
- State your stand (e.g. I agree, in my opinion, I believe...)
- Thesis statement (be specific, include three main points in the thesis statement)

Body Paragraphs

- **1st paragraph:** topic sentence, supporting details and examples, concluding sentence
- **2nd paragraph:** topic sentence, supporting details and examples, concluding sentence
- **3rd paragraph:** topic sentence, supporting details and examples, concluding sentence

Concluding Paragraph

- Restate the thesis statement (paraphrase the thesis statement)
- Restate your stand
- End with a clincher (recommendation, advice, persuasion or prediction)

Example

Title: Should students pursue tertiary education? What are your views?

Introductory Paragraph

It is an undeniable fact that tertiary education plays an important role in most aspects of one's life (**hook**). In the 21st century, one needs to be knowledgeable and competent to meet demanding careers (**background information**). In my opinion, students should pursue tertiary education (**state your stand**) since it helps them to secure better job prospects, increase earning potential and elevate self-esteem (**thesis statement**).

.....

Body Paragraphs

First of all, pursuing tertiary education provides greater advantageous ground over the others in getting better jobs (**topic sentence of the first paragraph**)...

Furthermore, by obtaining a tertiary education, one can increase his or her earning potential (**topic sentence of the second paragraph**)...

Other than that, one's self-esteem can be elevated by pursuing a tertiary education (**topic sentence of the third paragraph**)...

Concluding Paragraph

In conclusion, people with tertiary education generally gain better careers, they are able to increase their earning power and enhance their self-confidence (**restate the thesis statement**). Therefore, I firmly believe that high school graduates should pursue tertiary education (**restate your stand**). Tertiary education does not only benefit the individual, but the entire society (**end with a clincher**).

Practice

Write a persuasive essay on one of the following topics in not less than 250 words.

1. Hands-free driving devices should be promoted. Do you agree?
2. Money cannot buy love or happiness. Do you agree?
3. Should secondary schools implement blended learning?
4. Community service should be a graduation requirement for all high school students. Do you agree?