

**PROJEK JAWAB UNTUK JAYA**

**MODUL PELAJAR**

**BAHASA INGGERIS**

**PAPER 1**

**SECTION A**

**DIRECTED  
WRITING**

**TABLE OF CONTENTS**

<b>NO</b>	<b>ITEM</b>	<b>PAGE</b>
<b>1</b>	<b>ANALYSIS OF PAST YEAR QUESTIONS</b>	<b>2</b>
<b>2</b>	<b>PAST YEAR QUESTIONS</b>	
	<b>2009</b>	<b>3</b>
	<b>2008</b>	<b>8</b>
	<b>2007</b>	<b>13</b>
	<b>2006</b>	<b>19</b>
	<b>2005</b>	<b>23</b>
<b>3</b>	<b>ENRICHMENT EXERCISES</b>	
	<b>Set A</b>	<b>29</b>
	<b>Set B</b>	<b>30</b>
	<b>Set C</b>	<b>31</b>

**1 ANALYSIS OF PAST YEAR EXAM PAPERS (2001 – 2009)**

<b>Year</b>	<b>Topics</b>
2001	An article for school newsletter
2002	A talk on road safety
2003	A formal letter to a class teacher
2004	A report to principal
2005	An informal letter (to a friend)
2006	An informal letter (to a friend)
2007	A talk on a reference book
2008	An article for the school magazine
2009	A report to the principal

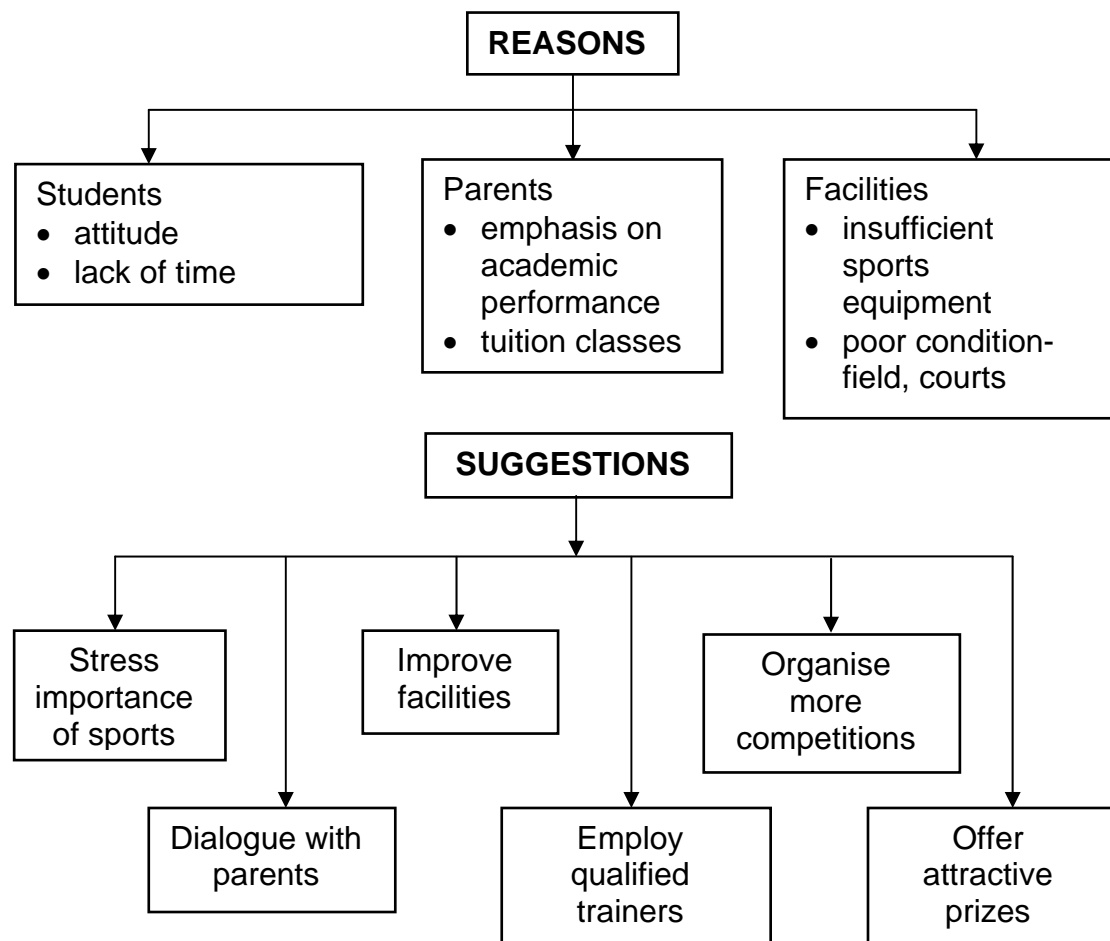
**2 PAST YEAR QUESTIONS**

**SPM 2009**

**Section A : Directed Writing**

Many of your schoolmates are not interested in sports. You have carried out a survey on the reasons for their lack of interest. Based on your findings, write a report to the Principal regarding the matter. In your report, give reasons for the lack of interest in sports and provide suggestions to overcome the problem

Use the following notes to write your report



When writing the report, you must :

- Address your report to the principal
- Provide a title
- Include your name
- Use all the notes given

1. *Allocation of marks :*

Content	-	15 marks
Language	-	20 marks
<b>Total</b>	-	<b>35 marks</b>

2. *Marks for content are awarded as follows :*

**Format:**

<b>F1</b>	- Addressed to the principal	1 mark
<b>F2</b>	- Title of the report	1 mark
<b>F3</b>	- Name	1 mark

**Content:**

<b>C1</b>	- student's attitude	1 mark
<b>C2</b>	- lack of time	1 mark
<b>C3</b>	- parents' emphasis on academic performance	1 mark
<b>C4</b>	- tuition classes	1 mark
<b>C5</b>	- insufficient sports equipment	1 mark
<b>C6</b>	- poor condition of field and courts	1 mark
<b>C7</b>	- stress importance of sports	1 mark
<b>C8</b>	- dialogue with parents	1 mark
<b>C9</b>	- improve facilities	1 mark
<b>C10</b>	- employ qualified trainers	1 mark
<b>C11</b>	- organise competitions	1 mark
<b>C12</b>	- offer attractive prizes	1 mark

<b>F / C</b>	<b>CONTENT POINT</b>	<b>MARK</b>
<b>F1</b>	To: Principal of Sekolah Menengah Kebangsaan Bahagia	1 mark
	Address of sender and receiver	0 mark (not a letter format)
<b>F2</b>	A report on the Lack of Interest in Sports Among the Students of SMK Bahagia	1 mark
<b>F3</b>	Written by,..Khatijah Bt. Rosli	1 mark
	Name mentioned in the body	1 mark
	Yours sincerely...Khatijah Bt. Rosli	0 mark (not a letter format)
<b>C1</b>	The reason why students did not choose sports as their preferred leisure activity is their own attitude towards it	1 mark
<b>C2</b>	Another reason is their lack of time	1 mark
	Students do not have much time to spend in sports because they think sports does give them benefit	0 mark (contradicting)
<b>C3</b>	Has become an obsession with parents to make their children excellent in academics	1 mark
<b>C4</b>	Parents sending them for tuition classes, workshops and seminars at every possible opportunity	1 mark
<b>C5</b>	There is insufficient sports equipment to cater for students' need	1 mark
	Facilities have insufficient sports equipment	0 mark (meaning distorted)
<b>C6</b>	The poor condition of the school field and the badminton courts have drawn anger of students	1 mark
	The poor condition of the school field	0 mark (court not mentioned)
<b>C7</b>	The school authorities should stress the importance of sports to the students	1 mark
<b>C8</b>	The school authorities could hold a dialogue with the parents during the next Parent Teacher Association meeting	1 mark

F / C	CONTENT POINT	MARK
C9	On top of that, the school authorities could improve the sporting facilities for the students	1 mark
	The principal must be improve facilities very good for student	0 mark (meaning distorted)
C10	Qualified trainers should be employed to teach and guide the students	1 mark
C11	The school authorities could organise more competitions related to sports	1 mark
	After that, many more organise competition	0 mark (subject not stated)
C12	Attractive prizes should be offered to winners to recognize their efforts and to motivate other students to participate in sports	1 mark

**SAMPLE ANSWER**

To : The Principal of Sekolah Menengah Kebangsaan Bahagia

A report on the Lack of Interest in Sports Among the Students of Sekolah Menengah Kebangsaan Bahagia

I have recently conducted a survey among the students of SMK Bahagia . The results of the survey show that among 2,000 students from form one to form five, only 200 would choose sports as their preferred leisure activity during their spare time. That number is only 10% of the student population.

Among the reasons cited by the 1,800 students who did not choose sports as their preferred activity is their own attitude towards sports. Many of them assume playing sports involves getting hot, dirty and sweaty as well as being occasionally sunburned. Also the students complained about their lack of time. Many of them commented that this was caused by the longer school hours and also because many co-curricular societies, such as uniformed bodies, hold extra meetings on weekends.

Not only that, many of the students complained about parental factors. According to them, their parents place an excessive amount of attention on academic work. Many of them have stated that it has become an obsession with their parents to make them excellent in academics. With their parents sending them for tuition classes, workshops and seminars at every possible opportunity, it has become very difficult for them to make time for leisure, let alone sports.

Other students complained that the school field and sports equipment are not at a reasonable level. Since the school field is fully utilised, the students expect it to be at its level best. However, they have said that the opposite is often true. There is insufficient sports equipment in the school storage room with only two soccer balls. The school's hockey equipment is also in very bad condition with several broken hockey sticks that have not been replaced. The poor condition of the school field and the badminton courts have also drawn the anger of the students. Many students submitted complaints that the school field is very wet and muddy after it rains while the badminton courts' floor is heavily damaged.

Due to the overwhelming lack of interest in sports among the students' I have formulated a few suggestions for consideration. Among my suggestions is that the school authorities, such as the Head of Student Affairs, should stress the importance of sports to the students. The message would have a much greater impact on the students if delivered by a person in authority.

Moreover, the school authorities could hold a dialogue with the parents during the next Parent Teacher Association meeting. During the dialogue, the school authorities could explain to the parents about the importance of a balanced life for the students through sports.

On top of that, the school could improve the sporting facilities for the students and employ qualified trainers. Both steps would go a long way towards attracting the interest of the students to get involved in sports. The presence of the trainers would be an added bonus for the students because they could receive proper training on the rules and regulations in sports.

Lastly but not least, the school authorities could organise more competitions related to sports and offer attractive prizes to the winners. This would act as an incentive for students who have talent in sports to come forth and compete.

Written by,

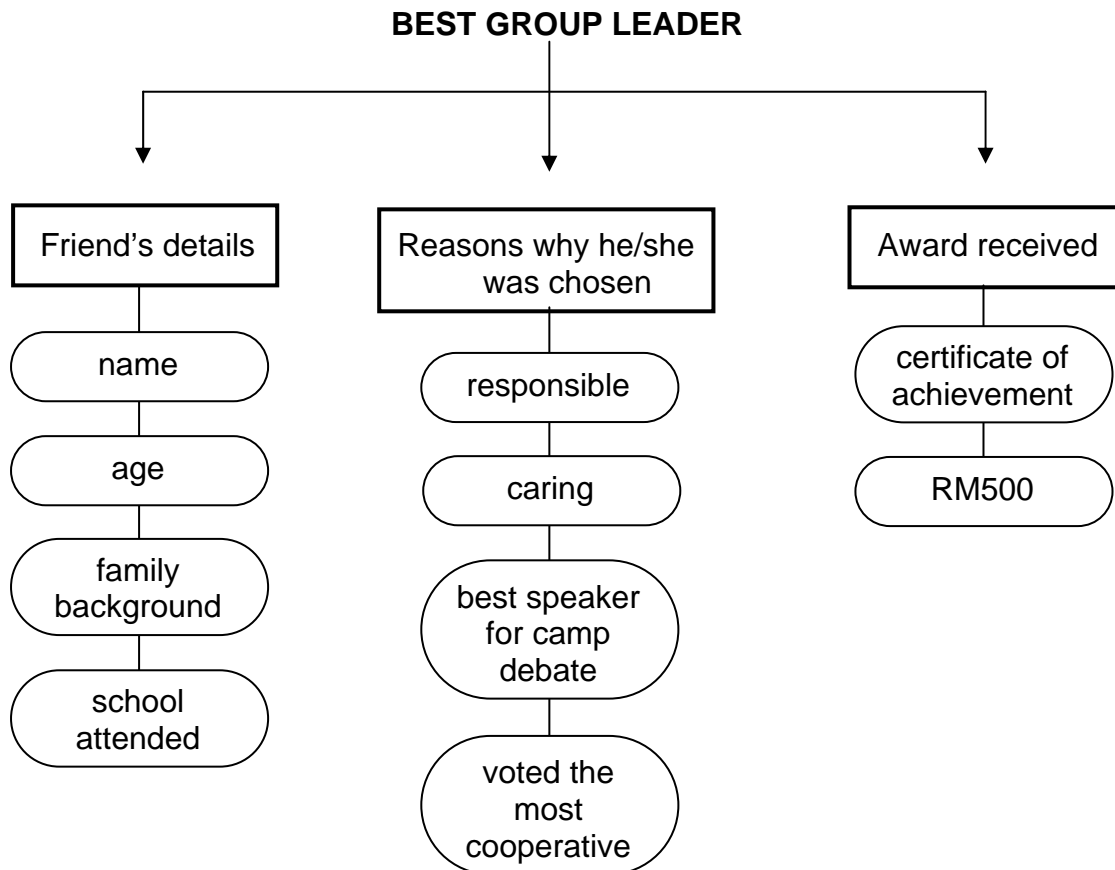
.....  
(Khatijah Bt. Rosli)  
Secretary,  
Sports Club,  
SMK Bahagia

SPM 2008

**Section A : Directed Writing**

You recently attended a leadership camp organized by your school. At the camp, one of your friends was chosen as the best group leader. You have been asked to write an article about your friend for your school magazine.

Write your **article** based on the information below.



When writing the **article**, you should remember:

- to give a suitable **title**
- to give your name as the writer
- to use **all** the information given
- to provide an ending
- to add **two other reasons** why your friend was chosen
- that your readers are students of your school



1. *Allocation of marks :*

Content	-	15 marks
Language	-	20 marks
<b>Total</b>	-	<b>35 marks</b>

2. *Marks for content are awarded as follows :*

**a. Format:**

<b>F1</b> - title	1 mark
<b>F2</b> - name of the writer	1 mark
<b>F3</b> - ending	1 mark

**b. Content:**

<b>C1</b> - name	1 mark
<b>C2</b> - age	1 mark
<b>C3</b> - family background	1 mark
<b>C4</b> - school attended	1 mark
<b>C5</b> - responsible	1 mark
<b>C6</b> - caring	1 mark
<b>C7</b> - best speaker for camp debate	1 mark
<b>C8</b> - voted the most co-operative	1 mark
<b>C9</b> - certificate of achievement	1 mark
<b>C10</b> - RM500	1 mark
<b>C11</b> - one reason why your friend was chosen	1 mark
<b>C12</b> - one reason why your friend was chosen	1 mark

F/C	CONTENT POINT	MARK
F1	The Making of a Future World-Class Leader	1 mark
	Best Group Leader at Leadership Camp	1 mark
	Camping	0 mark ( <i>article is about a person not an activity</i> )
F2	By Zulkfli Bin Hassan	1 mark
	Written by Zulkifli Hassan	1 mark
	By Zee Boy	0 mark (name is too informal for an article)
F3	Amir's positive traits makes him an ideal choice as the best group leader	1 mark
	Bravo to Amir and I wish him good luck for all his future undertakings	1 mark
	Thanks for the article	0 mark (not a correct ending format)
C1	Amir Zulhaqem Zakaria	1 mark
	Mee	0 mark (name is too general)
C2	17 years old	1 mark
	Seventeen years old	1 mark
	23rd of July 1992	1 mark
	23rd of July	0 mark (cannot determine the age)
C3	Both his parents are teachers	1 mark
	He is the eldest among his 5 siblings	1 mark
	Amir likes to go fishing	0 mark (not relating to family background)
(C4	SK Bandar Jerantut	1 mark
	Jerantut	0 mark (no mention of school)

<b>F/C</b>	<b>CONTENT POINT</b>	<b>MARK</b>
<b>C5</b>	Was a responsible leader	1 mark
	Made sure his group members were safe all the time	1 mark
	Reasons why he was chosen as a responsible leader	0 mark (copying rubrics)
<b>C6</b>	He cared for the members of his group	1 mark
	Hel is also a caring person	1 mark
<b>C7</b>	Chosen as the best speaker for the camp debate	1 mark
	Was the best school debater	0 mark (should be at the camp)
<b>C8</b>	Was voted the most cooperative student	1 mark
	Always the first person to volunteer for any task	1 mark
	Always cooperated with the teachers	0 mark (too general)
<b>C9</b>	Was given a certificate of appreciation	1 mark
	He gave a certificate of appreciation to his team members	0 mark (meaning is distorted)
<b>C10</b>	Was awarded RM500	1 mark
	Received a whopping sum of RM500	1 mark
	Awards received RM500	0 mark (meaning is distorted)
<b>C11</b>	He instilled confidence among his group members which led to victory in the camp debate	1 mark
<b>C12</b>	He did not let achievements get to his head and earned the respects of all the participants	1 mark

**SAMPLE ANSWER****The Making of A Future World-Class Leader**

By : Zulkifli Bin Hassan

On the 15<sup>th</sup> of May 2008, SMK Darul Ehsan organised a leadership camp at Hutan Lipur Pandan, Kuantan. The camp was attended by all the form five students. Its objective was to enable students to get along well with each other and help them to develop their self-esteem. At the camp, the most anticipated time by all was when the best group leader was announced. And as predicted by most, Amir Zulhaqem Zakaria, a tall dark, looking guy, managed to get the prestigious award. His positive traits made him an ideal choice.

Amir Zulhaqem Zakaria, popularly known as Ca'em, is a seventeen-year old guy who comes from Jerantut. His father's name is Zakaria Adul Hamid while his mother's name is Halina Hamid @ Md Noor. Both his parents are teachers. He is the eldest among his five siblings. He is now studying in SMK Darul Ehsan and is the head prefect of the school. During his primary school time, he had studied in four different schools which were situated at four different states respectively. He had been schooling at SK Gua Batu, Sarawak, SK Kangar Perlis, SK Ulam Batu, Terengganu and SK Bandar Jerantut, Pahang.

There were so many reasons on why he was chosen as the best group leader and one of them is that he was responsible. He is also a caring person who always made sure his group members were safe all the time. He instilled confidence among his group members which led to victory in the camp debate. As such, it was not surprising that he managed to get the best speaker award for the camp debate. And from the 253 students who had attended the camp, Amir Zulhaqem was voted the most cooperative student. He was always the first to volunteer for any task.

During the final day of the leadership camp, he received awards from our school principal, Madam Hajjah Norlia Bt. Mohd Shuhaili. He was given a certificate of achievement as the best group leader and even went home with a whopping RM 500, a very handsome sum of money.

People also admired him because of his amazing achievement in his studies. He did not let achievements get to his head and earned the respects of all the participants. Furthermore, he is among the top ten students of the school and is the head of the students' facilitators. Amir Zulhaqem loves to play basketball. Together with his team he represented the school in the state basketball tournament, "The Flyerz", they managed to win second place for the event.

The students of SMK Darul Ehsan should try to follow Amir Zulhaqem's footsteps. We know that if this country is to produce more future leaders that will soon help in developing this country to another level and probably, Amir Zulhaqem will be one of them. This year, he and his batch members will sit for the SPM examination. Let us pray together so that all of them can succeed and make SMK Darul Ehsan as one of the best school in this country. Bravo to Amir Zulhaqem and I wish him good luck for all his future undertakings.

**SPM 2007**

**Section A : Directed Writing**

You have been asked by your teacher to give a **talk** on a reference book that is so useful for secondary students. You have decided to talk about a science book.

Use the following notes about the book to write your **talk**

Details of the book	Reasons why the book is useful
<ul style="list-style-type: none"> <li>• Title : Science Made Simple</li> <li>• Author : Sharifah Shazana</li> <li>• Publisher: Bunga Publication</li> </ul>	<ul style="list-style-type: none"> <li>• attractive presentation</li> <li>• clear explanations</li> <li>• helpful diagrams</li> <li>• variety of exercises</li> <li>• sample answers</li> <li>• practice question papers</li> <li>• useful tips</li> </ul>

When writing the talk, you should remember :

- to use an appropriate greeting and closing
- to state the purpose of the talk
- to use all the notes given
- to give two other reasons of your own
- that the talk is for school students

1. *Allocation of marks*

Content	-	15 marks
Language	-	20 marks
<hr/>		
Total	-	35 marks
<hr/>		

2. *Marks for content are awarded as follows :*

a. **Format:**

<b>F1</b>	- greeting	1 mark
<b>F2</b>	- purpose of talk	1 mark
<b>F3</b>	- closing	1 mark

b. **Content:**

<b>C1</b>	- Title: Science Made Simple	1 mark
<b>C2</b>	- Author: Sharifah Shazana	1 mark
<b>C3</b>	- Publisher: Bunga Publications	1 mark
<b>C4</b>	- attractive presentation	1 mark
<b>C5</b>	- clear explanation	1 mark
<b>C6</b>	- helpful diagrams	1 mark
<b>C7</b>	- variety of exercises	1 mark
<b>C8</b>	- sample answers	1 mark
<b>C9</b>	- practice question papers	1 mark
<b>C10</b>	- useful tips	1 mark
<b>C11</b>	- own reason	1 mark
<b>C12</b>	- own reason	1 mark

F/C	CONTENT POINT	MARK
F1	Good morning teachers and students	1 mark
	Good morning dear students	1 mark
	Good morning everybody	1 mark
	Good morning	1 mark
	Assalamualaikum	0 mark (not a standard English greeting)
F2	I would like to give a talk on a reference book...	1 mark
	I am standing here to talk about.....	1 mark
	This book is about.....	0 mark – (not the purpose of the talk)
F3	<b>Thank you</b> ( mandatory)	1 mark
	<b>Thank you</b> for listening	1 mark
	<b>Thank you</b> for your attention	1 mark
	I <b>would</b> like <b>to thank</b> all of you for listening....Good bye....	0 mark (not an appropriate expression to end a speech)
C1	The title of the book is Science Made Simple	1 mark
	This book, Science Made Simple.....	1 mark
	Science Made Simple.....	1 mark
	This book is very useful.....	0 mark (title not mentioned)
	This is a science reference book	0 mark (title not mentioned)
C2	The author is Sharifah Shazana	1 mark
	Written by Sharifah Shazana, this book.....	1 mark
	The book is written by a famous writer.	0 mark (name is not mentioned)
C3	This book is published by Bunga Publications	1 mark
	The publisher is Bunga Publications	1 mark
	Published by Sharifah Shazana this book.....	0 mark (wrong idea)

<b>F/C</b>	<b>CONTENT POINT</b>	<b>MARK</b>
<b>C4</b>	This book has attractive presentation	1 mark
	The book is presented in a very attractive manner	1 mark
	This book is interesting and attractive	0 mark (idea of the book's attractive presentation does not come through)
<b>C5</b>	Apart from that this book has clear explanations on every sub topic.	1 mark
	We can easily understand as the notes are explained clearly	1 mark
	The explanations are simplified and clear....	1 mark
	This book is useful for many students	0 marks (point not mentioned)
<b>C6</b>	This book has many helpful diagrams...	1 mark
	This book is filled with colourful diagrams	1 mark
<b>C7</b>	There are variety of exercises in this book	1 mark
	The author provides the students with many exercises.....	1 mark
	Every sub-topic is followed by many exercises	1 mark
	This book has sample exercises	1 mark
<b>C8</b>	Sample answers are also provided to guide the students.....	1 mark
	This book provides sample answers ...	1 mark
	We can refer to the sample answers provided....	1 mark
	Every reference book has sample answer	0 mark (does not refer to the book)



<b>F/C</b>	<b>CONTENT POINT</b>	<b>MARK</b>
<b>C9</b>	Another excellent point about this book is it has practice questions papers	1 mark
	The practice questions papers provided will....	1 mark
	Students can do their revision by answering the practice question paper....	1 mark
	We can get practice question paper from the science teacher....	0 mark (not relevant to the point)
<b>C10</b>	There are many useful tips in this books	1 mark
	Students can always refer to the useful tips found in this book...	1 mark
<b>C11</b>	This book is affordable	1 mark
	This book is cheap	1 mark
<b>C12</b>	This book can be reviewed at the library	1 mark
	This book can be bought from the local book store near the school...	1 mark

## SAMPLE ANSWER

A very good morning to En .Kama bin Hasan, principal of Sekolah Menengah Kebangsaan Dinding, dearest teachers and my fellow friends. I Mohd Hafiz the president of the Science Club stand before you today to deliver a talk regarding a Science reference book that I have found very useful and may come in handy to all form five students of this school. I hope I can have your undivided attention for the next half hour as I proceed to explain how and why this book can benefit us as well as the teachers.

I came across '**Science Made Simple**' authored by **Sharifah Shazana** as I was browsing my local bookstore for a text guide to help me understand science better. This book caught my attention as its front cover delivered an **attractive presentation** of a microscope and a colourful display of many unicellular organisms. Many of you would undoubtedly find Science as a difficult subject to master due to the amount of facts students are required to digest before examinations. However, this book which is **published by Bunga Publications** has **clear explanation** so that students have better understanding. This book is also **filled with many colourful diagrams** to instill a sense of eagerness in students to make them interested in the subject.

Apart from that this book **has a variety of exercises** throughout the chapters and at the end of each subtopic. These exercises are very useful because it tests students thoroughly on the contents of that particular subtopic.

In addition to that, **sample answers** are also provided at the end of each chapter provide easy reference when answering the questions. The suggested answers are concise, straight to the point are exact replicas of answer expected during the real examination what is required in the real exam. In short, this reference guide can serve as a useful resource for other topics under the science subject.

Another good point about this book is that it **has practice question papers** which would be very useful for our preparation for the coming examination.. Besides that there are **many useful tips** under the summary section which will give you a list of important details and cuts short long study before the exam. This book **is affordable** to most at only RM 12.00 and can also **be reviewed at the school library**. I hope my talk has been worth your patience and I can guarantee that "Science Made Simple" is an excellent science guide that many of you will find helpful. Thank you for your attention.

## SPM 2006

**Section A : Directed Writing**

Your friend, who lives in another town, wants to know whether he/she should run for the post of Head Prefect. Write a letter to your friend giving reasons why he/she would make a good Head Prefect.

Use the notes given below to write your letter.

**Personal Qualities:**

- friendly
- responsible
- helpful

**Academic performance:**

- intelligent student
- hardworking
- problem solver

**Co-curricular Involvement:**

- Blue House Captain
- secretary of English Language Society
- school debater

**Other points:**

- lives near school – able to sacrifice time
- good study habits – academic performance will not be affected
- popular with students and teachers

When writing your letter, you should remember to include the following:

- address
- salutation/greeting
- close
- **all** the notes given

1. *Allocation of marks*

Content	-	15 marks
Language	-	20 marks
<hr/>		
Total	-	35 marks
<hr/>		

2. *Marks for content are awarded as follows :*

**a. Format:**

<b>F1</b>	- address	1 mark
<b>F2</b>	- salutation	1 mark
<b>F3</b>	- closing	1 mark

**b. Content:**

<b>C1</b>	– friendly	1 mark
<b>C2</b>	– responsible	1 mark
<b>C3</b>	– helpful	1 mark
<b>C4</b>	– intelligent	1 mark
<b>C5</b>	– hardworking	1 mark
<b>C6</b>	– problem solver	1 mark
<b>C7</b>	– Blue House captain	1 mark
<b>C8</b>	– secretary of English Language Society	1 mark
<b>C9</b>	– school debater	1 mark
<b>C10</b>	– lives near school – able to sacrifice time	1 mark
<b>C11</b>	– good study habits – academic performance will not be affected	1 mark
<b>C12</b>	– popular with students and teachers	1 mark

F/C	CONTENT POINT	MARK
F1	Students' address	1 mark
F2	Dear Ali....	1 mark
	My friend...	1 mark
	Hi.....	0 mark (name of receiver must be mentioned)
F3	Yours sincerely...	1 mark
	Your friend...	1 mark
	Yours faithfully	0 mark (formal letter)
C1	You have good personalities. You are friendly to everybody in school	1 mark
	You are responsible and friendly	1 mark
	You are friendly, responsible, helpful, Intelligent, hardworking.....	0 mark (no mark is awarded for mere mention of content point)
C2	You are also a responsible students	1 mark
	Your responsible nature will be a well-added advantage	1 mark
C3	Besides you're very helpful.	1 mark
	You are always fond of helping others.	1 mark
	You always help your friends .....	1 mark
C4 & C5	Apart from that you are also intelligent and a hard working student	1 mark
	Your excellent academic performance proves that you are intelligent and	1 mark
C6	Besides that you are also a problem solver.	1 mark
	You always manage to find ways to solve problems faced by your friends.	1 mark
	You are good in solving problems	1 mark
C7 & C8 & C9	Another good point is that you're active in the co-curricular activity.	1 mark
	As the Blue House captain you.....	1 mark
	Being elected as the secretary of the ELS....you are capable of.....	1 mark
	As a school debater you always.....	1 mark
C 10	Since you live near school you are able.....	1 mark
	Your house is near the school and.....	1 mark
C 11 & C12	You have a good study habit	1 mark
	You are popular among teachers and students	1 mark
	.You are famous in school.	1 mark

## SAMPLE ANSWER

G9-1-7, Desa Perwira  
Jalan Anggerik  
55100 Kuala Lumpur

16 March 2010

Dear Samsung,

How are you? Judging from the letter you sent me last week, you seem to be doing just fine. I would like to apologize for not writing sooner; the ton of holiday homework I received from school made it virtually impossible for me to pen a reply any sooner than today.

My answer to your question would definitely be a yes. I think that you would make an excellent Head Prefect. Your out-going and down-to-earth personality should be enough to convince you of your undoubted capability to take on this task. **Your friendly and helpful** nature would make it easy for you to get along with the students and reprimand them in a tactful way. I am also sure that you would take your responsibilities seriously as you are one of the most responsible people with whom I have made my acquaintance.

Furthermore, your academic performance outshines your peers making it clear that **you are an intelligent and hardworking student**. This in itself proves that you are capable of dealing with heavy workloads. Goodness knows, with the subject combination that you are taking, your workload is anything but light. Plus, I know that you especially **have a knack for solving problems**.

Though being a Head Prefect is without doubt a tiring job, the experience you have gained from being actively involved in co-curricular activities should help you to pull through. Being the **Captain of the Blue House** should give you a vague idea of what it is like to lead the school, while **as the secretary of the English Language Society**, you should be an expert at handling paperwork and organizing events. Besides that, by **virtue of you being a school debater**, your speeches would surely be outstanding.

The strategic **location of your house** should also give an extra shove towards running for the post. As it is **within walking distance from the school**, you would be able to sacrifice time and effort in carrying out your duties as Head Prefect. Your academic **performance would also be unaffected as you are a consistent student with good** study habits. In addition to that, you have a further advantage of being **popular among the students as well as the teachers**.

Having read of all your good qualities should make it an easy choice for you now, don't you think? I hope I have helped you to make up your mind, but remember that no matter what choice you make, I will be rooting for you. Let me know of your decision. Till next time, bye!

Your friend,  
Hisham

**SPM -2005****Section A : Directed Writing**

## Question 1

You have just returned from a three-day outdoor activity camp. You have decided to write a letter to a friend about your experience at the camp. Write your letter based on all the notes below

- Who organized the camp
- Date of the camp
- Transport to the campsite
- Number of participants
- Location of the camp
- Accommodation
- Give two relevant examples of
  - activities
  - benefits
  - problems

When writing the letter you should remember :

- to layout the letter correctly
- to use paragraphs
- that your letter is to your friend

1. *Allocation of marks*

Content	-	15 marks
Language	-	20 marks
<hr/>		
Total	-	35 marks
<hr/>		

2. *Marks for content are awarded as follows :*

**a. Format:**

<b>F1</b>	- address	1 mark
<b>F2</b>	- salutation	1 mark
<b>F3</b>	- closing	1 mark

**b. Content:**

<b>C1</b>	- who organized the camp	1 mark
<b>C2</b>	- date of camp	1 mark
<b>C3</b>	- transport to the camp	1 mark
<b>C4</b>	- number of participants	1 mark
<b>C5</b>	- location of the camp	1 mark
<b>C6</b>	- accommodation	1 mark
<b>C7</b>	- activity	1 mark
<b>C8</b>	- benefits	1 mark
<b>C9</b>	- benefits	1 mark
<b>C10</b>	- problem	1 mark
<b>C11</b>	- problem	1 mark
<b>C12</b>	- popular with students and teachers	1 mark



F/C	CONTENT POINT	MARK
F1	Sender address	1 mark
F2	Dear Shanti....	1 mark
	My friend...	0 mark
	Hi.....	0 mark (name of receiver need to be mentioned)
F3	That's all for now./	1 mark
	I have to pen-off.../	1 mark
	Hope to hear from you soon....	1 mark
C1	The organisers of the camp was a .....	1 mark
	The camp was organized by.....	1 mark
	The PTA organized the camp.	1 mark
C2	The camp was held from the 6 <sup>th</sup> until 9 <sup>th</sup> March	1 mark
	The date of the camp was .....	1 mark
	The camp was held in November	0 mark (date not mentioned)
C3	We went to the camp by bus	1 mark
	We chartered two buses to the camp	1 mark
C4	There were 120 participants in the camp	1 mark
	The camp was attended by 160 participants	1 mark
	120 participants took part in the camp	1 mark
	Many participants took part in the camp	0 mark (number of participants not mentioned)
C5	The camp was conducted / held in Pangkor Island	1 mark
C6	We rented a few chalets for accommodation/	1 mark
	The boys were staying in tents...../	1 mark
	The girls were staying in the hostel....	1 mark
C7 & C8	The first activity was the ice-breaking session followed by the "Bear the Brunt"	1 mark 1 mark
C9 & C10	I greatly benefited from this camp. I have discovered my potential.	1 mark
	I have identified my weaknesses....	1 mark
C11 & C12	Some students did not cooperate well during the camp....	1 mark
	We did not have water supply on the first day	1 mark
	We had some problems during the camp but we managed to overcome it.	0 marks (problem not mentioned)

## SAMPLE ANSWER

Lim Boon Kim  
NO 4, Jln Muara  
Tmn Indah  
Pekan  
13 . 3. 2010

Dear David,

How are you? I'm sorry I was unable to reply your letter any earlier as I was at a camp for the past few days. It was an enriching experience as I have never been to such a camp before. At first I was very reluctant to go but after I discussed it with my dad I decided to joint the camp. I realized that I needed some motivation for the coming examination. You know what? It was really an enjoyable experience for me.

My friend, let me give you some details about the camp. The camp was **organized by my school PTA** led by En. Rusmi the chairman of the PTA himself. The camp was from the **6<sup>th</sup> until 9<sup>th</sup> March 2010**. It was a three-day out door camp held **at Pangkor Island**. We went to the camp by **two chartered buses** and later boarded a ferry to the island. **120 students took** part in the camp accompanied by six teachers. Pangkor Island was a superb place for us to unwind and discover ourselves. There were **chalets, tents and hostel** reserved for us.

We enjoyed many activities. I cannot describe them all but I will tell you some of the interesting activities. The **first activity was the ice-breaking session**. In this session we got to know each other especially with students from other schools. I forgot to tell you that this camp was also participated by four other schools from our district. The next interesting activity was **the Bear and Brunt** session. Here we were practically yelled and scolded by the trainers. You know...I was almost cried. The purpose of this activity was to break our egos. After this we had a number of **motivation guidance** for studying, self improvement and also on time management

David...I greatly benefited from this camp. I have **discovered my own potentials** and **able to socialize with others**. I also have identified my weaknesses and strengths. We have to deal with it right...? However, the camp had its own **problem**. Some **participants did not co-operate** because they refused to go hiking and jungle trekking activities. Another "challenging" problem was that there **was no water supply** at the camp site on the first day of the camp. Anyway I feel that was a small matter compared to the benefits and lifelong experience that I had gathered from this camp. I wish you were here with me during the camp and I promise to take you along in the future camping activities.

That's all for now. I hope to hear from you soon. Tell me about your vacation in Cameron Highland o.k. Looking forward to your reply and send my regards to your mum and dad. Bye.

Your friend,  
*Lim*

Marks for language are awarded as follows:

MARK RANGE	DESCRIPTION OF CRITERIA
<p>A 19 - 20</p>	<ul style="list-style-type: none"> <li>▪ The language is accurate apart from occasional draft slips.</li> <li>▪ Sentence structure is varied and shows that the candidate is able to use sentence length and type to achieve an intended effect.</li> <li>▪ Vocabulary shows some sophistication and is used with precision.</li> <li>▪ Punctuation is correct.</li> <li>▪ Spelling is correct across the whole range of vocabulary used.</li> <li>▪ Paragraphs have unity.</li> <li>▪ The tone is appropriate – formal, courteous and suitable to address the intended audience.</li> </ul>
<p>B 16 – 18</p>	<ul style="list-style-type: none"> <li>▪ The language is almost accurate but there may be more minor or first draft slips.</li> <li>▪ Errors may also arise from more ambitious structures which are imperfectly understood.</li> <li>▪ Sentence show some variations in length and type, including the confident use of complex sentences.</li> <li>▪ Vocabulary is wide enough to show intended meaning.</li> <li>▪ Spelling is nearly always accurate.</li> <li>▪ The tone is formal and appropriate to intended audience. The reader is satisfied that a genuine attempt has been made.</li> </ul>
<p>C 13 - 15</p>	<ul style="list-style-type: none"> <li>▪ The language is largely accurate to communicate meaning clearly to the reader.</li> <li>▪ Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted.</li> <li>▪ Vocabulary is adequate to convey intended meaning although it may not be sufficiently developed achieve precision.</li> <li>▪ Sentences show some variety of length and structure although there is a tendency to repeat some sentence types, giving it a monotonous effect.</li> <li>▪ Punctuation is generally accurate although errors may occur in more complex uses.</li> <li>▪ The speech is written in paragraphs which show some unity, although links may be absent or inappropriate.</li> <li>▪ The tone of the speech is fairly formal but lapses into formality may occur. Slang or formal language is used from to time.</li> </ul>
<p>D 10 - 12</p>	<ul style="list-style-type: none"> <li>▪ The language is sufficiently accurate.</li> <li>▪ There will be patches of clarity particularly when simple structures are used.</li> <li>▪ Mistakes will occur when more complex sentences are used.</li> <li>▪ There may be some variety of sentence length and type but this may not be successful in enhancing meaning or arousing interest.</li> <li>▪ Vocabulary is adequate but lacks precision.</li> <li>▪ Simple words spelt correctly, but errors may occur when unfamiliar words are used.</li> <li>▪ Punctuation is generally correct but does not enhance or clarify meaning.</li> <li>▪ Sentence separation errors may occur.</li> <li>▪ The speech is written in paragraphs which may show some unity in topic.</li> <li>▪ The style may fail to achieve the informality required for this task. Lapse in slang or formal language may occur consistently.</li> </ul>

MARK RANGE	DESCRIPTION OF CRITERIA
<p>E 7 - 9</p>	<ul style="list-style-type: none"> <li>▪ Meaning is never in doubt, but single errors are sufficiently frequent and serious to hamper precision and speed of reading.</li> <li>▪ Some simple structures will be accurate but accuracy is not sustained for long.</li> <li>▪ Vocabulary is limited and either too simple to convey precise meaning or are imperfectly understood.</li> <li>▪ Simple words will usually be spelt accurately but mistakes will occur when more difficult words are used.</li> <li>▪ The speech will have paragraphs but these lack unity and links are incorrectly used or the speech may not be paragraphed at all. There may be errors of sentences separation and punctuation.</li> <li>▪ The tone may be appropriate for a formal piece of writing addressed to an audience.</li> </ul>
<p>U (i) 4 – 6</p>	<ul style="list-style-type: none"> <li>▪ Meaning is fairly clear.</li> <li>▪ The reader feels that the correction of ‘single word’ errors may produce a piece of fairly accurate English, but the incidence of error is high and will definitely impede the reading.</li> <li>▪ A very few simple structures are used accurately.</li> <li>▪ Vocabulary may not extend beyond a simple range of words that are inadequate to express intended shades of meaning.</li> <li>▪ Paragraphs will sometimes be used correctly but sentence separation errors may occur.</li> <li>▪ Paragraphs may not be used, or if used, show a lack of planning.</li> <li>▪ There may be frequent spelling errors.</li> <li>▪ The style may not be appropriate to that of a speech.</li> </ul>
<p>U (ii) 2 - 3</p>	<ul style="list-style-type: none"> <li>▪ Sense will usually be decipherable, but some of the errors will be multiple, requiring the reader to re – read and re – organize before meaning becomes clear.</li> <li>▪ Whole sections of the speech may make little or no sense.</li> <li>▪ Unlikely to be more than one or two accurate sentences.</li> </ul>
<p>U (iii) 0 - 1</p>	<ul style="list-style-type: none"> <li>▪ Scripts in this category are entirely impossible to recognize as pieces of English.</li> <li>▪ Whole sections of the speech may make no sense at all or are copied from the task.</li> <li>▪ Award ‘1’ mark if some sense can be obtained.</li> <li>▪ The mark ‘0’ should only be awarded if the speech makes no sense at all from the beginning to the end.</li> </ul>

### 3 ENRICHMENT EXERCISES

#### Set A

#### Section A : Directed Writing ( 35 marks )

You are the head prefect of your school. You received many complaints from the students about the condition of the school canteen. **Write a letter of complaint** to the principal regarding the matter.

Write your letter based on the notes below.

Complaints on school canteen

a. Food

- Not nutritious
- Not tasty
- Limited choices
- Too expensive

b. Cleanliness

- Food not covered
- Dirty cutlery
- Smelly drains

c. Workers

- Rude
- Poor personal hygiene
- Not enough workers

When writing the letter, you should remember :

- to give a suitable title
- to use all the information given
- to add two other complaints of your own
- to provide an ending
- to indicate your name and position

**Set B**Section A : Directed Writing  
( 35 marks )

Your friend is under a lot of stress because of his poor result in the mid-year examination. He wrote a letter to you seeking for your advice. Reply his letter giving suggestions that could help him to improve.

**Write your letter** using all the notes below

- learn to manage time
- set realistic goals
- set priorities
- do regular exercise
- have hobbies
- get enough sleep
- study in group
- make a check list
- learn good study skills
- seek help
- talk to family members
- listen to music

When writing the letter you should remember to :

- use the correct format
- use all the notes given
- write in paragraphs

**Set C**

Section A : Directed Writing  
( 35 marks )

Bullying is a serious problem in your school. As the school head prefect, you are asked to give a **talk** on the issue.

Use the notes below to write your talk

Forms of bullying	How to deal with the problem
<ul style="list-style-type: none"> <li>• using rude and harsh words</li> <li>• threatening others</li> <li>• causing mental and physical harm</li> <li>• spreading rumours or lies</li> <li>• demanding “protection money”</li> <li>• stealing</li> </ul>	<ul style="list-style-type: none"> <li>• inform the parents</li> <li>• inform the teachers</li> <li>• carry out public canning</li> <li>• organize anti-bully campaign</li> <li>• conduct motivational talk</li> <li>• suspend bullies from school</li> </ul>

When writing the talk, you should remember :

- to use an appropriate greeting and ending
- to state the purpose of the talk
- that the talk is for school students

**PROJEK JAWAB UNTUK JAYA**

**MODUL PELAJAR**

**BAHASA INGGERIS**

**PAPER 1**

**SECTION B**

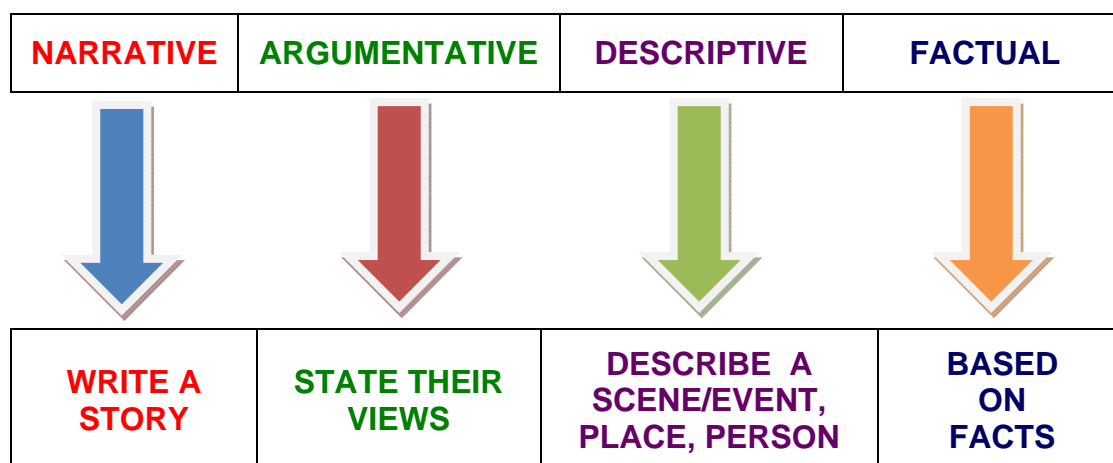
**CONTINUOUS  
WRITING**



TABLE OF CONTENTS

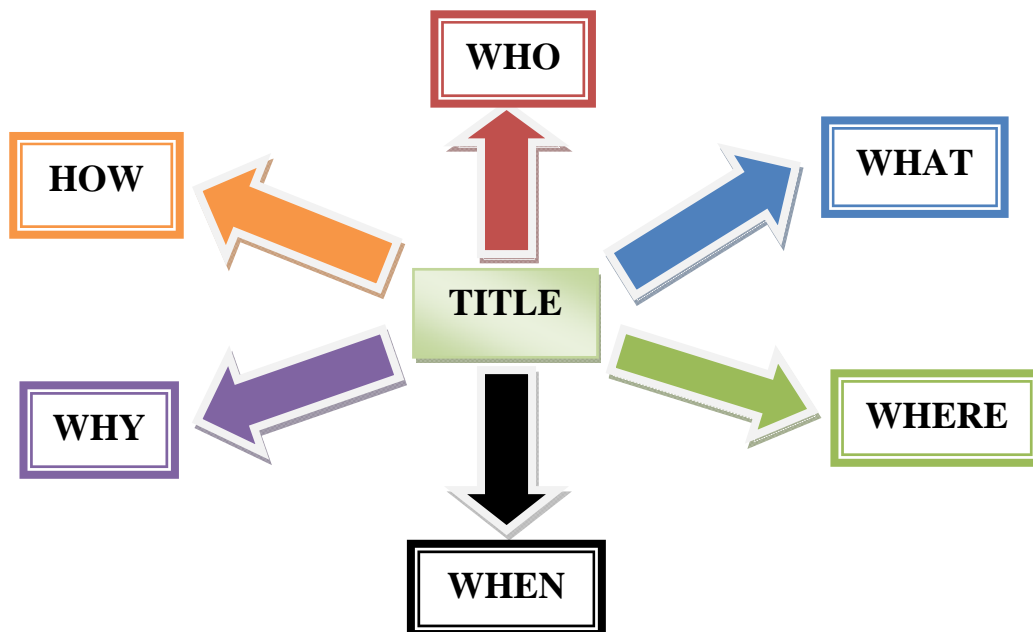
NO	ITEM	PAGE
1	TYPES OF WRITING	33
2	TIPS	34
3	NARRATIVE	36
4	ARGUMENTATIVE	40
5	DESCRIPTIVE	44
6	FACTUAL	50
7	LIST OF USEFUL IDIOMS/PHRASES	53

1 TYPES OF WRITING



## 2 TIPS ON CONTINUOUS WRITING

- i) **Mind maps** and **outline (table)** help to stimulate the mind to think deeper by using the “**5W1H**” formula :
- Who is it? (Person/People)
  - What is it? (Objects/Things)
  - Where is it? (Place)
  - When is it? (Time)
  - Why is it? (Reason)
  - How is it? (Method)
- ii) **Mind maps** are simple graphic organizers created to help the students to identify some ideas related to the topic that they are writing using the “**5W1H**” formula.



- iii) **Table of contents (outline)** will be able to guide the students to write the essay according to the required words (350) needed for this question correctly. This guideline will help the students to estimate the required number of words for each paragraph accurately.

**INTRODUCTION:**

When writing your introductory paragraph, always **remember “what, how & why”** questions. You must be able to lead your reader into defining the purpose of your piece of writing.

**CONTENTS:**

You must be able to define your main ideas relevant to the topic clearly and accurately. Your supporting idea must be stated clearly which must be relevant to the main idea. This should be followed by further elaboration and examples which are relevant to the main idea.

**CONCLUSION:**

You should be able to end your writing effectively and give your readers a sense of completion or satisfaction. You may like to highlight the issues discussed and suggest possible solutions to the issues highlighted.

**TABLE OF CONTENTS (OUTLINE)**

<b>Paragraph 1</b>	<b>INTRODUCTION (25 words)</b>	A brief, relevant and interesting introduction to attract readers' attention
<b>Paragraph 2</b>	<b>CONTENTS (MAIN POINT 1) (100 words)</b>	a) Main Idea b) Supporting Idea c)Elaboration/Explanation d) Relevant examples
<b>Paragraph 3</b>	<b>CONTENTS (MAIN POINT 2) (100 words)</b>	a) Main Idea b) Supporting Idea c)Elaboration/Explanation d) Relevant examples
<b>Paragraph 4</b>	<b>CONTENTS (MAIN POINT 3) (100 words)</b>	a) Main Idea b) Supporting Idea c)Elaboration/Explanation d) Relevant examples
<b>Paragraph 5</b>	<b>CONCLUSION (25 words)</b>	A convincing and satisfactory conclusion with suggestions & possible solutions

### 3 NARRATIVE WRITING

#### a) Definition of narrative

A narrative tells or narrates a story or a sequence of events. It may be about something common or uncommon, for example, a strange encounter or events, a sudden catastrophe, a crisis, a conflict, a victory, an exciting adventure or discovery. However, it may be also be about an ordinary experience or the daily routines that can occur in our daily life.

#### b) Tips on writing a narrative

- **Sense of sight** – colourful lights, wide variety of food, lush greeneries, dark stormy, tall, dark and beautiful lady
- **Sense of smell** – smell of coffee brewing, aroma of crisp fried chicken, pungent smell of rotten eggs
- **Sense of touch** – soft silky material, rough surface, warm pot, hot iron, slimy dirty plates
- **Sense of taste** – bitter coffee, sweet and savoury puff, hot and spicy chicken, sour grapes
- **Sense of hearing** – blaring of horns, the sound of footsteps, doors creaking, brakes screeching

#### c) Features of a narrative

When you write a narrative, it is important for you to pay attention to the following:

- i) Tense
- ii) Cohesiveness
- iii) Plot
- iv) Characterization

##### i) Tense

A narrative usually describes events or happenings in the past. Thus, the Past Tense forms are usually used in narrative writing. Other tenses are also used but not as frequently.

##### ii) Cohesiveness

The flow of the story is important as it sets the mood of the storyline. Events should be arranged logically and systematically. This can be done by using connectors and suitable linkers.

Connectors / Conjunctions	Functions
a) Nevertheless, However, b) On the other hand	To show contrast of ideas To join two opposing ideas
a) As well as, Besides, Both...and, Not only...but also	To combine two ideas that are similar or related
a) In addition, Furthermore, Moreover	To introduce new ideas or add extra information
a) In conclusion, In short, To summarize	To conclude the story or the ideas presented

iii) **Plot**

The plot is the story's framework. It is the storyline of, for example, how a character changes or how a mystery is solved or how an enemy is defeated. To be interesting, a story must have a good plot.

iv) **Characterization**

The events in the story usually happens to the main character and how he/she solves a problem or overcomes challenges thrown towards him. Thus, characterization should include the description , the characteristics as well as clear incidents that show his utmost outstanding personality.

## A SAMPLE OF A NARRATIVE ESSAY

Write a story **ending** with:

*“We had never laughed so much in our lives”*

We were just coming back from the railway station after picking up my brother who had arrived from Kuala Lumpur. As we arrived at our house, my brother who has not been around for three years jumped out and said happily, “Home sweet home at last”. Our father quickly stopped him and said, “You might get lost in the house because we have given the house a new facelift.” Danny quickly said, “Dad, it is my house and how can I get lost in my own house even though you have renovated it.”

Father quickly took out the keys and offered to show my brother around the newly renovated house. My brother was impatient and he dashed in when dad had opened the door. He tried to open the door of his room but it turned out to be a new toilet. That was the first surprise that he had when stepped into the house.

Soon he tiptoed back, he looked shocked. Our father was surprised and asked him what the matter was. He told us that there was a burglar in the toilet. We were all frightened. Our mother reminded us of the many break-ins that were happening in the neighbourhood. Father went first and all of us tiptoed carefully following father to investigate brother’s claim. Sure enough there was movement in the toilet.

My brother suggested that we take a stick each and attack the intruder. So we got ready. Father took a hammer to break open the door. He said that there was no other way the intruder could come in. Father gave the door a hard blow. It flew wide open. With all our might, we swung at the supposedly present intruder. But we were merely swinging at the wind. There was no one.

We were astonished and wondered who could it be. My younger sister screamed, “I thought there was a ghost in the bathroom.” Suddenly, from the toilet bowl came a small head. We peeped into the bowl; it was our pet dog Skippy. All of us had completely forgotten about him. It had gone into the toilet and the door was shut. Skippy couldn’t get out. We looked at the poor shivering Skippy, and we all burst out laughing. We had never laughed so much in our lives.

**PAST YEAR QUESTIONS**

The following writing activities can be carried by the students under the guidance of the teachers to make them better writers.

- 1) Write a story **ending** with: (2004)  
“We had never laughed so much in our lives.”
- 2) Write a story with the title: (2005)  
An Unexpected Visitor
- 3) Write a story **ending** with: (2006)  
“If only I had been more careful, that wouldn’t have happened.”
- 4) Write a story **beginning** with: (2007)  
Kim was nervous when the door opened.....
- 5) Write a story **ending** with: (2008)  
“.....Now I realize the value of a true friend.”
- 6) Write a story **ending** with: (2009)  
“.....We said our goodbyes and went our separate ways.”

## 4 ARGUMENTATIVE WRITING

### a) Introduction

In an argumentative essay, students are required to state their views on an issue. These views can be in favour or against the issue. Students may be required to make a stand or present a balanced view of the issue and state their stand or recommendation in the conclusion. Whatever the format required, all views, for and against, must be supported by examples and facts.

### b) Tips on the format in writing an argumentative essay

#### • Introduction

- Look at the issues or topic concern
- Explain the issue or topic given
- Express stand, if required

#### • Body

- |                             |                     |
|-----------------------------|---------------------|
| - Arguments for             | - Arguments against |
| - Give supporting statement | - Give evidence     |
| - Compare & contrast        | - Justify argument  |
| - Justify with examples     |                     |

#### • Conclusion or recommendation

- Restate your stand

### c) Some useful expressions in an argumentative essay

- I agree.../I disagree.../I believe.../I don't believe...
- It cannot be denied.../There is no doubt...
- I am sure that...
- My intention is...
- I am of the opinion...

### d) How to write a “thesis statement”

- WHY ? (To identify the problems/ideas related to the topic)
- HOW ? (To come up with solutions/recommendation)
- Using the **brainstorming** techniques (**5W1H**) will enable the students to generate ideas & details related to the topic concern.



**TABLE OF CONTENTS (OUTLINE)**

<b>PART OF ESSAY</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>NEUTRAL</b>
<b>Introduction</b> (Paragraph 1)	Thesis statement of agreement	Thesis statement of disagreement	Thesis statement of neutrality
<b>Body</b> (Paragraph 2)	Topic sentence 1 (first reason) Supporting ideas to support the topic sentence	Topic sentence 1 (first reason) Supporting ideas to support the topic sentence	Topic sentence 1 (Reason (s) for agreement) Supporting ideas to support the topic sentence
<b>Body</b> (Paragraph 3)	Topic sentence 2 (second reason) Supporting ideas to support the topic sentence	Topic sentence 2 (second reason) Supporting ideas to support the topic sentence	Topic sentence 2 (Reason (s) for disagreement) Supporting ideas to support the topic sentence
<b>Body</b> (Paragraph 4)	Topic sentence 3 (third reason) Supporting ideas to support the topic sentence	Topic sentence 3 (third reason) Supporting ideas to support the topic sentence	Topic sentence 3 (Reason (s) for dis/agreement) Supporting ideas to support the topic sentence
<b>Conclusion</b> (Paragraph 5)	Restatement of opinion Summary of main points	Restatement of opinion Summary of main points	Restatement of opinion Summary of main points

## A SAMPLE OF AN ARGUMENTATIVE ESSAY

### Examinations – good or bad?

Examinations are good. They are a means to evaluate the performance and assess the academic achievements of students. They aim at testing the students' grasp and understanding of the subjects taught to them. Obviously examinations have come to play an important part in one's educational career. In fact most students are afraid of examinations.

No examinations may lead students to nowhere. Studies will no more be an orchard of knowledge. The ability to pass an examination is indeed a valuable quality. It shows that the student is able to express his thoughts and ideas in a manner others can understand. It also shows that the student has acquired a certain amount of knowledge in some branches of study. Besides, the mind of a student, even if he is dull, receives good exercise when he prepares for an examination. A student's success in an examination therefore helps employers and others to assess his mental or general ability.

One may doubt about the existence of educational institutions, especially colleges, if there are no examinations. Some may disappear. Others would remain but known only for fun and frolic. College unions would be more important than the classes. The classes may run. But the teachers will have to arrange programmes in the classes to attract the students. As such students will only go for selective studies done through selective books, guides and notes. Even the strenuous two months before the examinations will be left for relaxation.

Examinations pave the route to students to portray their excellence in studies. They are able to compete with each other in order to prove their mental powers. Students will be able to show their intelligence and power of reasoning especially if they are sitting for higher examinations. There are so many subjects taught in schools and a student can indicate his grasp of the subjects that he has studied.

Without examinations, institutions of education will face difficulties in assessing the mental capabilities of the students. Selections of candidates for careers will also become a problem as paper qualifications play a vital role in the career arena. Examinations enable students to qualify for scholarship apart from gaining entry into institutions of higher learning.

The excellence of examinations consists of its objectives and the goal of evaluating the quantum of knowledge acquired by students and of grading them. As such, the world of academicians will be filled with poor souls without examinations.

### PAST YEAR QUESTIONS

The following writing activities can be carried by the students under the guidance of the teachers to make them better writers.

- 1) How can we help promote tourism in Malaysia? (2004)
- 2) How to keep oneself healthy. (2005)
- 3) How can television help students in their studies? (2006)
- 4) “Teenagers today are only interested in entertainment.” (2007)  
Do you agree? Support your opinion.
- 5) Examinations – good or bad? (2008)
- 6) School children should not have long holidays. Do you agree? (2009)

## 5 DESCRIPTIVE WRITING

**They are three (3) types of descriptive essays. They are :**

- a) Describing a scene/event
- b) Describing a place
- c) Describing a person

### **a) Describing a scene/event**

When describing a scene or event, you are required to write in some details about the people and activities going on.

#### **Guidelines in writing descriptions of scenes/events**

- Be clear about what scene/event you are describing
- Description must be lively and interesting
- Describe activities in details
- Activities are arranged in order
- Highlight person involved & what are they doing
- Capture the mood of the scene (noise, lights & colours)

### **b) Describing a place**

When describing a place, you are required to describe the place in detail. In your description, include the people and activities going on.

#### **Guidelines in writing descriptions of places**

- Give an introduction to the place
- Give a physical description of the place (from outside moving to inside)
- Describe what you see and hear
- Describe in details the activities and attractions
- Can include your personal feelings about the place

DO'S	DON'TS
Have a good grasp of the topic	Choose a topic if you don't understand
Write about the place/scene only if you have the knowledge about it	Try to describe a place/scene if you are not sure about it
Describe the activities of the people in it	Leave out the activities of the people in it
Write about your feelings / impressions of the place or scene	Leave out your feelings about the place/ scene
Write concluding lines about your description	End your description without a conclusion

**c) Describing a person**

When describing a person/a group of people, you should give enough details about the person/people. Include their lifestyle, contributions if any and daily activities.

**Guidelines in writing descriptions of people**

- Be clear about who you are describing
- If he/she is a famous person, mention why is he/she famous
- If it is about a group, some knowledge about them is vital
- Your description must be interesting
- Mention the special features why that person is outstanding
- Use present tense if the person is still alive

DO'S	DON'TS
Write a clear description about the person or group of people	Give a poor description of the person or group of people
Highlight his/her/their qualities	Leave out his/her/their qualities
Describe his/her/their interests clearly	Leave out his/her/their interests
Describe the lifestyle of that person/group correctly	Forget to mention about the lifestyle of the person/group
Conclude the description orderly	End the description abruptly

**USEFUL WORDS & PHRASES TO DESCRIBE FEELINGS AND REACTIONS**

<b>FEELINGS</b>	<b>REACTIONS</b>
<b>Terrified</b>	face went as white as a sheet
<b>Shocked</b>	my heart missed a beat or two screamed at the top of my voice nearly jumped out of my skin eyes nearly popped out I stood dumbfounded I almost choked on my food
<b>Angry</b>	seethed with anger went mad with rage started calling names my parents went mad with rage he hit the roof
<b>Embarrassed</b>	went as red as a beetroot was blushing from head to toe had guilt written all over his face I did not know where to conceal myself
<b>Amused</b>	burst out laughing he had everyone in stitches my friend became hysterical
<b>Happy</b>	she smiled from ear to ear I danced in to the room

## USEFUL VOCABULARY & SENTENCE PATTERNS

### A. THE SKY

- The blazing sun was shining through the cloudless sky ( a hot mid-day)
- The sun rose, slowly and majestically, over mountains (early morning)
- The sun appeared over the horizon, giving out rays of faint yellow light. (dawn/sunrise)
- Everything looked radiant in the early morning sun.

### B. THE BEACH/SEA

- Tall coconut palms swayed gracefully to the sounds of the sea waves (beach)
- The gentle waves rolled endlessly towards the white sparkling beach (b each)
- The whispering breeze and splashing waves gently rocks me to sleep.
- The winds caresses my cheeks and ruffles your hair as I relish the tickling sensation of the waves crashing at my feet.

### C. A STORM

- The sky darkened and it threatened to rain but the weather held (gloomy with no rain)
- Lightning streaked across the sky
- There was a flash of lightning followed by a rumble of thunder.
- The wind shrieked. The wind howled
- A peal of thunder boomed in the distance.

### D. A VILLAGE

- The village houses were hurdled together ,surrounded by lush green shrubs and trees
- As it was a fruit season, the wind carried the strong fruity aroma, tantalizing all who came across it.
- Behind the quaint little huts, thick green forests and hills lends a majestic surrounding to the village.
- The garden was a kaleidoscope of colour as red, pink and orange flowers danced gracefully in the gentle breeze

### E. DAY/NIGHT

- The dark night was slowly crawling by and the dawn was approaching
- As the moon makes a retreat, the sun rises in all its radiance and splendor.
- A new day is born.
- The night crawled by slowly.
- The stars twinkled in the black sky like thousands of fireflies
- The cry of million cicadas broke the silence of the night
- In the dead of the night, came the sound of the banging of a door.

## A SAMPLE OF A DESCRIPTIVE ESSAY

Describe the biggest challenge in your life

The biggest challenge in my life is to get through my SPM examination with good grades. Little did I know that the form five Sijil Pelajaran Malaysia or SPM examination is so important to me. Ever since I have entered secondary school, I have been repeatedly told and reminded by my teachers and my family that SPM exam is very important because it is the stepping stone into my career and my future. But as usual, students like me have taken this matter lightly because we cannot see the future yet.

Many students can fairly get through the SPM exam, but how many of us will be able to get through with flying colours is another question. Why is it so important to do well at SPM level? It is simply because it is a gateway to further education and higher education. Strange enough SPM qualification itself does carry weight. A person with SPM qualification only get to be employed as a clerk and may be paid a salary of RM500.00 at the most. But having a good SPM certificate can ensure many other perks.

Students with good grades are often offered scholarships to further studies in local or foreign institutions of higher learning. This incentive will be a great motivation to me as I do not have to burden my parents unnecessarily. Moreover, those with good grades are also exempted from sitting for foundation courses in some programmes. This is good because I can save cost and time in pursuing my ambition that is to be a bio-technologist.

Those students who do well in SPM are also given priority to get into Form Six or the pre-university classes which are conducted in some schools. The cost is low and affordable for students and parents. Those who want to do their pre-university in a private college because their SPM results are not good enough to be absorbed into government schools, have to pay higher fees.

With an excellent SPM result, students can also opt to do their A levels which could take them for an oversea education in countries like the United Kingdom, Australia or even in the United States of America. These countries have excellent tertiary educational programmes which uses the SPM results as their yardstick to take in Malaysian students.

Therefore I think the biggest hurdle in my life is the SPM. It is the deciding factor that makes or breaks my future and career. So my advice to all my comrades out there, take the challenge and excel in your studies.



## PAST YEAR QUESTIONS

The following writing activities can be carried by the students under the guidance of the teachers to make them better writers.

- 1) Describe a festival celebrated in your area. (2004)
- 2) Describe the biggest challenge in your life. (2005)
- 3) Describe an enjoyable weekend you have experienced. (2006)
- 4) Describe an embarrassing experience in your life. (2007)
- 5) Write about a person who has worked hard to succeed in life. (2008)
- 6) Describe an unforgettable incident that you saw on your way home from school. (2009)

## 6 FACTUAL / EXPOSITORY WRITING

### a) Introduction

You are required to write a composition which demands some knowledge of the topic. This topic requires the students to investigate an idea, evaluate evidence, expound on the idea and present in a clear and concise manner. It is based on facts such as real events or happenings, real examples and real figures if any. If it is on a current issue, you need to have read about it.

### Guidelines in writing factual / expository essay

- Understand what you should write
- Have a good knowledge on the topic
- Jot down relevant point using mind map
- Arrange the points in sequence / orderly
- Try to elaborate with real figures, examples, names
- Points must be well explained or illustrated

DO'S	DON'TS
Have a good knowledge of the topic	Choose a topic if you are not sure about the facts
Jot down the points	Start writing immediately
Define the topic & give relevant examples	Start writing without giving any clear definition
Arrange points according to importance	Jumble up your points
Give relevant examples & figures	Forget to give relevant examples & illustrations
Present points clearly	Present points poorly
Sum up points accurately	End without a conclusion

**A SAMPLE OF A FACTUAL / EXPOSITORY ESSAY****FOOD**

'You are digging your grave with your teeth!' was the doctor's cry to his patient. It is just as true today that people damage their health by eating badly. This is because food nowadays can be obtained in different varieties.

Food can become either too much or too little of a good thing to people as well as animals. Of course it is not only the type of food eaten that affects people's health but also the amount and how they are cooked. Food holds a special meaning in many people's lives. It is not a mere substance to keep one alive, instead there is so much more to it.

Some people eat food because they are hungry. However, some may find solace in food especially when people are under constant pressure, anger or solitude. They usually vent their frustrations by eating. They will find anything from the refrigerator to fill their poor stomachs. Stuffs such as sweets, candies, chocolates and junk food become the victims.

Food is a passion for people when there is a family gathering or during festive seasons. So food, as a matter of fact, binds the ties among family members because it is during this time that laughter, joy and sorrows are shared over the dining table.

In our country, food seems to portray itself with utmost importance. We can find a variety of food among the multiracial people of Malaysia. During festive seasons, we enjoy ourselves with mouth watering food. In fact, we are able to discover the customs of people by means of food. All kinds of traditional delicacies can be savoured by the people of Malaysia.

Food can be prepared in many ways. Some of them, especially vegetables can be eaten raw. Food can be steamed, roasted, stewed or fried. Each method of cooking gives food a distinctive taste. Different people prepare food in different ways too.

Food is important not only to humans but to animals as well. No living things can survive in this world without eating food. However, food can also be harmful to us if taken too much. We should know the right amount of food to consume, as well as the type of food in order to maintain a healthy life.

### PAST YEAR QUESTIONS

The following writing activities can be carried by the students under the guidance of the teachers to make them better writers.

- 1) Clothes (2004)
- 2) Music (2005)
- 3) Food (2006)
- 4) Tomorrow (2007)
- 5) Stars (2008)
- 6) Beauty (2009)

## 7 LIST OF USEFUL IDIOMS/PHRASES

01. **Absence makes the heart grow fonder**  
(we miss our friends and relatives more when they are away)  
eg. She used to quarrel with her sister but now, she misses her. It is a case of **absence makes the heart grow fonder**.
02. **All and sundry**  
( everybody, all types of people)  
eg. The government's new rule concerns **all and sundry**.
03. **As different as night and day**  
( completely different)  
eg. The twins sister may look alike but their mannerisms are **as different as night and day**.
04. **Bed of roses**  
( a happy, comfortable situation)  
eg. Life is not always a **bed of roses**. At times, it can be challenging, too
05. **Boiling point**  
( when one is very angry)  
eg. When he repeated the mistake for the third time, the teachers reached the **boiling point**.
06. **Cost a bomb**  
(very expensive)  
eg. His new bungalow house **costs a bomb**.
07. **Curry favour with someone**  
(to sweet talk/ pretending to be nice to someone for own's advantage)  
eg. Some students have been **currying favour with** the new form teacher.
08. **Cut your coat according to your cloth**  
( adjust the spending /expenses according to the money one has)  
eg. That shirt is too expensive, so I have to **cut my coat according to my cloth**.
09. **Dream come true**  
( a wish which has come true)  
eg. Having you as a friend is a **dream come true**.
10. **Dyed in the wool**  
(holds certain principles/believes strongly since small)  
eg. For a person **dyed in the wool**, it was difficult for him to change his ideas and values.

11. **Eat humble pie**  
( to be apologetic when proven wrong)  
eg. You'll have to **eat humble pie** if you're proved wrong.
12. **Every nook and cranny**  
(everywhere)  
eg. They searched **every nook and cranny** for the missing book but to no avail.
13. **Fall on deaf ears**  
( did not pay attention to the advice/warning)  
eg. The teacher's advice to him seemed to have **fallen on deaf ears**.
14. **Few and far between**  
(very few/limited)  
eg. Good jobs with bright chances for promotion are **few and far between**.
15. **Fish out of water**  
(someone who is uncomfortable with the surroundings)  
eg. I was like **a fish out of water** as I was not familiar with the place.
16. **From A to Z**  
( to know everything in detail)  
eg. You should know the details of the topic **from A to Z**.
17. **From cradle to the grave**  
( throughout one's life)  
eg. Whatever you learn now, you should remember it **from cradle to the grave**.
18. **Give a big hand**  
( to clap/applause)  
eg. Everybody **gave a big hand** after the dancers finished their beautiful performance.
19. **Give a pat on the back**  
(to praise/congratulate someone)  
eg. Although Lim did not excel in his exams, his parents **gave him a pat on the back** for trying hard.
20. **Green with envy**  
(feeling very envious)  
eg. If you buy a new car, your neighbours will be **green with envy**.
21. **Haste makes waste**  
(doing something in a hurry will spoil the work)  
eg. She was in such a hurry that she spilt the milk on the floor. **Haste makes waste**.

- 22. In hot water**  
(in serious trouble)  
eg. The principal caught him red-handed vandalizing. Now, he is **in hot water**.
- 23. On the dot**  
(at exactly the right time)  
eg. We are expected to be at there at 2.30 **on the dot**.
- 24. On one's high horse**  
( very arrogant/proud)  
eg. She has been **on her high horse** ever since she was admitted to the prestigious university
- 25. Pride and joy**  
(A special object that is someone's love and pride)  
eg. The table that he built on his own, is his **pride and joy**.
- 26. Shake like a leaf**  
(to tremble with fear)  
eg. The boy who was caught stealing, was **shaking like a leaf**.
- 27. Show one's true colours**  
(to show one's true character)  
eg. He pretended to be generous but he showed his **true colours** when he refused to donate money to charity.
- 28. See red**  
(to become very angry)  
eg. My mother **saw red** when she caught me coming home late at night.
- 29. Thick and fast**  
(comes in great numbers and fast)  
eg. Offers to help the tragedy-stricken family came **thick and fast**.
- 30. Tom, Dick and Harry**  
(anybody)  
eg. We do not want any **Tom, Dick and Harry** to enter the hall.
- 31. Ways and means**  
(methods or ways to do something)  
eg. There are **ways and means** of making money through business deals.

**PROJEK JAWAB UNTUK JAYA**

**MODUL PELAJAR**

**BAHASA INGGERIS**

**PAPER 2**

**SECTION C**

**SUMMARY**



**TABLE OF CONTENTS**

<b>NO</b>	<b>ITEM</b>	<b>PAGE</b>
<b>1</b>	<b>ANALYSIS OF PAST YEAR QUESTIONS</b>	<b>57</b>
<b>2</b>	<b>GUIDELINES FOR SUMMARY WRITING</b>	<b>58</b>
<b>3</b>	<b>SAMPLE QUESTIONS</b>	<b>59</b>
<b>4</b>	<b>ENRICHMENT EXERCISES</b>	<b>65</b>
<b>5</b>	<b>PROBLEMS AND SOLUTIONS</b>	<b>70</b>

**1 ANALYSIS OF PAST YEAR EXAM PAPERS (2001 – 2009)**

<b>YEAR</b>	<b>EXTRACT</b>
2001	Extract from magazine - Narrative
2002	Extract from magazine - Factual
2003	Extract from magazine - Narrative
2004	Extract from newspaper - Descriptive
2005	Extract from magazine - Descriptive
2006	Extract from newspaper - Factual
2007	Extract from magazine - Factual
2008	Extract from magazine – Narrative
2009	Extract from website - Narrative

## 2 GUIDELINES FOR SUMMARY WRITING

- a) Read the question carefully. (Need not read the whole text again)
- b) Underline the keywords in the question. (What are the keywords you are required to summarise)
- c) Mark with a line from which line to which line you are to summarise.
- d) Then, begin to read carefully. As you read, underline the points bearing in mind the key words.

Example: (2007 Paper)

- *the **steps** that should be taken to plant a young tree*

The keyword is '**steps**'

- e) Do not add any of your own points.
- f) Write out the summary. If you are able to use own words, it would be an advantage. However, you may lift the contents but lift intelligently.

### Some Suggestions When Lifting

1. If the relevant point is at the beginning of a very long sentence, take only the part concerned and eliminate the rest. If the part concerned is not hanging, you can put a full stop, otherwise add one or two words at the end of the sentence.

Example:

Text:

**After working tirelessly for a few months, I decided to take my family for a holiday at Pulau Kapas. This island is not as famous as Pulau Redang or Pulau Tioman but it is definitely a paradise on earth.**

Begin your summary as follows:

**I took my family for a holiday to Pulau Kapas.....**

*Note that the sentence does not need any additional words. A full stop will do.*

2. If the relevant point is at the end of a very long sentence, take only the relevant part and eliminate the rest. You may or may not need to add any word before the part concerned.

Example:

**The effect of smoking.**

Text:

**It is generally accepted today that environmental tobacco smoke is a major cause of indoor pollution.**

Smoking tobacco causes indoor pollution.

3 SAMPLE QUESTIONS

Sample 1

Read the following passage and do summary based on the passage.

1	<p>You mess up your History test and a classmate storms up to your desk and abuses you. Do you yell back and suggest that he drops dead or something to that effect? Or do you simply smile and shrug it off as one of those days?</p>	
2	<p>Whether you are having a bad day at school or recovering from an illness, laughter may be the best medicine – it is natural, free, positively contagious and very effective. The arrival of a good clown exercises a more beneficial influence upon the health of a town than twenty asses laden with drugs, said the 17<sup>th</sup> century physician Thomas Sydenham. And he was not far from the truth.</p>	5  10
3	<p>Laughter <b>exercises the muscles in your face, shoulders, diaphragm and abdomen.</b> During a hearty laugh, oxygen surges through the bloodstream and your brain orchestrates hormonal rushes that raise alertness and numb pain. Scientists at the Centre of Preventive Cardiology at the University of Maryland in America believe that laughter <b>is very good for the heart.</b></p>	15
4	<p>We start laughing when we are around 10 weeks old. At 16 weeks, we laugh at least once an hour and by four, we are cracking about every four minutes. In contrast, the average adult only manages to laugh about 16 times a day. <b>It appears that we actually took it to heart what our parents told us that life “was no laughing matter”.</b></p>	20
5	<p>In order to get ourselves laughing, it has been suggested that we expose ourselves to humour – watch funny movies, learn jokes, start to laugh at ourselves and <b>improve our sense of ridiculous.</b> However, we should try to avoid using negative humour, and that includes sarcasm, ridicule, contempt and joking about people’s names.</p>	25
6	<p>Knowing you are not alone is a key to great physical and mental health. In our day-to-day life, we rarely laugh alone. Laughter tracks in sitcoms testify to the fact that we are readily to laugh when we are with people. Laughter is about <b>relationships and about sharing</b> – qualities that are know <b>to relieve stress</b> and promote recovery from illness, especially among cancer sufferers.</p>	30  35

7	<p>Sadly, <b>bad mood is something many of us are experiencing with more frequency</b> while <b>occasions for us to have a good and hearty laugh are becoming few and far between</b>. It is not surprising when you think of the <b>hectic lifestyles and pressures</b> we live with today, but <b>too many down days</b> can start to seriously interfere with our work, relationships and home life.</p>	40
8	<p>Studies have shown that <b>women are almost twice more likely to suffer from bad moods and depression than men</b>, and it is not solely due to hormones. Research indicates that <b>women spend a lot of time thinking about what is making them unhappy instead of “laughing their blues away”</b>. Consequently, they draw themselves far deeper into the misery they are in. <b>Men, on the other hand, are better at distracting themselves from their problems</b> by doing something totally different. They seem to be able to shrug their shoulders and laugh it off and as a result, their mood quickly improves.</p>	45  50
9	<p>So, the next time you are feeling low, instead of wallowing in self-pity, laugh and shake off that bad feeling and you can lift your spirits immediately.</p>	55

Based on the passage given, write a summary of:

- the benefits of laughter and
- why adults tend to laugh less than children

Credit will be given for use of own words but care must be taken not to change the original meaning.

Your summary must:

- be in continuous writing form
- use material from lines 11 to 51
- not be longer than 130 words, including the 10 words given below

Begins your summary as follows:

*Laughter is undeniably beneficial because it can exercise the muscles.....*

**Content Points:**

- C1 it exercises the muscles in your face, shoulders, diaphragm and abdomen
- C2 it is good for the heart
- C3 it relieves stress
- C4 it improves our sense of ridiculous
- C5 it promotes relationships and sharing
- C6 they take life seriously
- C7 they experience bad moods more frequently
- C8 few occasions to have good laugh
- C9 because of hectic lifestyles and pressures
- C10 too many down days
- C11 interfering with work, relationships and home life
- C12 women tend to get depressed more than men
- C13 women think more on what makes them happy compared to men,
- C14 men are better at distracting themselves

*(extracted from Sabah Trial exam)*

Sample 2

Read the passage below carefully.

1	<p>Mind over body – that best describes Daisuke Nakanishi’s ability to cycle over 143,000 km since the beginning of his “world tour” over a decade ago. He has been using the same trusty bicycle since starting out on his mission in Anchorage, Alaska, way back in 1998. He arrived in Malaysia by air from Sri Lanka this year in April, and duly cycled from the KL International Airport to Kuala Lumpur where he spent the night.</p>	5
2	<p>From here, Nakanishi will be cycling to Johor Baru en route to Singapore, from where he will head to Indonesia. The 39-year-old single, who speaks English, Spanish and a smattering of Portuguese, left Japan on July 23, 1998, to take on the challenge of pedaling across the world. Since then, his two-wheeler has been his mobile home. He carries cooking equipment, a sleeping bag, tent and spare parts for his bicycle in seven bags. His cycling gear is made up of only a T-shirt, Bermuda shorts and a hat.</p>	10  15
3	<p>On his first visit to Kuala Lumpur, Nakanishi said the city was well-developed compared to many others he has pedaled to. “I also enjoy the local food. It is very delicious,” Nakanishi said during a brief interview at Menara Star where he had cycled to.</p>	
4	<p>The Economics graduate from Osaka worked for six years in a construction company after graduating and saved US\$50,000 (RM175,000) before embarking on a mission <b>to realize his childhood dream</b> of touring the world on a bicycle and <b>making one million friends</b>.</p>	20
5	<p>“It is simply fascinating to feel the wind on my face when I cycle. I feel so free when I am on my two wheels. I can go anywhere I want.” Said Nakanishi who stayed in Petaling Street in his stop here. “Moreover, I have visited many countries and I have had the opportunity to <b>learn about people</b> and about <b>their cultures</b>.”</p>	25
6	<p>During his travels, Nakanishi has had the good fortune to meet with the world leaders and interesting personalities, such as Nepali president Dr Ram Barav Yadov, football icon, Pele, former US president Jimmy Carter. Former Polish president Lech Waesa and the late Sir Edmund Hilary, the first person to conquer Mount Everest.</p>	30  35
7	<p>Made an honorary citizen of Peru, Bolivia, Venezuela and Moldova, the Japanese also endured bad experiences, such as <b>contracting malaria in Kenya</b> and <b>children throwing stones at him in Ethiopia</b>. Nakanishi puts up his tent whenever he wants</p>	

	to call it a day, and in some countries like Chile, the locals invited him to spend the night in their homes.	40
8	“In Europe, <b>the hotel rates are very expensive</b> so I travelled out of the city and slept inside my tent,” said the tanned Nakanishi, who confessed to eating all kinds of food in his travels. “I find it exciting to try new kinds of food but sometimes, I <b>get very sick due to food poisoning</b> ,” he added.	45
9	There are countries that Nakanishi wished to visit such as Saudi Arabia and Libya but he was unable to do so because he faced <b>difficulties in getting the visa</b> . In Brazil, <b>his credit card was stolen</b> by a group of drug addicts. He did not realize that his credit card was being stolen as he was sound asleep at that time! Once <b>while in Romania</b> cycling past the beautiful countryside, he was <b>attacked by wild gypsies</b> who were camping in the open. His old faithful <b>bicycle breaks down once in a while</b> – he has endured 300 <b>tyre punctures and replaced the tyres 76 times</b> as he pedaled through 123 countries in all.	50 55
10	In spite of the bad experience, Nakanishi has never once thought of giving up. In fact, he is looking forward to moving on and seeing other countries. He said he would visit about seven more countries by the year-end before wrapping up his tour.	60
11	“I miss my family very much. My parents and elder brother are waiting for me in Japan. I have not gone home for many years! Sometimes I’ll send my family a postcard and keep in touch with them via internet and e-mail. However, all the problems that I face are insignificant as compared to the wealth of experience that I have gained in the course of my travels,” he said.	65
<i>(Adapted from The Star, April 2009)</i>		

Based on the passage given, write a summary:

- of why Nakanishi cycles around the world and
- the problems he experienced during his travels

Credit will be given for use of own words but care must be taken not to change the original meaning.

Your summary must

- be in continuous writing
- use materials from 22 to 56
- not be longer than 130 words, including the ten words given

Begin your summary as follows:

*Nakanishi cycles all around the world because he wants to .....*

**Content Points:**

- C1 realize his (childhood) dream of touring the world on a bicycle
- C2 make (one million) friends
- C3 learn about people
- C4 learn about other cultures
- C5 contracted/contracting malaria (in Kenya)
- C6 children threw/throwing stones at him (in Ethiopia)
- C7 the hotel rates are very expensive
- C8 (He gets very sick due to) food poisoning
- C9 difficulties in getting the visa
- C10 (In Brazil) his credit card was stolen
- C11 (In Romania he was) attacked by gypsies
- C12 His bicycle breaks down (once a while)/He has endured 300 tyre punctures/ and replaced the tyres 76 times.



## 4 ENRICHMENT EXERCISES

### Exercise 1

Read the following passage and do summary based on the passage.

1	<p>This was Miss Bracegirdle’s first visit to France. She did not usually take holidays away from home. Luckily she spoke a little French. “It is not so difficult to live in France,” she thought. “The thing to understand is that it is quite different from Easingstoke.”</p>	
2	<p>She unpacked her things one by one out of her bag and put them away carefully. She thought about her home in Easingstoke, with flowers in all the rooms and photographs of the family. She thought about her poor brother, working so hard. She felt a little sad, but only for a minute. Her time in France was to be quite short. She was going to be home again soon. Now she must get a good night’s sleep. But first that hot bath.</p>	5  10
3	<p>She took off her day things and put on her nightdress. Then she picked up her washing things and went to the bathroom, closing her bedroom door quietly. She lay in the hot water and thought about the nice young girl in the hotel who prepared the bath for her. People in this hotel were very friendly – always ready to help. There was so much she wanted to tell her brother when she got home.</p>	15
4	<p>She got out of the bath and put on her nightdress again. She cleaned the bath very carefully. She did not want the French people to think that the English were dirty. Then, she left the bathroom. She went in quickly, put on the light and shut the door. Then, one of those unlucky things happened: the handle of the door came off in her hand. She tried to put the handle back on the door but she could not. “How do I do it?” she thought. “It is going to be difficult to open the door now. Do I ask that nice girl to come and help me? Perhaps by now she is in bed.”</p>	20  25
5	<p>She turned away from the door, and suddenly, she saw something much, much worse than the door-handle. There was a man in her bed! She took one look at his thick black hair and his black moustache and immediately felt quite ill with fear. For a minute or two, she could not think. Then her first thought was: “I must not scream!” She stood there but could not move. She just looked at the man’s dark head and the big line of his back under the bed things. She began to think very quickly.</p>	30  35

6	<p>Her next thought was: "I am in the wrong room. It is the man's room." She could see his jacket and trousers lying on a chair and his big black shoes on the floor. She must get out quickly. But how? She tried again to open the door with her fingers but she could not. Here she was, shut in a hotel room with an unknown man – a Frenchman! She must think! She must think! She turned off the light.</p>	40
7	<p>What if the big hairy man pulled her back by the legs as she tried to get out? He could wake up at any minute. She thought that she heard somebody going past outside the door. But it was too late to scream now.</p>	45
8	<p>Suddenly she had an idea. It was now nearly one o'clock in the morning. Perhaps the sleeping man was not dangerous. At seven or eight o'clock, he must get up and go out to work. She lay down on the floor and got under the bed. No sound came from the man above her, but from down there it was difficult to hear anything. She tried to think of her nice little bedroom in Easingstoke with its nice white bed but the floor was getting harder every minute.</p>	50 55
9	<p>She tried to think what her room number was. One hundred and fifteen? Or was it one hundred and sixteen? She was always bad at remembering numbers. She began to think of her schooldays and interesting thing she learned then. Suddenly, she felt that she was going to sneeze. She could not stop it. "This is the end of me," Miss Bracegirdle thought. But she did sneeze. Her fear was much too strong. She stayed very quiet and listened. But nothing happened. Miss Bracegirdle suddenly knew that she could not stay under the bed any longer. It was better to come out, wake up the man and tell him everything. With difficulty she got out from the bed and said as strongly as she could. "Monsieur! Nothing happened. She looked at the man and said again, "Monsieur! Monsieur!"</p>	60 65
10	<p>But again, there was no answer. She went closer to the bed. His mouth was opened but his eyes were shut. His hair and moustache were very black but his face had no colour in it. Then, for the third time that night, Miss Bracegirdle nearly died of fear. Suddenly, he legs felt weak as water. She nearly fell down.</p>	70 75
11	<p>Because the man in the bed was dead! It was her first time that she stood face to face with a dead person, but there was no mistake. The man was dead. Miss Bracegirdle could only say, "He's dead! He's dead!"</p> <p><i>(Adapted from Miss Bracegirdle's Night of Fear)</i></p>	

Based on the passage given, write a summary on:

- what Miss Bracegirdle did and felt when she faced the problems

Your summary must:

- be in continuous writing form
- use materials from line 28 to 66
- not be longer than 130 words, including the 10 words given

Begin your summary as follows:

*She turned away and saw a man in her .....*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Exercise 2**

Read the following passage and do summary based on the passage.

1	<p>Camping is a popular activity among scouts, guides, cadets and many members of the youth movements. It is a favourite pastime for those who love nature and the outdoor life. It is also an excellent way to spend a holiday for the family. The campers can spend all day in the open, exploring, and learning about the countryside. There are many activities they can participate in while camping for example, jungle-trekking, mountain-climbing, canoeing, fishing, cooking over open fires and pitching tents. Perhaps what thrills the campers most is the idea of sleeping out under the stars, and being close to nature, away from the hustle and bustle of the city.</p>	5
2	<p>For those who intend to go camping for the first time, here are some useful tips. First, remember to choose your equipment carefully to enable you to travel light and yet have all you need. Your personal equipment may include the required clothing; a sweater, pyjamas and a towel. You may need a raincoat, a pair of comfortable shoes and sandals, a swimming trunk or a swimsuit, a torchlight, some simple utensils and toilet material. A rucksack is useful as there is a lot of walking to do. It may be a good idea to put things in separate plastic bags so that they do not get wet or dirty. Ensure that your camping group is equipped with first-aid kit for common emergencies like blisters, burns, cuts and insect bites. The group also has to decide who will take along the tents, sleeping bags, the necessary tools and reasonable amount of food. Canned meat, sardine, butter and jam are practical food supplies.</p>	15
3	<p>It is important to choose a suitable campsite. Safety and comfort should be considered. The organizer or leader should find out from the owner of the land or relevant authority whether they could camp there. Here are some pointers for choosing a suitable campsite. You should avoid a hollow into which water may accumulate when there is rain. Do not choose a site under a tree because of danger from lightning and strong winds. The ideal campsite should be situated on high ground. Look for a place where fresh water and perhaps firewood are easily available. Once the site is chosen, find a level place to pitch the tents. Of course, you have to check first the layout of the camp; where the fireplace, woodpile, latrine, refuse and cooking site will be.</p>	30
4	<p>The primary shelter for every camper is a tent. A two-man nylon hiker's tent, equipped with a sewed-in floor, insect netting, and a plastic-coated nylon fly, is sufficient for a short trip. A two-metre by three-metre tarpaulin will provide cover for equipment and firewood at night and shelter for eating and cooking in rainy weather.</p>	45

5	All campers should bear in mind at all times not to destroy nature or public property. Any act of vandalism should be avoided. Always keep the camp clean and tidy. This means there should be no littering at the campsite. Collect only fallen branches as firewood. Do not pluck flowers or uproot plants for no reason. When the camp is over, clean up the whole place. Bury or burn whatever rubbish that is left behind. Ensure that all camp-fires are extinguished completely. By the time you are ready to leave for home, the campsite should be as new as before and no one should be able to tell that there has been a camp on the site.	50  55
---	--	--------------

Based on the passage given, write a summary on:

- how campers should prepare for a camping trip
- what they should do during and after camping

Your summary must:

- be in continuous form
- use materials from line 11 to 51
- not be longer than 130 words, including the 10 words given

Begin your summary as follows:

*Campers should bring along essential equipment which does not hamper.....*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## 5 PROBLEMS AND SOLUTIONS

PROBLEM	SOLUTION
<p><b>Problem 1</b> Candidates tend to start their summary at the wrong paragraph.</p>	<p>Candidates have to study the question closely, know where to start from the instruction given. For example, from lines 5 to 45</p>
<p><b>Problem 2</b> Candidates tend to start summarizing by picking out any sentences.</p>	<p>Read the passage carefully, and try to look for what you are supposed to summarise; <b>action, feeling, ideas, steps, etc.</b> Then, underline those sentences. After that, transfer the underlined sentences onto another piece of paper.</p>
<p><b>Problem 3</b> There will be too many sentences and words.</p>	<p>Eliminate any examples by looking at the key words; <b>for example, for instance, such as, like or the use of colon</b> to indicate proceeding list.</p>
<p><b>Problem 4</b> There will be a limited number of own words.</p>	<p>Look at the sentences. Then identify words that you know. Replace them with other words without distorting the meaning. For example: The word <b>assistance</b> can be replaced with the word <b>help</b> or <b>bad looking</b> can be replaced by the word <b>ugly</b>.</p>
<p><b>Problem 5</b> There is no cohesiveness.</p>	<p>Use linkers such as <b>but, therefore, so, however, next, finally, etc.</b> to link the sentences.</p>
<p><b>Problem 6</b> It is still exceeding the number of words allowed.</p>	<p>Study it again and try to cross out words that are unnecessary. Should there be no possible way of doing it, resort to crossing out <b>non content</b> words such as '<b>be</b>' <b>verbs or articles</b>.</p>
<p><b>Problem 7</b> How should it be written?</p>	<p>In one paragraph. Count the number of words and write it on the right hand side a few lines after the paragraph</p>
<p><b>Problem 8</b> How to make it easy to count?</p>	<p>Draw grids. For example <math>10 \times 13 = 130</math> words. It will be easy for you to count and the examiners to recount.</p>

**PROJEK JAWAB UNTUK JAYA**

**MODUL PELAJAR**

**BAHASA INGGERIS**

**PAPER 2**

**SECTION D**

**LITERATURE**

TABLE OF CONTENTS

NO	ITEM	PAGE
1	ANALYSIS OF PAST YEAR QUESTIONS (POEMS)	73
2	REMINDERS	73
3	IF	74
4	SONNET 18	78
5	MONSOON HISTORY	82
6	SI TENGGANG'S HOMECOMING	86
7	THE ROAD NOT TAKEN	93
8	THERE'S BEEN A DEATH IN THE OPPOSITE HOUSE	97
9	ANALYSIS OF PAST YEAR QUESTIONS (SHORT STORIES)	101
10	REMINDERS	101
11	THE LOTUS EATER	102
12	THE NECKLACE	104
13	THE DROVER'S WIFE	107
14	THE SOUND MACHINE	111
15	LOOKING FOR A RAIN GOD	113
16	ANALYSIS OF PAST YEAR QUESTIONS (NOVEL)	118
17	REMINDERS	118
18	THE PEARL	119
19	EXAM FORMAT QUESTIONS	131
20	MARKING METHOD	134
21	SAMPLE SCRIPTS AND MARKING	135
22	MODEL ANSWERS FOR PAST YEAR QUESTIONS	138
23	ANSWER KEY	146



## 1 ANALYSIS OF PAST YEAR EXAM PAPERS (2001 – 2009)

YEAR	POEMS
2001	a) There's Been A Death In The Opposite House b) Si Tenggang's Homecoming
2002	a) The Road Not Taken b) If
2003	a) Sonnet 18 b) Monsoon History
2004	a) Sonnet 18
2005	a) Si Tenggang's Homecoming
2006	a) The Road Not Taken
2007	a) Si Tenggang's Homecoming
2008	a) If
2009	a) Monsoon History

## 2 REMINDERS

- a) Read the extracts given.
- b) Identify the poem chosen.
- c) Identify the literary and language elements in each of the poem chosen.
- d) The answers could be in the extracts given. Therefore, the best final resort is to lift relevant sentences or lines from the extracts.
- e) Short answers or note-form answers are generally adequate to get full marks.
- f) The last sub-question usually needs personal response. Give logical and reasonable answer. Give reason if it is needed.
- g) Understanding of the whole texts is very important and useful. You must be familiar with all the texts.
- h) Attempt must be made.

## 3 IF

If you can keep your head when all about you  
Are losing theirs and blaming it on you  
If you can trust yourself when all men doubt you  
But make allowance for their doubting too  
If you can wait and not be tired by waiting  
Or being lied about don't deal in lies  
Or being hated don't give way to hating  
And yet don't look too good, nor talk too wise

If you can dream – and not make dream your master  
If you can think- and not make thoughts your aim  
If you can meet with Triumph and Disaster  
And treat those two imposters just the same  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools  
Or watch the things you gave your life to, broken  
And stoop and build 'em up with worn-out-tools

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss  
And lose, and start again at your beginnings  
And never breathe a word about your loss  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone  
And so hold on when there is nothing in you  
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue  
Or walk with Kings- nor lose the common touch  
If neither foes nor loving friends can hurt you  
If all men count with you, but none too much  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run  
Yours is the Earth and everything that's in it  
And- which is more – you'll be a Man, my son!

LINES	MEANINGS
<p>If you can keep your head when all about you Are losing theirs and blaming it on you</p>	<p><i>If you can be calm and sensible when others around you are blaming you for their bad luck.</i> (Value- rational)</p>
<p>If you can trust yourself when all men doubt you But make allowance for their doubting too</p>	<p><i>You need to believe in yourself when others think that you are wrong. Do not be angry and also consider their ideas too</i> (Value-self –confidence)</p>
<p>If you can wait and not be tired by waiting Or being lied about don't deal in lies</p>	<p><i>You need to be patient and not give up. Do not lie although others tell lies about you</i> ( Value- patience)</p>
<p>Or being hated don't give way to hating And yet don't look too good, nor talk too wise</p>	<p><i>Although others hate you ,you should not hate them back. Be humble and moderate in your speech and appearance</i> (Value-forgiving)</p>
<p>If you can dream – and not make dream your master If you can think- and not make thoughts your aim</p>	<p><i>If you have any ambition, work towards achieving them. You need to act on your plan</i> (Value- hardworking)</p>
<p>If you can meet with Triumph and Disaster And treat those two imposters just the same</p>	<p><i>If you achieve success or meet with failure accept both situation as they are.</i> (Value- humble)</p>
<p>If you can bear to hear the truth you've spoken Twisted by knaves to make a trap for fools</p>	<p><i>Remain calm when people manipulate your words for their own benefits and also take advantage of the innocent.</i> (Value-patience)</p>
<p>Or watch the things you gave your life to, broken And stoop and build ' em up with worn-out-tools</p>	<p><i>Do not be upset when your life effort is destroyed by dishonest people. Work to start all over again.</i> (Value-do not give up)</p>
<p>If you can make one heap of all your winnings And risk it on one turn of pitch-and-toss</p>	<p><i>You should be willing to take risk and not be afraid of the material loss.</i> (Value-brave)</p>

LINES	MEANINGS
And lose, and start again at your beginnings And never breathe a word about your loss	<i>If you fail, start all over again without complaining.</i>  <i>(Value- do not give up)</i>
If you can force your heart and nerve and sinew To serve your turn long after they are gone	<i>You must have strength and determination to continue even in your weakness moment.</i>  <i>(Value- perseverance)</i>
And so hold on when there is nothing in you Except the Will which says to them: "Hold on!"	<i>You must have the will power to continue consistently in your attitude even when faced with difficulties.</i>  <i>(Value- determination)</i>
If you can talk with crowds and keep your virtue Or walk with Kings- nor lose the common touch	<i>You must be humble when mixing with people of all walk of life.</i>  <i>(Value- humility)</i>
If neither foes nor loving friends can hurt you If all men count with you, but none too much	<i>You must be fair to all regardless of your friends or enemies.</i>  <i>(Value- just)</i>
If you can fill the unforgiving minute With sixty seconds' worth of distance run	<i>Time is precious.</i>  <i>(Value- use time wisely)</i>
Yours is the Earth and everything that's in it And- which is more – you'll be a Man, my son!	<i>You can have the whole world and you will be a complete person</i>

**Read the above poem and answer the following questions.**

1. What is the poem mainly about?

.....

2. Who do you think is the persona in this poem?

.....

3. The 'Earth' could symbolize what?

.....

4. What are the 'two imposters'?  
.....
5. The expression 'keep your head' means  
.....
6. Which lines in the poem suggest that you must be calm even when others blame you for their troubles?  
.....  
.....
7. Suggest two pieces of advice in stanza two.  
i).....  
ii).....
8. How can you 'make dreams not your master'?  
.....
9. What quality is suggested by the line 'And yet don't look too good, nor talk too wise' ?  
.....
10. If others lie to you or hate you, what are you suppose to do?  
.....
11. Is it important to have a dream? Why?  
.....
12. Explain the phrase 'Never breathe a word about your loss'.  
.....
13. Suggest a possible theme for this poem. Why do you say so?  
.....

4 SONNET 18

Shall I compare thee to a summer's day?  
 Thou art more lovely and more temperate  
 Rough winds do shake the darling buds of May  
 And summer's lease hath all too short a date  
 Sometime too hot the eye of heaven shines  
 And often is his gold complexion dimm'd  
 And every fair from fair sometimes declines  
 By chance, or nature's changing course, untrimm'd  
 But thy eternal summer shall not fade  
 Nor lose possession of that fair thou ow'st  
 Nor shall Death brag thou wand'rest in his shade  
 When in eternal lines to time thou grow'st.  
     So long as men can breathe, or eyes can see  
     So long lives this, and this gives life to thee

LINES	MEANINGS
Shall I compare thee to a summer's day?	<i>The poet is comparing his beloved to a beautiful sunny summer's day</i>
Thou art more lovely and more temperate	<i>His beloved is more beautiful and moderate in her behaviour unlike summer which could be hot or cold</i>
Rough winds do shake the darling buds of May	<i>The strong wind in summer can destroy the beautiful flower buds that appear in May</i>
And summer's lease hath all too short a date	<i>Summer is short as it lasts a few months.</i>
Sometime too hot the eye of heaven shines	<i>The sun sometimes shines strongly</i>
And often is his gold complexion dimm'd	<i>At times the sun is hidden by clouds.</i>
And every fair from fair sometimes declines	<i>Beauty may not last forever.</i>
By chance, or nature's changing course, untrimm'd	<i>The beauty could be destroyed accidentally or through aging.</i>

LINES	MEANINGS
But thy eternal summer shall not fade	<i>However his beloved will not lose her beauty.</i>
Nor lose possession of that fair thou ow'st	<i>Her beauty will last forever.</i>
Nor shall Death brag thou wand'rest in his shade	<i>Even death cannot take her beauty away</i>
When in eternal lines to time thou grow'st	<i>Her beauty will remain forever</i>
So long as men can breathe, or eyes can see	<i>As long as they are people who will read this poem</i>
So long lives this, and this gives life to thee	<i>She will always be beautiful, alive and remembered</i>

**Read the above poem and answer the following questions.**

1. What could be one of the main themes of this poem?  
.....
2. What does the persona compares his beloved to?  
.....
3. What do you think summer signifies for the persona?  
.....
4. The words 'his shade' refer to .....
5. The word 'thou' refers to .....
6. The line 'And every fair from fair sometimes declines' implies that  
.....
7. Why do you think the persona wants to compare his beloved to a summer's day?  
.....
8. What does the word 'eye' refer to?  
.....

9. State a message you think the persona wishes to convey to his readers through this sonnet. Why do you say so?

.....  
 .....  
 .....

10. Explain how it is possible to preserve her beauty.

.....

11. What does the expression 'eternal lines' suggest?

.....

12. Explain in your own words the last two lines in the sonnet.

.....  
 .....

13. The word 'his' in line 6 refers to

.....

14. Which word in the poem tells us that beauty will last forever?

.....

15. In your own words, explain the last two lines of the sonnet.

.....

16. Give two reasons why the poet claims his beloved is more beautiful than a summer's day?

i.....  
 ii.....

17. What does the phrase "eye of heaven" refer to?

.....

18. Apart from Death what else is personified in this poem? How?

.....



19. "But thy eternal summer shall not fade". What is meant by eternal summer in this line?  
.....
20. "summer's lease hath all too short a date" What does the poet mean by summer's lease?  
.....
21. Do you think it is effective to compare the loveliness of one's beloved to a hot Malaysian day? Explain why?  
.....
22. Why does the persona say a summer's day is not perfect?  
i. ....  
ii. ....
23. Quote the line in the poem which tells us that the beauty of the persona's beloved will last forever?  
.....

## 5 THE MONSOON HISTORY

The air is wet, soaks  
 Into mattresses, and curls  
 in apparitions of smoke.  
 Like fat white slugs furred  
 Among the timber,  
 Or silver fish tunneling  
 The damp linen covers  
 Of schoolbooks, or walking  
 Quietly like centipedes  
 The air walking everywhere  
 On its hundred feet  
 Is filled with the glare  
 Of tropical water.

Again we are taken over  
 By clouds and rolling darkness  
 Small snails appear  
 Clashing their timid horns  
 Among the morning glory  
 Vines

Drinking milo  
 Nyonya and baba sit at home  
 This was forty years ago  
 Sarong-wrapped they counted  
 Silver paper for the dead  
 Portraits of grandfathers  
 Hung always in the parlour  
 Reading Tennyson, at six  
 p.m. in pajamas,  
 Listening to down-pouring  
 rain: the air ticks  
 With gnats, black spiders fly  
 Moths sweep out of our rooms  
 Where termites built  
 Their hills of eggs and queens zoom  
 in heat. We wash our feet for bed  
 Watch mother uncoil  
 Her snake hair  
 Unbuckle  
 The silver mesh around her waist  
 Waiting for father pacing  
 The sand as fishers pull  
 From the Straits after monsoon

The air is still, silent  
 Like sleepers rocked in the pantun,  
 Sheltered by Malacca  
 This was forty years ago,  
 When nyonya married baba.

LINES	MEANINGS
The air is wet, soaks into mattresses, and curls in apparitions of smoke.	<i>The atmosphere is cold, wet and misty.</i>
Like fat white slugs furred Among the timber,	<i>The wet air is full of vapour that looks like slugs on pieces of timber.</i>
Or silver fish tunneling The damp linen covers of schoolbooks	<i>The covers of the schoolbooks feel wet and we the image silverfish insects inside the books.</i>
Or walking Quietly like centipedes The air walking everywhere On its hundred feet	<i>The damp air caresses the skin like centipedes crawling on you.</i>
Is filled with the glare Of tropical water	<i>The sun's glare is reflected on spots of water found everywhere.</i>
Again we are taken over By clouds and rolling darkness	<i>Dark clouds in the sky shows that it is going to rain again.</i>
Small snails appear Clashing their timid horns Among the morning glory vines	<i>The small snails appear among the morning glory vines because of the cold weather.</i>
Drinking milo Nyonya and baba sit at home	<i>The Chinese couple , who has adopted some Malay culture, drinks Milo at home.</i>
This was forty years ago	<i>This incident happened forty years ago.</i>
Sarong-wrapped they counted Silver paper for the dead	<i>The Chinese couple counted paper money that will be offered to dead and it is part of Chinese culture.</i>
Portraits of grandfathers Hung always in the parlour	<i>They hung pictures of their ancestors as a sign of respect.</i>
Reading Tennyson, at six p.m. in pajamas,	<i>The poet reads English poem in the evening, wearing pyjamas. This shows the influence of western education.</i>
Listening to down – pouring rain	<i>As she reads, the rain is falling heavily outside.</i>

LINES	MEANINGS
the air ticks with gnats, black spiders fly	<i>The air is filled with sounds of insects that come out during rainy season.</i>
Moths sweep out of our rooms	<i>Moths are flying around the rooms.</i>
Where termites built Their hills of eggs and queens zoom in heat	<i>White ants have built their nests and they multiply during summer.</i>
We wash our feet for bed Watch mother uncoil Her snake hair	<i>The children are getting ready for bed. Washing the feet is a Malay culture. Mother lets her hair down.</i>
Unbuckle The silver mesh around her waist	<i>Mother releases her belt round her waist</i>
Waiting for father pacing The sand as fishers pull From the Straits after monsoon	<i>The children are waiting for their father who is at the beach waiting for the fishermen to come back after the heavy rain</i>
The air is still, silent	<i>The air is calm and tranquil</i>
Like sleepers rocked in the pantun, Sheltered by Malacca	<i>There is an image of peace and harmony at the end of the day</i>
This was forty years ago, When nyonya married baba.	<i>This incident happened forty years ago when the poet's parents lived in the nyonya baba traditions</i>

**Read the above poem and answer the following questions.**

1. Where do you think the poem is set?

.....

2. When did these events take place?

.....

3. Name the objects that are 'wet'.

.....

4. Name two insects that are mentioned in the poem.

.....

5. What creatures appear among the morning glory vines?  
.....
6. What does the word 'pacing' tell us about the father's waiting for the fishermen?  
.....
7. 'Timid horns' refer to the .....
8. What does the reference to 'portraits of grandfather' tell us about the persona's family?  
.....
9. In your own words, state what you think the title 'Monsoon History' suggests.  
.....
10. State any possible theme for this poem. Why do you say so?  
.....  
.....
11. State a message the persona may wish to convey through this poem. How can you tell?  
.....  
.....
12. The air is compared to nature images. List down any two images and comment on these comparisons.  
.....  
.....
13. What culture is depicted in this poem? Suggest two things to support your answer.  
.....  
.....  
.....

## 6 SI TENGGANG'S HOMECOMING

i

the physical journey that I traverse  
 is a journey of the soul  
 transport of the self from a fatherland  
 to a country collected by sight and mind,  
 The knowledge that sweats from it  
 In a stranger's knowledge  
 From one who has learnt to see, think  
 and choose between  
 the changing realities

ii

It's true I have growled at my mother and grandmother  
 But only after having told of my predicament  
 That they have never brought to reason  
 The wife that I began to love in my loneliness  
 In the country that alienated me  
 They took to their predecisions  
 I have not entirely returned, I know  
 Having been changed by time and place  
 Coarsened by problems  
 Estranged by absence

iii

But look,  
 I have brought myself home,  
 Seasoned by confidence,  
 Broadened by land and languages  
 I am no longer afraid of the oceans  
 Or the differences between people  
 Not easily fooled  
 by words or ideas  
 The journey was a loyal teacher  
 Who was never tardy  
 In explaining cultures or variousness  
 Look, I am just like you  
 Still malay  
 Sensitive to what  
 (I believe is true)  
 And more ready to understand  
 Than my brothers  
 The contents of these boats are yours too  
 Because I have returned

iv

Travels made me  
 A seeker who does not take  
 What is given without sincerity  
 Or that which demands payments from beliefs  
 The years at sea and coastal states  
 have taught me to choose  
 To accept only those tested by comparison  
 Or that which matches the words of my ancestors  
 Which returns me to my village  
 and its perfection

v

I've learnt  
 The ways of the rude  
 To hold reality in a new logic  
 Debate with hard and loud facts  
 But I too am humble, respecting  
 man and life

vi

I am not a new man,  
 Not very different  
 From you  
 The people and cities of coastal ports  
 Taught me not to brood  
 Over a foreign world  
 Suffer difficulties  
 Or fear possibilities

I am you  
 Freed from the village  
 Its soils and ways  
 Independent, because  
 I have found myself

LINES	MEANINGS
the physical journey that I traverse is a journey of the soul	<i>The physical trip done by the poet also reflects the changes in his inner self</i>
transport of the self from a fatherland	<i>The poet leaves his homeland</i>
to a country collected by sight and mind,	<i>To a foreign country which he has only read about and seen in pictures</i>
The knowledge that sweats from it	<i>The poet had to work hard to gain knowledge from it</i>
In a stranger's knowledge	<i>The knowledge were all foreign experiences to him</i>
From one who has learnt to see, think and choose between the changing realities	<i>The poet has learnt to observe, analyse and choose between the two worlds that he knows</i>
It's true I have growled at my mother and grandmother	<i>It is true that the poet had spoken harshly to his mother and grandmother</i>
But only after having told of my predicament	<i>But only after he had told them of his difficulties and challenges</i>
That they have never brought to reason	<i>Unfortunately they could not understand his situation</i>
The wife that I began to love in my loneliness	<i>The loneliness has caused the poet to love and appreciate his wife more.</i>
In the country that alienated me	<i>He was ignored by his family and friends in his homeland</i>
They took to their predecisions	<i>They had already formed their own opinions about the poet</i>
I have not entirely returned, I know	<i>The poet admits that he was not the same as before</i>
Having been changed by time and place	<i>Time and experience had changed the poet</i>
Coarsened by problems	<i>More matured due to the challenges he had faced</i>
Estranged by absence	<i>Distanced because of his long absence</i>
But look, I have brought myself home,	<i>The poet had willingly come home</i>
Seasoned by confidence,	<i>The poet is more confident now</i>
Broadened by land and languages	<i>The poet has gained new ideas and learnt new languages</i>



LINES	MEANINGS
I am no longer afraid of the oceans	<i>The poet is not afraid to travel far away to foreign countries</i>
Or the differences between people	<i>The poet is not afraid of the differences between people</i>
Not easily fooled by words or ideas	<i>He is also not easily deceived by words and ideas</i>
The journey was a loyal teacher	<i>The trip has taught him many things</i>
Who was never tardy In explaining cultures or variousness	<i>It was effective in teaching him the different cultures and lifestyles of people around the world</i>
Look, I am just like you	<i>Despite all this, the poet is still the same</i>
Still malay	<i>The poet is still a Malay</i>
Sensitive to what (I believe is true)	<i>Aware of what is right</i>
And more ready to understand	<i>And willing to understand the situation around him</i>
Than my brothers	<i>More understanding compared to his fellow country-men</i>
The contents of these boats are yours too	<i>The knowledge that the poet brought back is to be shared by all</i>
Because I have returned	<i>Because the poet has come back to his homeland</i>
Travel made me A seeker who does not take What is given without sincerity	<i>The poet has learnt not to ask for things that are not given willingly by others</i>
Or that which demands payments from beliefs	<i>Or accept anything that would go against his beliefs</i>
The years at sea and coastal states have taught me to choose	<i>The years of traveling overseas had taught me to choose</i>
To accept only those tested by comparison	<i>And accept only values that had been proven</i>
Or that which matches the words of my ancestors	<i>And those which reflect what he had learnt when he was young</i>

LINES	MEANINGS
Which returns me to my village and its perfection	<i>By accepting what is good, the poet has kept himself close to his roots which he considers are perfect.</i>
I've learnt The ways of the rude	<i>The poet has learnt to question and argue with others</i>
To hold reality in a new logic	<i>To think for himself and to be rational</i>
Debate with hard and loud facts	<i>Able to defend his opinions with strong arguments</i>
But I too am humble, respecting man and life	<i>But he is still humble as he respects man and life</i>
I am not a new man, Not very different From you	<i>The poet stresses that he is not different from his country-men</i>
The people and cities of coastal ports	<i>The people and places of his journey</i>
Taught me not to brood	<i>Had taught him not to feel sorry for himself</i>
Over a foreign world	<i>In a foreign country</i>
Suffer difficulties Or fear possibilities	<i>And how to overcome challenges or fear changes in life</i>
I am you Freed from the village	<i>The poet is still a Malay but free</i>
Its soils and ways	<i>From the tradition, culture and lifestyle of the village</i>
Independent, because I have found myself	<i>The poet is independent as he is able to think for himself and not accept the traditional ways of the village.</i>

**Read the above poem and answer the following questions.**

1. What does the title of the poem tell you about the persona?

.....

2. Where do you think the persona has travelled?

.....

3. What does the persona compare his journey to?

.....

4. What do the first two lines in stanza 1 suggest?

.....

5. What do you think the poem is mainly about?

.....

6. How do you think the travel has benefited the persona?

.....

7. Why was the 'journey' described as a 'loyal teacher'?

.....

.....

8. Suggest a possible theme for this poem. Give two reasons for your choice.

.....

.....

.....

.....

9. List down two things that the persona assures his people.

.....

.....

10. List down three words from stanza 3 that you can associate with the title of this poem. What do they tell you about the poem?

.....

.....

.....

.....

11. In stanza 1, how did Si Tenggang obtain his knowledge?

.....

12. In stanza 2, why did Si Tenggang growl at his mother and grandmother?

.....  
.....

13. In stanza 2, why does he say 'i have not entirely returned'?

.....  
.....

14. How did the villagers respond to his return?

.....  
.....

15. If you had the chance, would you like to be like Si Tenggang? Provide reasons to you answers.

.....  
.....  
.....  
.....

7 THE ROAD NOT TAKEN

Two roads in a yellow wood  
 And sorry I could not travel both  
 And be one traveler, long I stood  
 And looked down one as far as I could

To where it bent in the undergrowth  
 Then took the other, as just as fair  
 And having perhaps the better claim  
 Because it was grassy and wanted wear

Though as for that the passing there  
 Had worn them really about the same  
 And both that morning equally lay  
 In leaves no step had trodden black

Oh, I kept the first for another day!  
 Yet knowing how way leads on to way  
 I doubted if I should ever come back  
 I shall be telling this with a sigh

Somewhere ages and ages hence  
 Two roads diverged in a wood, and I -  
 I took the one less traveled by  
 And that has made all the difference

LINES	MEANINGS
Two roads in a yellow wood	<i>A road separates into two in a forest during autumn</i>
And sorry I could not travel both	<i>However, the poet could not travel on both the roads at the same time</i>
And be one traveler, long I stood	<i>The poet stood at the junction for a long time</i>
And looked down one as far as I could	<i>He looked as far as he could down one of the roads.</i>

LINES	MEANINGS
To where it bent in the undergrowth	<i>Until the road bent and hidden by thick bushes</i>
Then took the other, as just as fair	<i>Then he chose the other road which looked equally good</i>
And having perhaps the better claim	<i>And was more inviting</i>
Because it was grassy and wanted wear	<i>Because it was grassy and not used by people</i>
Though as for that the passing there	<i>At that moment the poet was thinking about his two choices</i>
Had worn them really about the same	<i>The poet feels the roads looked the same</i>
And both that morning equally lay	<i>At that particular morning both the roads were equally appealing</i>
In leaves no step had trodden black	<i>And were not used by people yet</i>
Oh, I kept the first for another day!	<i>Finally the poet decided to the first road for another time</i>
Yet knowing how way leads on to way	<i>Although he knew as time passed one thing would lead to another</i>
I doubted if I should ever come back	<i>The poet is unsure if would have the chance to try the first option that was left behind.</i>
I shall be telling this with a sigh	<i>The poet will recall this incident with a sigh</i>
Somewhere ages and ages hence	<i>Some time in the future</i>
Two roads diverged in a wood, and I -	<i>Two roads separated at a junction in the forest</i>
I took the one less traveled by	<i>the poet took the road that was used by fewer people</i>
And that has made all the difference	<i>And that choice has made all the difference in his life</i>

**Read the above poem and answer the following questions.**

1. How many roads are described in the poem?  
.....
2. What is the main idea of the poem?  
.....
3. How many travelers are mentioned in the poem?  
.....
4. Where is the setting of the poem?  
.....
5. What season of the year does the 'yellow wood' refer to?  
.....
6. The expression 'to where it bend in the undergrowth' suggests?  
.....
7. Explain the phrase 'was grassy and wanted wear'.  
.....  
.....
8. What do you think the two roads could represent?  
.....
9. Suggest two possible messages the persona wishes to convey to the readers.  
.....  
.....
10. Explain the title 'The Road Not Taken'. Why do you say so?  
.....  
.....

11. Which road did the persona take? Which line tells this?

.....  
.....

12. Do you think the persona will keep his promise to come back to the road which he did not choose in the first place? Give a reason to support your answer.

.....  
.....  
.....



**8 THERE'S BEEN A DEATH IN THE OPPOSITE HOUSE**

There's been a death in the opposite house  
As lately as today  
I know it by the numb look  
Such houses have always

The neighbours rustle in and out  
The doctor drives away  
A window opens like a pod  
Abrupt, mechanically;

Someone flings a mattress out,-  
The children hurry by  
They wonder if IT died on that  
I used to when a boy

The minister goes stiffly in  
As if the house were his  
And he owned all the mourners now,  
And little boys besides

And then the milliner, and the man  
Of the appalling trade,  
To take the measure of the house  
There'll be that dark parade

Of tassels and of coaches soon  
It's easy as a sign-  
The intuition of the news  
In just a country town

LINES	MEANINGS
There's been a death in the opposite house	<i>Someone has died in the opposite house</i>
As lately as today	<i>It happened quite recently</i>
I know it by the numb look Such houses have always	<i>The persona knows that someone has died as the house has a serious atmosphere</i>
The neighbours rustle in and out	<i>The neighbours move in and out to pay their last respects</i>
The doctor drives away	<i>The doctor leaves after confirming the person's death</i>
A window opens like a pod Abrupt, mechanically;	<i>A window is flung open suddenly</i>
Someone flings a mattress out,-	<i>The mattress of the deceased is thrown out of the window</i>
The children hurry by	<i>The children passed by the house quickly as they are afraid</i>
They wonder if IT died on that	<i>The children are curious to know if the deceased had died on that mattress</i>
I used to when a boy	<i>The persona recalls his childhood experiences</i>
The minister goes stiffly in as if the house Were his	<i>The priest enters the house with authority</i>
And he owned all the mourners now, and little boys besides	<i>The people were fascinated by his words while the boys were captivated by his appearance</i>
And then the milliner	<i>The hat-maker arrives to do his job</i>
...and the man of the Of the appalling trade, To take the measure of the house	<i>The undertaker has come to measure the coffin</i>
There'll be that dark parade	<i>A funeral procession will take place</i>
Of tassels and of coaches soon	<i>Consisting of coaches and hearse used in the funeral</i>
It's easy as a sign	<i>It is easy to know that there is a funeral based on the things mentioned above</i>
The intuition of the news In just a country town	<i>News spreads very quickly in a small town</i>

**Read the above poem and answer the following questions.**

1. What message do you think the persona wishes to convey in this poem?  
.....
2. When and where did the death occur?  
.....
3. The word 'it' in stanza 3 would probably refer to .....
4. What do you think is the role of the minister?  
.....
5. In your own words, describe the town the persona live in.  
.....
6. What do 'tassels and coaches' refer to?  
.....
7. State two people who came to the house. Give reasons why these people came.  
.....  
.....
8. Describe the way the minister comes into the house.  
.....
9. Who do you think is the persona in this poem?  
.....
10. The 'numb look' refers to .....
11. Why did the 'neighbours rustle in and out'?  
.....
12. What does the 'man of the appalling trade' do?  
.....

13. The 'dark parade' probably refers to.....
14. The 'house' in line 2 in stanza 4 refers to .....
15. The word 'house' in line 3 in stanza 5 refers to .....
16. Why has the doctor come?  
.....
17. Who is the milliner?  
.....
18. What are the children doing? Why?  
.....
19. Is the persona a boy? Why do you say so?  
.....
20. What do people do in the event of a death? Mention 2 examples.  
I .....  
li .....
21. State two activities in the poem.  
I .....  
li .....
22. Why did the children 'hurry by' as in stanza 3.  
.....
23. Why do you think the doctor drives away?  
.....
24. List two people who are involved in the funeral.  
.....
25. Where is the setting of the poem?  
.....

**SHORT STORIES**

**9 ANALYSIS OF PAST YEAR EXAM PAPERS (2001 – 2009)**

YEAR	SHORT STORIES
2001	a) The Drover's Wife b) The Necklace
2002	a) The Sound Machine b) The Sound Machine
2003	a) The Lotus Eater b) The Drover's Wife
2004	The Lotus Eater
2005	Looking For A Rain God
2006	The Drover's Wife
2007	The Lotus Eater
2008	The Sound Machine
2009	The Necklace

**10 REMINDERS**

- a) Read the extracts given.
- b) Identify the short story chosen.
- c) Identify the literary and language elements in each of the literature texts chosen.
- d) The answers could be in the extracts given. Therefore, the best final resort is to lift relevant sentences or lines from the extracts.
- e) Short answers or note-form answers are generally adequate to get full marks.
- f) The last sub-question usually needs personal response. Give logical and reasonable answer. Give reason if it is needed.
- g) Understanding of the whole texts is very important and useful. You must be familiar with all the texts.
- h) Attempt must be made.

**11 THE LOTUS EATER**

**SYNOPSIS**

*When Thomas Wilson was 34 years old, he visited the island of Capri in the Bay of Naples. He fell in love with the island at first sight. He wanted to extend his stay there but he had to return to London to continue his work as a bank manager. After a year in London, he decided to move to Capri as he was bored with his job. Furthermore, he did not have a family as his wife and child had died and he was alone. He had also been working at the same bank since he was 17. Finally, he sold his house and bought annuity for 25 years. In Capri, he lived a simple life doing normal routine such as going for walks, reading books and playing the piano. Assunta, the landlord's wife helped in his housekeeping. However, after 25 years (when he was 60 years old) his money ran out. He borrowed money to continue his lifestyle but when he could pay his rent anymore, he was asked to vacate. Wilson was very depressed and tried to kill himself by shutting the windows and lighting a charcoal fire. The next morning, Assunta found Thomas Wilson nearly dead and sent him to the hospital. As a result of his suicide attempt, Wilson's behaviour changed probably because his mind had been damaged. Assunta and her husband took pity on him and let him stay in a woodshed. He was put in charge of the goats and the chicken. He continued to live a miserable, anti- social life for six years. He died at the age of 67, on the hillside overlooking the Bay of Naples, in the moonlight.*

**QUESTIONS**

1. Briefly describe the importance of Wilson's decision to the story.

.....  
 .....  
 .....

2. Briefly describe Wilson's lifestyle on the Island of Capri.

.....  
 .....  
 .....

3. What important decision that Wilson has to make?

.....  
.....

4. If you were Wilson, would you make the same decision? Give reasons to support your answer.

.....  
.....

5. How did Wilson support himself in Capri?

.....

6. What did Wilson do in order to end his life?

.....

7. Who is Assunta?

.....

8. Why do you think Wilson tried to kill himself?

.....

9. What made the writer want to know about Wilson?

.....

10. What happened to Wilson after his suicide attempt?

.....  
.....

11. How does Wilson eventually die?

.....  
.....

12. What will happen to Wilson once his annuity finishes?

.....  
.....

## 12 THE NECKLACE

### SYNOPSIS

*Mathilde was married to Loisel, a simple clerk. She was not happy with her husband as she dreamed of a rich luxurious life which her husband could not provide. However, her husband was a simpleton who loved the simple things in life. One day, Loisel received an invitation to attend a Ball at the Ministry of Public Instruction. The invitation was only for the selected few. But, Mathilde refused to go to the ball as she did not have a suitable gown to wear. Loisel gave her the two hundred francs which he had kept to buy a gun, to buy a dress. She was still not happy as she did not have any jewellery to wear. She also turned down Loisel's suggestion of using natural flowers for it would make her look poor. Finally, Mathilde was persuaded to borrow some jewellery from her friend, Madam Forriester. She borrowed a beautiful diamond necklace which made her look beautiful. Dressed in a new gown and borrowed necklace, she was a success at the ball as it was the happiest night of her life.*

*When she returned home, she discovered that she had lost the necklace. Immediately, Loisel retraced their steps on foot, hoping to find it but to no avail. So, he reported the lost to the police and the newspaper offices. By the end of the week, there was no news about the lost necklace. Since they had to return the necklace, they bought a similar necklace at Palais Royale which cost thirty-six thousand francs. Loisel had eighteen thousand francs inherited from his father and he borrowed the rest. To repay the debt, they had to change their lifestyle. They had to move from their old house while Loisel had to take three jobs to repay the debt. Matilde worked as washer woman and was thrifty in their daily spending. Their hardship lasted ten years, resulting in Matilde looking old and haggard. Finally, the debts were settled.*

*One Sunday, Matilde met Madame Forriestier while going for a walk. Her friend looked beautiful and charming compared to Matilde who looked plain. She explained to her friend about the lost necklace and the subsequent events. Matilde got a shock when her friend told her that the necklace that she borrowed was a fake worth only five hundred francs.*



**QUESTIONS**

1. Briefly compare Mathilde’s social background against her desires in life.

.....  
.....  
.....  
.....

2. Briefly describe the differences between Mathilde and her husband.

.....  
.....  
.....  
.....

3. Briefly describe how much Mr Loisel cares for Mathilde.

.....  
.....

4. Describe the contrasting characteristics of Mathilde and Mr Loisel.

.....  
.....

5. Who did Mathilde borrow the necklace from?

.....

6. Why do you think she wanted the diamond necklace?

.....  
.....

7. ‘Madame Loisel was a great success’. What do you understand by this sentence?

.....

8. If you were Mathilde, how would feel after knowing the truth about the necklace?

.....  
.....

9. What is Mathilde’s reaction after reading the invitation card?

.....  
.....

10. Why is Mathilde’s husband excited about the invitation?

.....  
.....

11. Why is the invitation more important for Mathilde than for her husband?

.....  
.....

12. In your opinion, what kind of person was Mathilde in the beginning of the story? Give reasons.

.....  
.....  
.....  
.....

**13 THE DROVER'S WIFE****SYNOPSIS**

*This story takes place in the interiors of Australia. A drover's wife lives with her four children in a remote place far away from others. The house is surrounded by empty land with a few bushes. Her husband is away droving and has left the house for months.*

*One day a snake appears and slithers under the house. As the eldest son, Tommy tries to hit it with a big stick. The drover's wife tries to tempt the snake out with some milk but is not successful. After a few hours of waiting, she decides to take her children in. The weather is not good and storm is coming. She did not take the children into the house as she is afraid that the snake is hiding in the cracks of the rough slab floor. Then, she decides to take them to the kitchen which has earthen floor. She makes a bed on the kitchen table, gives them supper puts them to bed.*

*Later, she waits for the snake to appear. Alligator is also with her. While waiting she sews and reads in turns. She is afraid because a little son of her brother-in law died of a snake bite. However, Alligator stands guard, waiting for the snake. The dog hates snakes and is quite good in killing them. The drover's wife feels lonely as she has few visitors and misses the social life that she had when she was living in town. To overcome her boredom, she dresses herself and her children, and go for a walk every Sunday afternoon.*

*Soon it will be daylight. Alligator becomes tense when he senses the snake coming out from the crack. Quickly, the dog tries to jump onto the snake but the snake manages to escape. Alligator tries again and this time, is successful in pulling out the five foot long black brute. The drover's wife kills the snake with a stick and throws the mangled snake into the fire. She allows her son and the dog to watch the snake burn. Finally, she feels relieved and cries as the danger has gone. Seeing his mother in tears, the son promises to stay by her side unlike his drover father.*

**QUESTIONS**

1. What kind of person is Tommy?  
.....
2. What will the drover's wife do on a Sunday afternoon?  
.....
3. What is the name of the dog?  
.....
4. Why do you think the dog broke itself from its chain?  
.....
5. Why was the fire burning low at one or two o'clock in the morning?  
.....
6. Would you like to have a pet like Alligator? Why?  
.....  
.....
7. Where is the drover?  
.....
8. Why does the brother-in-law kill one of the sheep?  
.....  
.....
9. Who is the drover's wife living with?  
.....  
.....
10. Where was the snake?  
.....  
.....

Read the extract from the short story **The Drover's Wife** below and answer the questions that follow

It must be near daylight now. The room is very close and hot because of the fire. Alligator still watches the wall from time to time. Suddenly, he becomes greatly interested ; he draws himself a few inches near the partition and a thrill runs through his body. The hair on the back of his neck begins to bristle, and the battle-light is in his yellow's eyes. She knows what this means and lays her hand on the stick. The lower end of one of the partition slabs has a large crack on both sides. An evil pair of small bright, bead-like eyes glisten at one of these holes. The snake – a black one – comes slowly out, about a foot and moves its head up and down. The dog lies still and the woman sits as one fascinated.

a) Why does the room feel hot ?

.....

b) Why do you think alligator watches the wall from time to time ?

.....

c) How does the woman know that the snake is coming out ?

.....

c) How do you think the woman felt when she knew the snake was there?

.....

Read the extract from the short story **The Drover's Wife** below and answer the questions that follow

"Where is it ?"

"Here ! Gone into the window heap !" yells the eldest boy – a sharp faced, excited urchin of eleven. "Stop there mother ! I'll have him"

"Tommy, come here, or you'll be bitten. Come here at once when I tell you!"

The youngster comes reluctantly, carrying a stick bigger than himself. The he yells triumphantly, "There it goes – under the house!" and darts away with the club uplifted. At the same time the big black, yellow-eyed dog-of-all-breeds, who has shown the wildest interest in the proceedings, breaks his chain and his nose reaches the crack in the slabs just at the end of its tail disappears. Almost at the same moment, the boy's club comes down and skins the aforesaid nose. Alligator takes small notice of this and proceeds to undermine the building; but he subdued, after a struggle and chained up. They cannot afford to lose him.

1. What does "it" refer to ?

.....

2. What phrase tells you that the boy listen to his mother's orders ?

.....

3. Why do you think the dog broke itself from its chain ?

.....

4. What would you do if you were in the same predicament ?

.....

**14 THE SOUND MACHINE****SYNOPSIS**

*Klausner is a scientist who thinks that he has invented a machine that can record sounds. One day, he was interrupted by his doctor who came to check on him. The doctor was curious and skeptical about the black box and wished him luck.*

*To test the machine, he took the box out to his garden. As he was engrossed in his machine, he heard frightful, piercing shriek. He look around and saw no one except for the woman in the garden next door. As she cut the roses with a pair of scissors, he heard a throatless inhumane shriek that was clear and cold. He immediately rushed to his neighbour and asked her to cut another rose. Mrs. Saunders wanted to humour him and cut another as requested. Again, he heard the same sound coming from the machine. So, he ran to Mrs. Saunders and ordered her to stop as she was causing a lot of pain to the plant. On his explanation, she ran back to house, terrified. To test the machine further, he pulled out a small white daisy until the stem broke. He heard a faint high pitch cry.*

*The next morning, Klausner went to the park with his machine and an axe. He made a deep cut into the base of a trunk of a large tree. Again, he heard a harsh noteless enormous noise that lasted for a minute. Horrified, Klausner tried to cover the wound on tree while apologising to it. He was upset and went home to call his friend, Dr. Scott. It was early in the morning but he managed to persuade the doctor to come to the park. In the park, the doctor was told to listen carefully to the sound made by the tree as Klausner struck it again. Unfortunately, the branch broke and fell onto the sound machine, smashing it to pieces. Klausner asked the doctor whether he had heard the sound made by the tree. The doctor was unsure as he thought the sound was probably the branch breaking. Then, Klausner asked the doctor to treat the cut in the tree trunk by applying iodine on the two cuts. The doctor agreed to do so and Klausner was satisfied. Then, he waved his axe and smiled a wild excited smile. This behaviour made the doctor think that he was crazy and slowly, lead him home.*

**QUESTIONS**

1. Describe briefly, the importance of the black box stated in the story.

.....  
 .....

2. Briefly describe the feelings of Mr Klausner's friends and neighbours towards him.

.....  
 .....

3. Briefly describe Mr Klausner relationship with Dr Scott.

.....

4. Briefly Mrs Saunders's reaction to Mr Klausner's invention.

.....

5. If you were Klausner's friend, would have believed in his invention?

.....

6. Why did Klausner invent the sound machine?

.....

7. Why do you think the doctor did what Klausner ask him to do?

.....

8. 'I'll paint it with iodine', what does 'it' refer to?

.....

9. Why do you think Mrs Saunders wanted to make a dash for her house?

.....

10. What did Mrs Saunders think of Klausner?

.....  
 .....



**15 LOOKING FOR A RAIN GOD**

**SYNOPSIS**

*There was a terrible seven years drought in Botswana. The air was dry and there was no farming activity as there was no rain. However, a little bit of rain came in early November with a promise of more to come. It softens the earth and ploughing season begins. Mokgobja and his family were the first to clear and plough their land. Having done that, they waited for the crops to grow. Unfortunately, by mid November, the rain stopped. The family waited in despair as it was impossible to grow crops in a dry land. Only their children, Neo and Boseyong were happy. They were role-playing the adults' anger. However the adults did not pay any attention to them as they were preoccupied with their own problems. As the days went by, animals were sold to buy food as they were still unable to work their land. Every body was stressed and it was the women who broke down first. Each night they started a weird, high pitch wailing, stamped their feet and shouted like mad. The men were self-control but their nerves were breaking too. Every one was terrified by the thought of starvation in the coming years. In this tense moment, Mokgobja began to recall an ancient ritual which could help to bring rain. He suggested offering the children as sacrifice to the Rain God. First he convinced Ramani and then both of them managed to convince the women. The children were killed and their bodies were scattered over the land. However, the rain still did not come. Mokgobja and his family were filled with terror and sorrow as they returned to the village. The absence of the two girls was noticed by the villagers but they told that the children died. However, the villagers became suspicious and called the police. During investigation, the mother broke down and confessed to the crime. Mokgobja and his son Ramani were sentence to death for the ritual killing.*

**QUESTIONS**

1. What was the ancient memory that Mokgobja remembered?

.....  
 .....

2. How long was the drought?

.....

3. Why do you think that summer had become a bitter memory to live?

.....

4. Describe the land during the drought.

.....  
.....

5. Briefly describe what happened during the drought?

.....  
.....

6. Briefly describe the relationship between the weather and the events in the story

.....  
.....  
.....

7. Briefly discuss how the livelihood of the villagers are controlled by the forces of nature.

.....  
.....  
.....

8. Briefly discuss how one group becomes the sacrifice of the other.

.....  
.....  
.....

9. Why do you think they were eating plain porridge without milk?

.....  
.....

10. Why do you think the children were quite happy in their little girl world?

.....  
.....

11. How would you describe the two women? (Tiro and Nesta)

.....  
.....  
.....

12. What had happened to the two girls?

.....  
.....

13. How did the villagers regard what had happened to the two girls?

.....  
.....

14. When did the children's mother break down?

.....

15. What did they do to the bodies of the two girls?

.....  
.....

*Read the extract from the short story, **Looking for a Rain God** below and answer the questions that follow.*

Finally, an ancient memory stirred in the old man, Mokgobja. When he was very young and the customs of ancestors still ruled the land, he had been witness to a rain-making ceremony. And he came alive a little struggling to recall the details which had been buried by years and years of prayer in a Christian church. As soon as the mists cleared a little, he began consulting in whispers with his youngest son, Ramadi.

1. What was the "ancient memory" that Mokgobja remembered?

.....

2. Why do you think he became alive when he tried to recall the memory?

.....

3. What made the old man recall the ancient memory?

.....

4. Why do you think he was whispering to Ramadi?

.....

*Read the extract from the short story, **Looking for a Rain God** below and answer the questions that follow.*

People in the village soon noted the absence of the two little girls. They had died at the lands and were buried there, the family said. But people noted their ashen, terror-stricken faces and a murmur rose. What had killed the children, they wanted to know? And the family replied that they had just died. And people said among themselves that it was strange that the two deaths had occurred at the same time. And there was a feeling of great unease at the unnatural looks of the family. Soon the police came around. The family told them the same story of death and burial at the lands. They did not know what the children had died of. So the police asked to see the graves. At this, the mother of the children broke down and told everything.

a) How had the children died?

.....

b) i. What does the phrase "a murmur rose" mean?

.....

ii. Why was there "great unease" at the unnatural looks of the family?

.....

c) What do you think of superstitions that lead to such actions as in this story?

Give a reason for your answer.

.....

.....

Read the extract from the short story, **Looking for a Rain God** below and answer the questions that follow.

The adults paid no attention to this; they did not even hear the funny chatter; they sat waiting for rain; their nerves were stretched to breaking-point willing the rain to fall out of the sky. Nothing was important, beyond that. All their animals had been sold during the bad years to purchase food and of all their herd only two goats were left. It was the women of the family who finally broke down under the strain of waiting for the rain. It was really the two women who caused the death of the little girls. Each night they started a weird, high-pitched wailing that began on a low, mournful note and whipped up to frenzy. Then they would stamp their feet and shout as though they had lost their heads. The men sat quiet and self-control but their nerve was breaking too. They knew the women were haunted by the starvation of the coming year.

a) What was the very important thing to the adults?

.....

b) Give evidence that the people were almost out of food.

.....

c) How did the women show their desperation?

.....

d) Is it important for us to have self-control? Give a reason for your answer.

.....

## NOVEL

## 16 ANALYSIS OF PAST YEAR EXAM PAPERS (2001 – 2009)

YEAR	NOVEL
2001	Character you like best.
2002	Event that teaches you an important moral lesson.
2003	Character you sympathize with.
2004	Memorable event.
2005	Love is important in a family. How is this shown in the novel.
2006	The main character's determination.
2007	Character in the novel that you look up to.
2008	What happens at the end of the novel. Why the ending is either happy or sad.
2009	A character who has to make a difficult decision. Did he make the right decision.

## 17 REMINDERS

- a) Ensure :-
- i. the novel is mentioned/chosen
  - ii. the choice of character/theme/value/point is made
  - iii. reasons are given
  - iv. the response is up to the task throughout
  - v. the answer is relevant
  - vi. the answer is well-developed
  - vii. textual evidence is given
  - viii. the answer is convincing
- b) In short, the answer should be **elaborated** and well-developed with consistently relevant explanations and examples from actual events in the story.
- c) You can predict some questions and prepare/practise model answers for each of the questions.
- d) On top of all, you **MUST READ AND BE FAMILIAR WITH** all the literature texts (the novel, the 6 poems and the 5 short stories) on your own

**CHAPTER 1**

The Pearl begins as Kino, a Mexican pearl diver in the village of La Paz on the gulf of California, awakes before morning. His wife Juana and child Coyotito lie nearby in their brush house. Kino contentedly listens to the waves on the beach and declares "it was very good." His ancestors had passed their songs down from generation to generation to Kino, who this morning has the "Song of Family" in his mind. Juana rises and makes breakfast for the family, as she does every morning, and sings part of the Family Song.

Suddenly Kino sees a scorpion crawling down one of the ropes that holds the baby's cradle, and a new song, a "Song of Evil," enters his head. He lunges at it but is too late and the scorpion stings Coyotito. Juana immediately tries to suck out the poison from the wound, but the area begins to swell. She and Kino take the baby to the doctor in town, along with many neighbors who have come to watch, but because they have no money, he will not see them. Filled with shame and rage, Kino smashes his fist against the doctor's gate.

1. Where did the story take place?  
.....
2. What song does Kino remember when he wakes up?  
.....
3. What race does Kino belong to?  
.....
4. Who is Kino's wife?  
.....
5. What is the daily breakfast of the native Mexican?  
.....
6. Describe the fishing village where Kino and his family live?  
.....  
.....  
.....

7. Which part of Coyotito did the scorpion sting?

.....

8. What did Kino do when Coyotito was stung by the scorpion?

.....

.....

.....

9. Juana *did a most surprising thing* when Coyotito was stung by the scorpion. Explain.

.....

.....

10. Why did the doctor refused to treat Coyotito?

.....

11. What have you learnt about Kino and his family in Chapter 1?

.....

.....

.....

12. What is your opinion of the doctor?

.....

.....



CHAPTER 2

The second chapter opens with a description of the natural world that Kino inhabits. There are crabs, lobsters, eels, sea horses, and poison fish in the gulf waters. Pigs and dogs wander on the beach in search of food. It is a world resplendent in beauty; but it is also an environment where only the fittest survive.

After leaving the doctor's house, Kino and Juana walk slowly to the beach. Kino strokes his canoe, which is his symbol of security. The canoe has been passed down from his grandfather to his father before him, and it provides him the means of supporting his family. It is his most prized possession. Juana places Coyotito on a blanket in the canoe. She then wades into the water, gathers some brown seaweed, makes a damp poultice from it, and applies it to the baby's shoulder. Then, Kino and Juana slide the canoe into the water and paddle to an oyster bed. Kino, who is weighted down with a stone, starts diving in search of pearls. Kino selects a few large shells. He then notices a very large oyster, which, before it closes down, reveals a pale, ghostly gleam. Kino picks it up and surfaces. In Juana's presence, he opens the smaller oysters before opening the large one. As he pries open the large oyster, he finds inside a great pearl, "perfect as the moon, as big as a seagull's egg." Its iridescence, shape, size, and sheer beauty make both Kino and Juana hold their breaths. They know it is the most perfect pearl in the world. At the same moment, Juana looks at the baby and notices that the swelling has subsided. Kino's emotions overflow; he lets out a joyous shout, which makes the other pearl divers race towards him.

1. What is the most valuable thing that Kino owns?

.....

2. What does Juana apply on Coyotito's shoulder?

.....

3. Name 3 objects that you see on the beach.

.....

4. List 3 items you can see at the bottom of the sea.

.....

.....

.....

5. Describe the pearl found by Kino.

.....

6. What does the Great Pearl symbolizes in chapter 2?

.....

7. How does Kino maintain and keep his canoe?

.....

8. Juana makes a poultice of seaweed and applies it to Coyotito's shoulder. What does her action tell you about her character?

.....

.....

9. Juana looks at Coyotito and she cries out sharply. What causes her to react in such a manner?

.....

10. Kino uses 2 ropes when he is pearl diving. Explain how he uses them

.

.....

.....

**CHAPTER 3**

Soon the entire town knows of the pearl, speculating on what it is worth. All suddenly are interested in Kino as the pearl "stirred up something infinitely black and evil in the town." Kino had become "curiously every man's enemy," but he and Juana are oblivious to the town's dark thoughts. They dream of what they can do with the money they will gain when they sell the pearl, deciding that they will be able to get married and buy new clothes and get their son an education, which will grant him freedom.

Kino, however, begins to hear the "Evil Song" as he thinks others will try to steal the pearl from him and so he makes "a hard skin for himself against the world." When the doctor hears the news, he reminisces of his past life in Paris and decides that he will take Coyotito as a patient and so get his hands on some of the money from the pearl. He comes to the brush house and warns Kino and Juana that the poison may still be inside their son but that he can help. After the doctor forces Coyotito to swallow what he insists is medicine to drive the poison out, Coyotito becomes ill. Soon, however, he appears to recover and the doctor demands payment. Kino determines to sell the pearl the next day. That night, though, someone comes to the hut to try to steal the it. Kino scares him away but not before he is hit in the head. Juana warns that the pearl is a "sin" and will destroy them, but Kino insists it is their only chance to send Coyotito to school.

1. The town is compared to a 'colonial animal'. What is the significance of this comparison?

.....  
 .....

2. Identify groups of people who are interested in Kino and his Great Pearl. Give reasons for their interest.

.....  
 .....  
 .....

3. How did the doctor respond when he heard of Kino's Great Pearl?

.....  
 .....

4. Kino looks into the Great Pearl and sees his dreams. List the dreams.

.....  
.....  
.....  
.....

5. How does the doctor trick Kino into letting him treat Coyotito?

.....

6. Describe Coyotito's condition an hour after he was given the white powder.

.....  
.....

7. What is the doctor real purpose in poisoning Coyotito?

.....

8. List 3 negative effects after Kino found the pearl.

.....  
.....  
.....

9. Describe the priest's interest in Kino's Great Pearl.

.....  
.....  
.....

10. Describe in your own words how Kino is attacked that night.

.....  
.....  
.....

**CHAPTER 4**

The townspeople follow Kino into town on his journey to meet with the pearl buyers and speculate about what they would buy with the money he will earn for it. The first buyer offers only 1000 pesos, claiming that the pearl is "fool's gold" and has little value. When Kino refuses the offer and insists that it is worth 50,000 pesos, the buyer calls others in to make bids, but they also determine the pearl to be worthless. Kino declares that he is being cheated and vows to journey to the capital to sell it even though he is afraid to go there. His neighbors are unsure about whether Kino has been cheated or whether he is being greedy. That evening when Kino is again attacked by robbers outside his brush house, Juana pleads with him to destroy the pearl, but he refuses, insisting that he "is a man" and so can handle any trouble they may face.

1. What is the news that is causing a lot of excitement in the town?  
.....
2. Who do the pearl buyers work for?  
.....
3. What is implied when the pearl buyer says 'This pearl is like 'fool's gold'  
.....
4. How much did the first pearl buyer offer?  
.....
5. How many pearl buyers were there to inspect Kino's pearl?  
.....
6. What was the final offer for the pearl?  
.....

7. Explain the nature of the pearl trade in La Paz.

.....  
.....  
.....  
.....

8. How did Kino react to the offer made by the pearl buyers?

.....

9. The priest told the people that the loss of the pearls is a punishment from God because they went against the religion. Why do you think the priest would make such a statement to these people?

.....  
.....  
.....

10. 'No one shall take our good fortune from us.' Who made this statement and to whom it is said? What do these words indicate about the speaker?

.....  
.....  
.....

11. What was Juana's reaction in chapter 4?

.....

**CHAPTER 5**

In the middle of the night Juana arises and takes the pearl to the water, ready to throw it in. Kino, however, stops her just in time, grabs the pearl and beats her in an animalistic rage. On his way back to the brush house, he is sickened by what he has done. On the trail assassins attack him, but this time he kills one of the men. Juana realizes that at this point, "the old life was gone forever." Realizing that he will be accused of murder, Kino decides that they must flee and turns to his brother Juan Tomas and his wife for help. Kino admits, "This pearl has become my soul. If I give it up I shall lose my soul."

1. Why did Juana want to get rid of the pearl?  
 .....
2. Do you sympathise with Juana? Why?  
 .....  
 .....
3. Why do you think Kino hit Juana?  
 .....
4. Give 2 possible reasons why the 'dark ones' burnt down Kino's house  
 i.....  
 ii.....
5. What did Kino mean when he said, 'This pearl has become my soul. If I give it up I shall lose soul.'  
 .....  
 .....
6. In your opinion, did the pearl make Kino a greedy and corrupted man. Give reasons.  
 .....  
 .....

7. Describe some values shown by Juana.

.....  
.....  
.....

8. Kino beats Juana brutally like an animal. How does Juana react to this harsh treatment?

.....  
.....

9. What happened to the attacker when Kino was attacked for the third time?

.....  
.....

10. To Juana, Kino is 'half-insane and half-god'. Explain.

.....  
.....

11. Who is the dead man beside Kino? How did he die?

.....  
.....

12. 'They have taken the pearl. I have lost it.....The pearl is gone.' Kino thinks that he has lost his pearl. Who actually has his pearl at the time and how does this person come by it?

.....  
.....

13. When do Kino and his family flee La Paz?

.....

14. In your opinion, what is the main conflict facing Kino at this point in time. Explain.

.....  
.....  
.....



**CHAPTER 6**

Kino and his family travel up the coast but soon realize that trackers are following them. In an effort to lose them, they head into the mountains. At one point, Kino considers turning himself in to save his family, but Juana convinces him that the trackers would kill all of them to get the pearl. The family stops near caves to rest, but the trackers eventually catch up with them. Under the cover of darkness, Kino tries to jump one of the men while the other two are sleeping. He is able to kill all three, but a random rifle shot during the struggle hits Coyotito, killing him.

Kino and Juana return to La Paz, devastated at the loss of their son, appearing as if "removed from human experience." Hearing the Song of the Family ringing in his ears like "a battle cry," Kino grasps the pearl, which has become "gray and ulcerous" with "evil faces" peering from it. When he tries to give it to Juana, she insists, "no you." Kino then throws it with all of his might into the green water, and it disappears.

1. Where did Kino and Juana hide?  
.....
2. List the changes that Kino notices as he looks into the pearl.  
.....  
.....
3. Which has changed- the pearl or Kino? Why?  
.....
4. Why does Kino advise Juana to go ahead with the baby?  
.....
5. Why does Juana refuse to go ahead without Kino?  
.....
6. Why does Kino offer Juana the pearl to be thrown away?  
.....
7. 'In the distance he could see three figures'. Who are these men and why did Kino think that they are following him?  
.....  
.....

8. Describe the three trackers in the story.

.....  
.....

9. How does Juana change Kino's mind about giving himself up to the trackers?

.....

10. What is Kino's second plan?

.....

11. Describe the killing scene in the mountain.

.....  
.....  
.....  
.....

12. In your opinion, was Kino wise in attacking the trackers? Give reasons.

.....  
.....

13. What happened to Coyotito in chapter 6?

.....

14. If you were Kino, would you throw away the pearl? Why?

.....  
.....  
.....

15. In the end, the author presents a pretty picture of the pearl settled into the lovely green water .....(pg 87). What do you think the author is saying?

.....  
.....

**19 EXAM FORMAT QUESTIONS**

*Using the details from the novel that you have studied answer the following questions.*

1. Write about a character that you detest. Give textual evidence to support your answer.
2. In your opinion, what is the main theme of the 'The Pearl'.
3. What is the most important moral value learnt in the novel?
4. Identify a significant event in the novel and explain how it contributes to the development of the plot. Use textual evidence to support your answer.
5. What is the significance of the title to the novel?
6. Write about a theme that has taught you an important lesson. Give textual evidence.
7. Identify a symbol that is present in the novel and discuss its significance. Support with textual evidence.
8. Life is full of hopes and dreams. Explain how this is highlighted in the novel.
9. Choose an incident in the novel which changes the lives of the characters. Elaborate with close reference to the text.
10. Explain some conflicts that the main character had to face. How did the character cope?
11. Describe how the main character is a changed person in the end of the novel. Support with textual evidence.
12. The main character in the novel is an ambitious person. Do you agree? Provide your reasons based on textual evidence.
13. Greed is evil. How is it shown in the novel you have read.
14. Describe the element of greed in the characters with close reference to the text.
15. Discuss the social setting or background of the novel. How has it influenced the characters.
16. Compare and contrast two different characters in the novel with reference to the text.

17. An important or significant event can change the main character. How does this come across in the novel you have read?
18. What lesson about life did you learn from the novel?
19. Choose a message from the novel that you think is important to be shared.
20. Which character in the novel would be a good role model? Give reasons to support your answer with close reference to the text.
21. Choose an event that affects the life of the main character of the story that you have studied. With close reference to the text, describe how his/her life is affected.
22. Explain how the novel portrays the theme of family love. Give examples from the novel.
23. What is the most important event in the story.
24. The event you dislike the most.
25. Choose a character whom you have learned most from. Using details from the short story that you have studied, write about the lessons that you have learned from him/her.
26. Choose an event which is sad or happy. Explain how this event has affected a character in the story.
27. "Life is full of challenges and hardships". From the novel that you have learnt, describe how a character overcomes the challenges and hardships in his /her life. Support your answer with close reference to the text.
28. State an important decision made by one of the main characters in the novel and show how the decision changed his/her life. Support your answer with close reference to the text.
29. Choose a character in the story who has made sacrifices for his or her family. Describe in detail the sacrifices that have been made. Support your answer with close reference to the text.
30. Describe how other characters in the novel you have read affected the main character's positive and negative characteristics. Give reasons for your answer with close reference to the text.
31. Give a detailed account of lessons that you have learnt from a character in the novel you have studied. Support your answer with close reference to the text.

32. If you could change the ending of the story, how would you change it? Give reasons for your choice, with close reference to the text.
33. Write about the dream(s) of the main character and what he/she does to fulfil the dream(s). Support your answer with close reference to the text.
34. Using the details from the novel that you have studied, choose a character in the novel whom you think sacrifice a lot for the family explain why you choose him/her. Support your answer with close reference to the text.
35. Using the details from the novel that you have studied, state an event which you feel should not have happened explain why you think the event should not have happened. Support you answer with close reference to the text
36. “Being supportive keeps a family together”.  
From the novel that you have read, describe how one of the characters shows this support. Write your answer with close reference to the text.
37. Based on the novel you have read, describe one event that has touched your feelings. Give reasons for your choice. Support your answer with close reference to the text.
38. “Man is greedy for material wealth.” Show how this is evident in the novel you have read. Support your answer with close reference to the text.
39. Bravery is much highlighted in many events of the novel. With close reference to the text, discuss how bravery affects the life of a main character in the story.
40. What is the significance of the title to the story? Write your explanation with close reference to the text.

## 20 MARKING METHOD

1. For this question, marks are awarded as follows ;

Content	-	10 marks
Language	-	5 marks
<b>Total</b>	-	<b>15 marks</b>

2. Read the script and decide which band it fits well. If the script fits all or nearly all the descriptors given in the band, the answer should be on the top of the band.
3. Next, evaluate the quality of writing using the Language band.
4. No answer will fit perfectly thus examiners must judge which fits the best.

### Content and Language Descriptors

MARK RANGE	CONTENT	MARK RANGE	LANGUAGE
10 – 9	<ul style="list-style-type: none"> <li>▪ a consistently relevant and convincing response to the task</li> <li>▪ almost always provides textual evidence with details and well-developed</li> </ul>	5	<ul style="list-style-type: none"> <li>▪ accurate</li> <li>▪ very well-organised</li> </ul>
8 - 7	<ul style="list-style-type: none"> <li>▪ a relevant response to the task</li> <li>▪ usually provides textual evidence (some development)</li> </ul>	4	<ul style="list-style-type: none"> <li>▪ largely accurate</li> <li>▪ well-organised</li> </ul>
6 - 5	<ul style="list-style-type: none"> <li>▪ an intermittently relevant response to the task</li> <li>▪ provides some textual evidence</li> </ul>	3	<ul style="list-style-type: none"> <li>▪ frequent errors but meaning is never in doubt</li> <li>▪ fairly organized</li> </ul>
4 - 3	<ul style="list-style-type: none"> <li>▪ a response of very little relevance of task</li> <li>▪ hardly any textual evidence</li> </ul>	2	<ul style="list-style-type: none"> <li>▪ some blurring in meaning</li> <li>▪ poorly organised</li> </ul>
2 - 1	<ul style="list-style-type: none"> <li>▪ shows barely any understanding of the requirement(s) of the task</li> <li>▪ response has no relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>▪ makes little or no sense at all</li> <li>▪ lacks organisation</li> </ul>

**21 SAMPLE SCRIPTS AND MARKING**

**SPM 2009**

*The following are the novels studied in the literature component in English Language.*

- Jungle of Hope - Keris Mas
- The Pearl - John Steinbeck
- The Return - K.S. Maniam

Choose any **one** of the novels above and answer the question below.

**Using the details from the novel that you have studied, write about a difficult decision made by one of the characters.**

**With close reference to the text, do you think this was the right decision?**

[15 marks]

<b>SCRIPT 1</b>	
<p><i>Novel that I have studied is The Pearl – John Steinbeck. The characters about a difficult decision in The Pearl is Juana, Kino’s wife. She is a brave woman. She is a good wife and a caring mother. She always takes care of her husband and son first. But her son Coyotito has died. That is sad for Juana. Her husband tell her to go back first because it is too dangerous but she did not want to listen to him. She want her family together.</i></p>	<p><b>CONTENT = 2</b></p> <p><b>LANGUAGE = 2</b></p> <p><b>COMMENTS : --</b></p> <ul style="list-style-type: none"> <li>- barely understands task</li> <li>- no relevance</li> <li>- merely narrating the story</li> </ul>

<b>SCRIPT 2</b>	
<p><i>From the novel ‘The Pearl’, I choose the character Kino. Because his son, stunded by scorpion, he went find the pearl to help his son. Suddenly he find a big pearl and take to sold but cannot sold out. After this, has many people come to steal the pearl. Kino have killed people and his son Coyotito were died. Then he know the pearl will bring bad thing to him, then he put it back to the sea. I think this was the right decision because put back the pearl will no bad thing again.</i></p>	<p><b>CONTENT = 4</b></p> <p><b>LANGUAGE = 2</b></p> <p><b>COMMENTS : -</b></p> <ul style="list-style-type: none"> <li>- task answered</li> <li>- lacks/hardly – any textual evidence</li> <li>- response little relevance</li> </ul>

SCRIPT 3	
<p><i>Based on the novel 'The Pearl' written by John Steinbeck have about a difficult decision made by one of the characters is Kino. Kino hard to do the decision that should put back the pearl into the sea. When Kino gets the big pearl, his life full of hopes to let Juana, his wife and Coyotito, his son to have a new life.</i></p> <p><i>However, because of the pearl, Kino become greedy and want sell the pearl with a highest price. But the pearl buyers in the town lie to him and lastly he decided not to sell the pearl and go back to the village. Another time, Juana want to throw the pearl back into the sea stop by Kino and one attacker killed by Kino. Because of the pearl, Kino become more cruel. Not only that, Kino and his family let three attackers attack which hope to steal the pearl. Kino and his family run away into a mountain. Kino and his family shield themselves into a cave. Unfortunately, Coyotito</i></p>	<p><b>CONTENT = 6</b></p> <p><b>LANGUAGE = 2</b></p> <p><b>COMMENTS</b></p> <ul style="list-style-type: none"> <li>- mere mention of points with a bit of details</li> <li>- not well developed</li> <li>- 'touch-and-go'</li> <li>- points not linked but relevant to the task</li> </ul>

SCRIPT 4	
<p><i>Based on the novel written by John Steinbeck, Kino needs to make a difficult decision. He needs to decide whether he should throw the pearl into the sea or keep it. The pearl brings a lot of hope to Kino and his family. With the pearl, Kino can buy a Winchester carbine rifle for himself, which other Mexican Indian can't afford to buy. Besides that, Kino can marry Juana in a church. Furthermore, he wants to buy many new clothes for his son, Coyotito. He wants to give Coyotito education as he wants his family to escape from the clothes of poverty. With the pearl, many of his hopes can become true.</i></p> <p><i>Although the pearl brings many hopes to Kino, it brings many troubles to him too. Because of the pearl, Kino changes from a gentle person to a cold-blooded murderer. His house gets burnt and his canoe destroyed. He even beat his lovely wife as Juana wants to throw the pearl back into the sea. His family has been attacked by the attackers too.</i></p> <p><i>After Coyotito is killed, Kino decides to throw the pearl back into the sea. For me, this is the right decision because the pearl already brings a lot of troubles for him and his family.</i></p>	<p><b>CONTENT = 8</b></p> <p><b>LANGUAGE = 2</b></p> <p><b>COMMENTS</b></p> <ul style="list-style-type: none"> <li>- points are well-developed</li> <li>- details mentioned</li> <li>- does not tie up the points with personal response</li> </ul>



**SCRIPT 5**

*Besides, the pearl should be thrown away because the pearl brought many troubles and sorrow towards the family. Instead of making their lives happier by getting a lot of money from selling the pearl, they had been living in fear. Kino himself could not*

*Based on the novel The Pearl written by John Steinbeck, I found out that there is a difficult decision that had been made by one of the characters. It is when Kino decided to throw the pearl.*

*It was a difficult decision made by Kino because no one had ever succeeded in persuading him to throw away the pearl, including Juana. Juana told him that the pearl was evil but he ignored her advice. When Juana tried to throw the pearl away, he caught Juana's arm, wrenched the pearl away from her hand. He punched Juana on the face and kicked her side. This shows how determined he was to keep the pearl at first.*

*However, after all the trouble and incidents that occurred in their lives he then decided to throw the pearl away as he realized that it did not bring benefits to him. He had made such difficult decision but only after his most valuable pearl, Coyotito died.*

*I think it was the right decision that had been made by Kino. This is because throwing away the pearl indicates that he is throwing his cruelty and bad characters in himself. This can be shown when he owned the pearl, he became a hot-tempered man and cruel even towards Juana. He killed people when the attackers and intruders tried to get the pearl. Before this he was a kind and loving husband. After having the pearl, he became cruel as he hit Juana on her face and kicked her side. Thus, when he decided to make this decision, it would help him to change back his character to before.*

**CONTENT = 10**

**LANGUAGE = 2**

**COMMENTS :**

- very detailed
- lots of textual evidence
- has personal opinion from candidate which is linked to the evidence from the text
- there must be conclusion with a clear stand
- very convincing

**22 MODEL ANSWERS FOR PAST YEAR QUESTIONS****SPM 2009**

*The following are the novels studied in the literature component in English Language.*

Jungle of Hope	-	Keris Mas
The Pearl	-	John Steinbeck
The Return	-	K.S. Maniam

*Choose any **one** of the novels above and answer the question below.*

Using the details from the novel that you have studied, write about a difficult decision made by **one** of the characters.

With close reference to the text, do you think this was the right decision?

[15 marks]

Based on the novel *The Pearl*, written by John Steinbeck, I found that there is a difficult decision that had been made by one of the characters. It is when Kino decided to throw away the pearl.

It was a difficult decision made by Kino because no one had ever succeed in persuading him to throw the pearl, including Juana. There was once, Juana told him that the pearl was evil but he ignored her advice. When Juana tried to throw the pearl away, he caught Juana's arm, wrenched the pearl away from her hand. He pushed Juana on her face and kicked her side. This shows how determine he was to keep the pearl at first.

However, after all the trouble and incidents hat occurred in their lives, he then decided to throw the pearl away as he realized that it did not bring benefits to him. He had made such difficult decision but only after his most valuable pearl, Coyotito died.

I think it was a right decision that had been made by Kino. This is because throwing away the pearl indicates that he is throwing away his cruelty and the bad characters in himself. This can be shown when he owned the pearl, he became a hot-tempered man and cruel even towards Juana. He killed people when the attacked and intruders tried to get the pearl. Before this, he was a kind and loving husband. After having the pearl, he became cruel as he hit Juana on her face and kicked her side. Thus, when he decided to make this decision, it would help him to change back his character

Besides, the pearl should be thrown away because the pearl brought many troubles and sorrow towards the family. Instead of making their lives happier by getting a lot of money from selling the pearl, they had been living in fear. Kino himself could not get good sleep and always try to make sure that the pearl is safe. Kino had also been attacked by the intruders and attackers three times as they wanted to steal the pearl away. First attack, he had been hit on his head, second attack, he had a deep cut don from ear to chin and his house was burnt down. They had to flee from the village to avoid trackers and save the pearl. Thus all the circumstances that they faced was due to the pearl. Making the decision to throw the pearl was such a good decision as they would not be facing with such troubles anymore

Other than that, it was a right decision because they could gain their happiness and freedom back. Throughout having the pearl, they did not live a happy life. Juana was sad due to the abrupt change in character of her husband and their lives was not like before. Even though Coyotito, their most valuable pearl had been shot by trackers and was dead, they coquld cure their sadness by throwing the pearl away. At least, they would not be harmed by her people anymore. This is important so that they could live a happier life and make new babies in replacement of Coyotito.

In conclusion, Kino's decision to throw the pearl away been upon returning to la Paz was a right decision.

**C = 10, L = 5, Total = 15**

## SPM 2008

*The following are the novels studied in the literature component in English Language.*

Jungle of Hope	-	Keris Mas
The Pearl	-	John Steinbeck
The Return	-	K.S. Maniam

*Choose any **one** of the novels above and answer the question below.*

Using the details from the novel that you have studied,

- Describe what happens at the end of the novel
- Explain why you find the ending **either** happy **or** sad

Support your answer with close reference to the text.

[15 marks]

The ending of the story 'The Pearl' sees Kino's son, Coyotito dies after being shot by a tracker who is trying to steal Kino's pearl. The ordeal that Kino and his family have to go through seems never ending. Kino and Juana only want the pearl so that their child will have a good life. They leave the village that they have been staying for years, with the hope of finding a new life. However, Kino is forced to kill the trackers. He loses his son and become a murderer as well. Finally, Kino and Juana return back to La Paz, carrying the lifeless body of their beloved son. The pearl, which Kino worships and adores so much, becomes ugly like a malignant growth. The music of the pearl becomes distorted and insane. Kino throws the pearl back into the sea. Not only the pearl settles into the water, but his dreams as well.

The ending is indeed very sad because the pearl which is going to give the family a good life becomes responsible for the death of Kino's and Juana's beloved son, Coyotito. The death of Coyotito breaks the parents' hearts. They lose interest in the pearl and consider it evil. The death of Coyotito shatters Kino's dreams because it can be said that everything that Kino does is for his child. He will have given his life too for his child.

**C = 10, L = 5, Total = 15**

## SPM 2007

*The following are the novels studied in the literature component in English Language.*

Jungle of Hope	-	Keris Mas
The Pearl	-	John Steinbeck
The Return	-	K.S. Maniam

*Choose any **one** of the novels above and answer the question below.*

It is important to have a person you look up to in your life.  
From the novel that you have read, write about **one** character that you look up to.  
Give reasons why you choose him/her.

[15 marks]

Based on the novel 'The Pearl' written by John Steinbeck, I always look up to Juana who is Kino's wife and Coyotito's mother. She plays an important role in supporting the main character, Kino. There are several reasons that cause me in to look up to Juana.

Firstly, she is brave and protective over her family. She tries to throw the greatest pearl away without Kino's permission because she thinks that the pearl is evil and causes many weird incidents such as being attack by intruders. This shows she is brave enough to take action to provide the best for the family even she has to go against her beloved husband, Kino. She teaches me to protect my family as they are the most important person in our life.

Not only that, she is also a loyal wife. When Kino finds that she is trying to throw the pearl away, he quickly goes after her and hits Juana badly. He kicks and punches her without mercy. Although she is beaten up violently by Kino but she still forgives him and decides to follow his plan. It shows that Juana is very loyal to her husband and willing to follow him despite being treated badly. I salute her for being able to be patient and loyal to Kino even after his violent action against her.

Moreover, she is a loving wife and caring mother. She loves her husband so much that she is willing to forgive his action and go with the plan. She even helps Kino to hide the dead body of an attacker who is killed by Kino. Juana also returns the pearl to him and comforted him that everything is going to be fine. She does all that out of love to Kino. Besides that, Juana cares for Coyotito and Coyotiyo means a lot to her. Before the scorpion attacks, she always attend Coyotito and make sure that he is comfortable. When Coyotito is bitten by a scorpion, she quickly sucks the poison. Risking her own safety, she sucks the poison and requests to bring Coyotito to the doctor. She also prays that Coyotito would not be harmed. When they are running away from the trackers, she carries Coyotito throughout the journey even when she has to climb up a hill. Her care for Coyotito has touched me. She also teaches me to have faith in life and never give up easily. Her love for the family enable her to do anything even if she has to risk her safety. She is truly a good wife and mother whom everyone should look up to.

In conclusion, Juana shows a lot of good values which should be practiced by everyone. Juana has made the novel more interesting as well as showing a good example to the society. I would like to emphasize again that Juana is the one whom I look to as she portrays many good values.

**C = 10, L = 5, Total = 15**

## SPM 2006

*The following are the novels studied in the literature component in English Language.*

Jungle of Hope	-	Keris Mas
The Pearl	-	John Steinbeck
The Return	-	K.S. Maniam

*Choose any **one** of the novels above and answer the question below.*

The writer describes the main character as a very determined person.

Using the details from the novel that you have studied, write about :

- some instances that show the character's determination
- how the determination affects his/her family

[15 marks]

The novel that I have studied is *The Pearl*, written by John Steinbeck. The main character in this novel is Juana. Juana is described as a very determined person in the novel.

Firstly Juana was determined to visit the doctor even though she knows that the doctor would not step foot anywhere near the brush house. She insisted that they would go to the doctor instead since he would not come. She knew that Coyotito cannot be saved if the doctor would not treat Coyotito. She was willing to put down her pride and go to the doctor's house even though they were looked down upon and the doctor's race treated them as if they were simple animals. Her determination amazed Kino.

Secondly, Juana was determined to get rid of the pearl. She insisted that the pearl was evil and would destroy the family. The pearl was in the dreams, the speculations, the schemes, the plans, the future, the needs, the lust and the hunger of everyone. Thus, Juana and her family became everyone's enemy. She asked Kino to throw the pearl away, back to where it belonged but Kino refused and said that he was a man and everything would be fine. Juana's determination has caused her to make a drastic move to throw away the pearl when Kino was asleep. But before she manages to toss the pearl into the sea, Kino attacked her and hit her with his clenched fist and

she fell among the boulders. Kino hissed at her like a snake and kicked her in the sides. Juana looked at Kino with wide, unfrightened eyes, like a sheep before the butcher. Her determination to get rid of the pearl and Kino's determination to keep the pearl has turned Kino from a loving husband to a violent man.

Thirdly, Juana's determination was shown when she was determined to follow Kino when they were being tracked down by trackers. Kino asked Juana to take a different way so that they would not get caught by the trackers but Juana refused. Juana was determined that they should stay as a family and she was by her husband's side all the time. But her determination to stay by Kino's side had also caused Coyotito's death.

As a conclusion, Juana's determination did pay off as Kino finally really realizes his mistake and decides to throw the pearl back into the sea after Coyotito's death.

**C = 10, L = 5, Total = 15**



**REFERENCES:-**

1. <http://literatureform5.webs.com/>  
**SPM 2005**

*The following are the novels studied in the literature component in English Language.*

Jungle of Hope	-	Keris Mas
The Pearl	-	John Steinbeck
The Return	-	K.S. Maniam

*Choose any **one** of the novels above and answer the question below.*

*'Love is important in a family'*

*How is this shown in the novel you have read? Support your answer with close reference to the text.*

*[15 marks]*

The theme of love is shown extensively in the novel 'The Pearl' by John Steinbeck that I have read. In the first instance, the love for each other by Kino and his wife Juana and for their little baby Coyotito is shown in the simple family life they are leading. The three of them go everywhere together. Even when finding the pearl of the world they are together. When Coyotito is bitten by the scorpion in their brush house in the settlement, the love he has for his baby makes him grab the scorpion in his bare hands and crushes it. Juana shows her motherly love when she quickly puts her mouth on the scorpion bite and sucks out the poison without thinking of the risk she is taking, in case she swallows the poison. Juana also displays her love as a filial wife to Kino by following him in all his decisions even though she tries to advise him of his greed for the pearl. Eventually when Coyotito is killed by the stray bullet, the greatest trying moment of their love is tested. They throw away the precious pearl after their baby's death because their dream for the future has become nothing, thus the value of the pearl has been reduced to nothing.

**C = 10, L = 5, Total = 15**

## 23 ANSWER KEY

### Poems

#### IF

1. Advices on how to live a good life.
2. A father.
3. The whole world.
4. Triumph and Disaster
5. Calm and sensible/ do not be angry easily
6. If you can keep your head when all about you  
Are losing theirs and blaming it on you
7. hardworking, humble, patience, perseverance ( any two)
8. Work hard to achieve your ambition.
9. Be humble
10. Be patient and forgiving
11. Yes. To have a purpose or aim in life.
12. Do not moan or complain about your lose.
13. Any logical answer.

#### SONNET 18

1. love
2. a summer's day
3. vibrant and beautiful season
4. death
5. you
6. beauty will fade
7. the summer's beauty is short while his beloved's is eternal
8. the sun
9. Any logical answer
10. By reading the poem
11. the persona's beloved's beauty
12. the poem
13. Any logical answers

## THE MOONSON HISTORY

1. Melaka/Malacca
2. 40 years ago
3. air and mattresses
4. white slugs/ silver fish/ snails/
5. snails
6. impatient/worry
7. antennae
8. respect the elders
9. Any logical answers
10. Any logical answers
11. Any logical answers
12. apparitions of smoke and fat while slugs. The air is wet and misty and full of vapour that looks like slugs.
13. Baba and nyonya. Silver belt, wearing sarong, washing feet before going to bed

## SI TENGGANG'S HOMECOMING

1. Returning home from a journey
2. A foreign country/abroad
3. A loyal teacher
4. The journey where he has to leave his country is hard and has changed him
5. The persona's journey and how his people receive him
6. The persona has become more knowledgeable and brave/open-minded/etc
7. The journey has taught him many things without fail
8. Any logical answers
9. He is still a malay, the knowledge that he has gained is to be shared with
10. alienated, predecisions, coarsened. The words describe how the persona's journey affect his people because of their beliefs that the persona has changed.

11. He has to work hard to obtain the knowledge
12. Any logical answers
13. He has changed from what he was before
14. Sceptical
15. Any logical answers

### **THE ROAD NOT TAKEN**

1. Two
2. Making a decision/choice
3. One
4. A forest
5. Autumn
6. The road and hidden by the bushes
7. The road was not used by people.
8. Choices
9. Making the right decisions/ We must accept the consequences of our choice.
10. Any logical answers
11. The second road. 'Then took the other, as just as fair,'.
12. Any logical answers

### **THERE'S BEEN A DEATH IN THE OPPOSITE HOUSE**

1. Life and death is a natural cycle.
2. Today and at the opposite house.
3. dead person.
4. To conduct the prayers and last rites for the deceased.
5. Any logical answers
6. Decorations and the hearse
7. The minister, doctor, milliner and the undertaker.
8. Solemnly and with authority
9. A boy

10. gloomy and sad atmosphere of the house.
11. To pay their last respect.
12. He is in-charge of the funeral.
13. funeral procession.
14. house of the dead person
15. coffin.

## SHORT STORIES

### THE LOTUS EATER

1. Any logical answers
2. He bathe in the sea, go for walks, read books and play the piano and 'patience'.
3. To leave a comfortable life in the city and live in Capri.
4. Any logical answers
5. By buying an annuity.
6. By burning charcoal in his bedroom and inhaling the smoke.
7. The landlord's wife.
8. He has no money to support himself.
9. Wilson has made a decision that no one has made before.
10. He becomes deranged./ he behaves like a wild animal.
11. He dies under a tree, overlooking the Bay of Naples in a moonlit night.
12. He plans to kill himself./ He plans to end his life.

### THE NECKLACE

1. Any logical answers
2. Any logical answers
3. He loves Mathilde very because he is willing to scarify his money and willing to work three jobs to pay the debts.
4. Mathilde is demanding and unhappy woman while Mr Loisel is very simple man who is happy with his life.( Any logical answers)
5. Madame Forestier
6. She wants to look like a rich person.
7. Everybody praises her beauty and she made many friends that night.
8. Sad/angry/devasted
9. Angry
10. Not everyone is invited to the ball.
11. She has the chance to be admired by the people at the ball.
12. Any logical answers.

### **THE DROVER'S WIFE**

1. Responsible
2. Dress up herself and her children and go for a walk as though 'doing the block'.
3. Alligator
4. To chase the snake
5. The firewood was almost burnt out.
6. Any logical answers
7. Out droving
8. For food
9. Her four children
10. In the large cracks in the wall.

### **THE SOUND MACHINE**

1. Any logical answers
2. They think that he is a strange man.
3. Mr Klausner is Dr Scott's patient.
4. She is skeptical.
5. Any logical answers.
6. He is a scientist who likes to invent things./ He wants to listen to the sound made by plants.
7. He was afraid of Klausner because he was holding an axe.
8. The cut on the beech tree.
9. She is afraid.
10. A man man.

### **LOOKING FOR A RAIN GOD**

1. An ancient ritual which could help to bring rain.
2. Seven years.
3. Any logical answers.
4. The land had dried up and it was impossible to grow crops.

5. The crops could not grow and the animals have to be sold to buy food.
6. The dry season causes the family to a drastic decision.
7. Any logical answers
8. The girls were killed to bring rain.
9. The animal could not produce milk or the animals which produced milk are sold.
10. They are innocent and unaware of the hardship faced by the adults.
11. Impatient.
12. They were killed and their bodies were scattered on the land.
13. They considered it as a murder.
14. When they were questioned by the police.
15. The bodies were spread over the land.



**NOVEL****THE PEARL****CHAPTER 1**

1. La Paz
2. Song of the Family
3. Mexican-Indian
4. Juana
5. Corn cake
6. Any logical answers
7. On his shoulder.
8. He grabbed the scorpion, squashed it, threw it to the ground and smashed it with his bare hand.
9. She sucked out the poison from the wound without thinking of her safety.
10. Kino was a Mexican-Indian who had no money.
11. They are a very loving and close-knit family who are willing to do anything to save their son.
12. A greedy man who is more interested in money than doing his job.

**CHAPTER 2**

1. His canoe.
2. Poultice made of seaweeds.
3. Fiddler crabs, little lobsters and canoes.
4. Brown algae, green eel-grass and little sea horse.
5. A perfect round-shaped pearl which was as big as a seagull's egg.
6. Hope for a better future.
7. Refinished his canoe with hard shell-like plaster.
8. A clever, loving and caring mother.
9. She was surprised to see the swell on Coyotito's shoulder had receded
10. One rope is tied to a rock which is thrown into the sea to help him go down faster. The other rope is tied to a basket.

### CHAPTER 3

1. any logical answers
2. The priest – to repair the church  
The doctor- wants money to go to Paris  
The beggar- will get more alms  
The shopkeeper- to sell their old stock of clothes  
The pearl buyer- to make a lot of profit if they are able to buy the pearl cheap.
3. He said that he was treating Kino's son for the scorpion sting.
4. To marry Juana in church.  
To buy new clothes for his family  
To buy a rifle  
To buy a harpoon  
To send Coyotito to school.
5. He said that Coyotito's eyes were blue because of the poison.
6. The baby face was flushed and his throat was working and a little thick drool of saliva issued from his lips. The spasm of the stomach muscles began and the baby was very sick.
7. To make Coyotito sick so that he can pretend to treat Coyotito as he wanted to get money from Kino.
8. The doctor poison Coyotito.  
Attacks on Kino.  
Kino becomes greedy and defensive.
9. He wants to ask some money from Kino to help repair the church.
10. Any logical answers.

### CHAPTER 4

1. Kino is going to sell the pearl.
2. They work for the same person.
3. It looks expensive but actually it is worthless.
4. 500 pesos
5. 4
6. 1500 pesos

7. The pearl buyers become the middlemen and monopolise the pearl trade.
8. He was angry and felt cheated.
9. The priest wants the people to respect him and to control them.
10. Kino said this to Juana. He is determined to sell the pearl.
11. Juana advised Kino to throw the pearl back into the sea.

## CHAPTER 5

1. She thought that the pearl brought evil.
2. Yes, because she has to face a lot of hardships.
3. Juana tries to throw the pearl back into the sea.
4. To warn Kino.  
They were angry because they could not find the pearl.
5. The pearl will fulfilled his dream and without it he will lose all his dream.
6. Any logical answers
7. Loyal, clever, patient, loving
8. She stared at Kino as though a sheep facing a butcher.
9. He killed the attacker.
10. Any logical answer.
11. The attacker. Kino slashed his throat.
12. Juana has the pearl. She found it by Kino's side as he lay unconscious after the third attack.
13. Before dawn on the fourth day.
14. Any logical answer
15. Any logical answers

## CHAPTER 6

1. Behind some bushes beside the road.
2. Instead of his dreams coming true, he saw all the incidents that had happened to him and his family.
3. Kino. Any suitable reasons.
4. He wants to ensure that Juana is safe while he distract the trackers.

5. She wants to be with her husband although there would be trouble.
6. To acknowledge that Kino was right.
7. They were trackers who were trying to get the pearl from him.
8. They were trackers that could follow the trails of bighorn sheep like a hound.
9. She said that the trackers will kill all of them to get the pearl.
10. To attack the trackers before sunrise as at daybreak the trackers might see them.
11. Kino kill the first tracker with a knife and shot the other two trackers.
12. Any logical answers.
13. He was shot by a stray bullet.

**PROJEK JAWAB UNTUK JAYA**

**MODUL PELAJAR**

**BAHASA INGGERIS**

**GRAMMAR**

## TABLE OF CONTENTS

<b>NO</b>	<b>ITEM</b>	<b>PAGE</b>
<b>1</b>	<b>PRONOUN</b>	<b>157</b>
<b>2</b>	<b>LOGICAL CONNECTORS</b>	<b>159</b>
<b>3</b>	<b>TENSES</b>	<b>161</b>
<b>4</b>	<b>ACTIVE AND PASSIVE VOICE</b>	<b>168</b>
<b>5</b>	<b>MODALS</b>	<b>170</b>
<b>6</b>	<b>PREPOSITIONS</b>	<b>173</b>
<b>7</b>	<b>PROBLEM WORDS</b>	<b>177</b>
<b>8</b>	<b>IDENTIFYING ERRORS</b>	<b>178</b>
<b>9</b>	<b>ERROR IDENTIFICATION</b>	<b>180</b>
<b>10</b>	<b>TEXT COMPLETION</b>	<b>185</b>
<b>11</b>	<b>ANSWER KEY</b>	<b>187</b>

## 1. PRONOUN

Pronouns are used to replace a noun or expression that have been mentioned earlier. There are various types of pronouns. Study the table below carefully

Type of pronoun	Function	Example
Personal pronoun	As a subject of a verb. As object of a verb.	<b>She</b> is sick. <b>They</b> saw me at the concert.
Indefinite pronouns- nobody , all, some, anyone,etc.	To refer to a thing or person in a general way.	<b>All</b> of them cried. <b>Nobody</b> was present. <b>Some</b> students failed to come.
Possessive pronouns- his, hers, ours, mine, theirs, your ( Possessive adjectives include: his, her , our, my, their, its, your)	To show ownership.	This book is <b>his</b> . That bag is <b>hers</b> . Those books are <b>ours</b> . (Possessive adjectives; That is <b>his</b> book. Those are <b>our</b> books.
Interrogative pronouns – who, whose, which, what, whom	To ask questions.	<b>Who</b> is the boss? <b>What</b> is your ambition? <b>Which</b> is my bag?
Relative pronouns-who, whom, which, that, whose, what	To introduce a phrase or clause.	The girl <b>whom</b> we saw yesterday is her daughter. The car <b>which</b> he bought last month was stolen.
Reflexive pronouns- myself, ourselves, himself, oneself, itself,etc	Used when the action of the verb refers back to the doer.	I saw <b>myself</b> in the mirror. The boy baked the cake <b>himself</b> .
Emphatic pronouns – yourself, itself, themselves, herself, etc	To stress the importance of the noun or pronoun	I <b>myself</b> told him to complete the project. You <b>yourself</b> must show a good example.

### Exercise 1

Fill in the blanks with the correct form of pronouns.

1. This is not your bag. It is \_\_\_\_\_.
2. \_\_\_\_\_ is responsible for the decoration of the hall?
3. To \_\_\_\_\_ did you give the file?
4. The gold fish \_\_\_\_\_ Harun bought was expensive.
5. I am afraid \_\_\_\_\_ survived the tragic accident.
6. These books are ours. They are not \_\_\_\_\_.
7. Nobody knows why \_\_\_\_\_ is not present at the concert.
8. Is the boy able to look after \_\_\_\_\_?
9. \_\_\_\_\_ is your computer?
10. I wonder whether \_\_\_\_\_ are free tonight.

### Exercise 2

Fill in the blanks with the correct form of pronouns.

1. There is a book left on the table. \_\_\_\_\_ is it?
2. They \_\_\_\_\_ are to be blamed for the mishap.
3. Let Aminah have the book. It is \_\_\_\_\_.
4. You can't take away the those chairs. \_\_\_\_\_ are ours.
5. No one saw \_\_\_\_\_ enter the room.
7. You \_\_\_\_\_ must finished the work.
8. The little girl prepared the breakfast \_\_\_\_\_.
9. You must look after \_\_\_\_\_ when their parents are away.
10. If \_\_\_\_\_ is interested in the trip, it will be cancelled.



## 2. LOGICAL CONNECTORS

Logical connectors are used to connect words or sentences which follow a logical order. Study the following logical connectors and their usage.

Logical Connectors	Example
<p>To show the connection between actions and consequences: Therefore, As a result, Consequently, Thus</p>	<p>Malik likes football. <b>Therefore</b>, he aspires to become a footballer.</p> <p>Lili was not interested in her studies. <b>As a result</b>, she failed her examination.</p> <p>The residents made a few complaints. <b>Consequently</b>, a new community hall was built.</p> <p>They did not follow the instructions. <b>Thus</b>, they lost their way.</p>
<p>To show a contrasting idea: However</p>	<p>The doctor tried to save the patient. <b>However</b>, he died during the operation.</p>
<p>To introduce a new idea or add extra information: Besides, in addition, Futhermore</p>	<p>The winners were given cash awards. <b>Besides</b>, they were offered lucrative jobs.</p> <p>Bring along your application forms. <b>In addition</b>, make photocopies of your detailed results.</p> <p>He was a dynamic leader. <b>Furthermore</b>, he was a defender of justice.</p>
<p>To introduce a similar idea: Similarly</p>	<p>Weng Kai trained hard and became a world champion. <b>Similarly</b>, we can also work had and become successful.</p>

Sequence Connectors	Example
First, Then, Next, Before, After, Until, Later, Afterwards, Finally, After that, Eventually, Meanwhile, Subsequently	<p><b>First</b>, introduce yourself. <b>Then</b>, you may sit down.</p> <p>Everyone chipped in to help. <b>Eventually</b>, the house for the poor was completed.</p> <p>Pak Hassan and his crew are cutting the meat for the rending. <b>Meanwhile</b>, his wife is preparing the spices.</p>

### Exercise 1

Fill in each blank with a suitable logical or sequence connector.

1. Ahmad has worked hard. \_\_\_\_\_ he was given a week's leave as a reward.
2. To get well you need a lot of rest. \_\_\_\_\_, I will see to your unfinished work.
3. Zaini had neglected his studies. \_\_\_\_\_, he failed badly.
4. Hanim took her bath first. \_\_\_\_\_ she had her dinner.
5. The driver was fined RM10000. \_\_\_\_\_, he was sentenced to a year's jail.
6. The fat boy laughed with them. \_\_\_\_\_, he was hurt by their cruel jokes.
7. Let the soup boil for ten minutes. \_\_\_\_\_, add some salt to it.
8. We work for more than ten days. \_\_\_\_\_, our project was completed.
9. We shut all the windows and doors. \_\_\_\_\_, we locked the main door.
10. We found the child at the bus station. \_\_\_\_\_, we informed the child's parents.

### 3. TENSES

#### THE PRESENT TENSES

##### a. Simple Present tense

1. We use the simple present tense to state a repeated or habitual action.  
Examples:
  - Ahmad waters the plants every morning.
  - We play hockey every afternoon.
2. The simple tense is used to state a fact.  
Examples:
  - Sheela lives in Jerantut.
  - Mother buys groceries at the nearby mini market.
3. The simple tense is used to refer to a truth.  
Examples:
  - The sun sets in the west.
  - Sarawak is the largest state in Malaysia.
4. To show future action that is apart of a plan or arrangement, especially connected with traveling.  
Examples:
  - the train leaves at 11.00 in the morning.
  - The meeting begins in an hour time.
5. To give instructions or orders.  
Examples:
  - Clean the windows.
  - Keep all your books now.
6. The simple present tense is used in conditionals.  
Examples:
  - If you finish your work, you can follow us to the cinema.
  - If he is well, we can take him to the zoo.
7. The simple present tense is used in the passive voice.  
Examples:
  - Coyotito is stung by a scorpion.
  - The cats are chased by the naughty boy.

**b. Present Continuous Tense**

1. The present continuous tense is used for an action happening now.  
Examples:
  - I am cleaning the fish.
  - The boys are playing handball.
  
2. The present continuous tense is used to show an action that is often repeated.  
Examples:
  - The girls are always arguing with each other.
  - Sam is always talking about his new girlfriend.
  
3. To explain an action that is happening about this time but may not be at the moment of conversation.  
Examples:
  - Kasmah is preparing dishes for the party.
  - The students are in the hall. They are attending a seminar on drugs.
  
4. To express a future action that has been planned.  
Examples:
  - I am baking a cake this weekend.
  - We are leaving for Sabah tonight.

**c. Present Perfect Tense**

1. The present perfect tense is used to show an action just completed.  
Examples:
  - I have completed my homework.
  - We have just finished our dinner.
  
2. To show an action that began in the past and is continuing up to the present time.  
Examples:
  - Karen has been working for the company since 2002.
  - We have known the Tan family for more than ten years.
  
3. For an action which happened at an indefinite time in the past.  
Examples:
  - The children has finished their homework.
  - We have already fed the cats.
  
4. It is used in passive voice.  
Examples:
  - The school has been repainted.
  - The banners for the seminars have been put up.

**d. Present Perfect Continuous Tense**

1. The present perfect continuous tense is used to express an action which began in the past and is still continuing.  
Examples;
  - It has been raining since yesterday.
  - They have been practicing the song since this morning.
  
2. A repeated action in the present perfect tense can sometimes be expressed as a continuous action by the present perfect continuous.  
Examples:
  - I have read five chapters of that novel since this morning.
  - I have been reading since this morning.
  - Rani has played the piano six times since lunch.
  - Rani has been playing the piano since lunch.

**Exercise 1**

*Fill in the blanks with the correct simple present, present continuous, present perfect or present perfect continuous tense.*

1. Yap always \_\_\_\_\_ to the coffee shop for a cup of coffee. (go)
2. You must register early because the course \_\_\_\_\_ on Monday. (start)
3. The postman \_\_\_\_\_ letters to our housing area late. (deliver)
4. If you \_\_\_\_\_ me early, I may consider going there. (inform)
5. Don't make noise because the baby \_\_\_\_\_ now. (sleep)
6. We are happy that we \_\_\_\_\_ the project. (complete)
7. Longans \_\_\_\_\_ at the stalls over there. (sell)
8. A baby usually \_\_\_\_\_ when she is hungry. (cry)
9. The sick child \_\_\_\_\_ his medicine. (take)

## THE PAST TENSES

### a. Simple Past Tense

1. The simple past tense is used to show that something had happened at a certain time in the past.

Examples:

- The football team won the inter-school tournament last Saturday.
- Katrina bought the dress last week.

2. Used to show a habitual past action.

Examples:

- My brother visited us often when he lived in Bentong.
- Hanim always ate cereal for breakfast.

3. Used to express an unlikely event, especially with 'if' or 'wish' clauses.

Examples:

- I wish I were millionaire.
- If I were you, I would forgive him.
- I wish I knew about the party earlier.

4. Used in the expression "It is time....."

Examples:

- It is time you finished your homework.
- It is time we left this place.

5. Used in Indirect Speech to replace the present tense in Direct Speech.

Examples:

- Nurul said, "I am happy to be elected." (DS)
- Nurul said that she was happy to be elected. (IS)
- "Congratulations, Shafiq," said Iskandar.(DS)
- Iskandar congratulated Shafiq. (IS)

6. Used in the passive form, showing a past action.

Examples:

- The boys were scolded for their indiscipline.
- The poster was taken out from the notice board.

**b. Past Continuous Tense**

1. The past continuous tense is used to describe an action that was happening at a definite time in the past.  
Examples:
  - It was raining when I left the house.
  - Hannah was playing squash when I saw her.
2. It is used to express a past habitual action.  
Examples:
  - She was always sleeping in class when she was a student.
  - Robert was often teasing Sarah before he married her.
3. It is used to show gradual development.  
Examples:
  - The bird was flying higher and higher.
  - The car was going slower and slower.
4. It is used to express an action that was happening when another action was being performed.  
Examples:
  - When I was watching the television, the telephone rang.
  - As Mary was driving, a cat dashed out from the bushes.
  - While mother was cooking, someone rang the doorbell.
5. It is used to show two actions happening at the same time in the past.  
Examples:
  - While Lim was cycling, he was singing happily.
  - As Asri was cleaning the whiteboard, Mas was sweeping the floor.

**c. Past Perfect Tense**

1. The past perfect tense is used to show a past action which happened earlier than another action in the past.  
Examples;
  - Hanim had washed the car when I arrived home.
  - When we reached the cinema, the movie had started.
2. Used to replace the present perfect tense in reported speech.  
Examples:
  - "Karim has gone out," said his sister.
  - His sister said that Karim had gone out.
  - "Kallie has washed all the dishes," said June.
  - June said that Kallie had washed all the dishes.
3. Used with the words 'wish' and 'hope', to show an unfulfilled action.  
Examples:
  - I wish I had brought along my camera.
  - I wish you had reminded me about the meeting.

**d. Past Perfect Continuous Tense**

1. The past perfect continuous tense is used to show an action which began before the time of speaking in the past, and continued up to that time.

Examples:

- Carol was exhausted because she had been working since morning.
- The child was sleepy as she had been listening to our conversation for the past hour.

2. it is used to express a repeated action.

Examples:

- Sally had jumped ten times to reach the mango.
- Sally had been jumping to reach the mango.
- I had been trying numerous times to reach you on the phone.
- I had been trying to reach you on the phone.

**Exercise 1**

Fill in the blanks with a verb in past tense.

1. I wish I \_\_\_\_\_ hold a high position in the company. (can)
2. They arrived early because they \_\_\_\_\_ the way. (know)
3. When I \_\_\_\_\_ my bath, the telephone rang. ( take)
4. As her sister sang, the little girl \_\_\_\_\_ . (dance)
5. Salam \_\_\_\_\_ his parcel last Friday. (receive)
6. I did not know what had happened because I \_\_\_\_\_ the whole afternoon.(sleep)
7. Had they \_\_\_\_\_ harder they might have won the tournament. (try)
8. When the police reached the hideout, the smugglers \_\_\_\_\_ away.(run)
9. If I had known about his situation, I \_\_\_\_\_ more money. (donate)
10. The workers \_\_\_\_\_ the house before we left for work.(paint)



**Exercise 2**

Fill in each of the blanks below with a verb in the past tense.

1. By the time Fauzi reached the office, the manager \_\_\_\_\_ (leave)
2. We were surprised to see that the whole building \_\_\_\_\_  
down.(tear)
3. The window of the bungalow \_\_\_\_\_ by a flying golf ball. (break)
4. During the tsunami, many trees \_\_\_\_\_(uproot)
5. Najmi \_\_\_\_\_ for being caring and helpful. (commend)
6. Before the bully was captured, he \_\_\_\_\_ money from all his  
classmates.(extort)
7. If the weather had been fine, we \_\_\_\_\_ for a picnic.(go)
8. I wish I \_\_\_\_\_ my fishing rod. (bring)
9. When we reached Ipoh, it \_\_\_\_\_heavily.(rain)
10. Before the results \_\_\_\_\_ , we left the hall.(announce)

#### 4. ACTIVE AND PASSIVE VOICE

1. When changing the active voice into passive voice, the object becomes the subject.

Examples:

- Azam bought **the mini compo**. (active)  
**The mini comp** was bought by Azam. (passive)
- The headmaster gave away **the prizes**. (active)  
**The prizes** were given away by the headmaster.(passive)

2. When changing the active voice into the passive voice, the form of the verb is changed.

Examples:

- Hafizzudin **buys** a gold ring for his mother. (active)  
A gold ring **is bought** by Hafizzudin for his mother. (passive)
- Hafizzudin bought a gold ring for his mother. (active)  
A gold ring **was bought** by Hafizzudin for his mother.(passive)
- Hafizzudin is buying a gold ring for his mother.(active)  
A gold ring **is being bought** by Hafizzudin for his mother (passive)
- Hafizzudin was buying a gold ring for his mother. (active)  
A gold ring **was being bought** by Hafizzudin for his mother (passive)
- Hafizzudin has bought a gold ring for his mother. (active)  
A gold ring **has been bought** by Hafizzudin for his mother (passive)
- Hafizzudin had bought a gold ring for his mother.(active)  
A gold ring **had been bought** by Hafizzudin for his mother.(passive)
- Hafizzudin will buy a gold ring for his mother. (active)  
A gold ring **will be bought** by Hafizzudin for his mother. (passive)

3. When changing into the passive voice, we must make sure of the verb agreement.

Examples:

- Irfan **is watering** the plants. (active)
- The plants **are being watered** by Irfan. (passive)
- The children **build** the sandcastles.(active)
- The sandcastles **are being built** by the children.(passive)

4. Sometimes what or who causes the actions is not mentioned in the passive voice.

Examples:

- Someone **has switched** off the light. (active)
- The light **has been switched** off. (passive)
- They **had cleaned** the classroom. (active)
- The classroom **had been cleaned**.(passive)

### Exercise 1

*Change the following sentences into passive voice.*

1. Shahir broke the 100m district record yesterday.
2. Someone has switched on the air-conditioned.
3. Mother baked a chocolate cake for my birthday.
4. They are selling fresh baits.
5. The villagers will repair the bridge.
6. The gardener is cutting the grass.
7. The police arrested a snatch thief at the shopping mall.
8. Selangor beat Pahang by two goals.
9. The tiger caught a wild deer at the safari park.
10. No one will raise the flag.

5. MODALS

TYPES	FUNCTION	EXAMPLES
<p>Can Could</p>	<p>To show ability to do something</p> <p>To give permission</p> <p>To ask politely</p> <p>To express possibility</p>	<p>Aishah <b>can</b> read well We <b>can</b> finish the work today.</p> <p>You <b>can</b> leave now They <b>can</b> attend the seminar tomorrow</p> <p><b>Could</b> I have some tea, please? <b>Could</b> you explain again?</p> <p><b>Could</b> that be the thief? <b>Could</b> be raining in KL now?</p>
<p>May Might</p>	<p>To ask/give permission</p> <p>To express possibility</p> <p>To express wish/reason</p>	<p><b>May</b> I leave now? You <b>may not</b> go until you finish your work.</p> <p>Siti <b>might</b> have gone to the library</p> <p>He reads a lot so that he <b>may</b> write better <b>May</b> God bless you</p>
<p>Must Has/Have to Need</p>	<p>To give command</p> <p>Must indicates mandatory/compulsory</p> <p>Need is usually used in the negative form</p>	<p>You <b>must</b> follow the school rules. The homework <b>must</b> be handed-in by tomorrow.</p> <p>She <b>has to</b> go home now He looks pale, he <b>must</b> be sick.</p> <p>You <b>need not</b> come for the meeting They <b>need not</b> pay the entrance fees</p>

TYPES	FUNCTION	EXAMPLES
Will Would	<p>To express determination</p> <p>To express habits</p> <p>To express request</p> <p>Usually used in conditional sentences</p>	<p>We <b>will</b> solve the problem ourselves. By hook or by crook, I <b>will</b> finish the essay today.</p> <p>Father <b>will</b> take a nap in the afternoon Ali <b>will</b> go for extra classes every Tuesday afternoon.</p> <p><b>Would</b> you give a hand? <b>Would</b> you, please, pass the salt?</p> <p>If I qualify, I <b>will</b> apply for the job. If it rained, we <b>would</b> be stranded</p>
Shall/ Should	<p>To express conditions</p> <p>Should also expresses obligation</p> <p>Forms of the future/past tense</p>	<p>If the weather is fine, we <b>shall</b> have a game of badminton. If I pass my exam, I <b>shall</b> continue with the diploma.</p> <p>We <b>should</b> tell the truth always We <b>should</b> take care of our parents during their senior years..</p> <p>We <b>shall</b> paint the house this week. You <b>should</b> have done your work earlier.</p>
Ought to	<p>To express obligation</p> <p>To express advice</p>	<p>You <b>ought to</b> help your parents at home. We <b>ought to</b> take a lot of water to avoid dehydration.</p> <p>You <b>ought to</b> take a rest if you are tired. The participants <b>ought to</b> dress formally for the dinner.</p>
Used to	To express a past habit	<p>We <b>used to</b> grow vegetables in our backyard. The breadman <b>used to</b> come in the evening.</p>

**EXERCISE 1**

1. All of you ..... queue up in the canteen.
2. Since you are injured, you .....not come for the practice.
3. Othman ..... swim across the channel in two hours.
4. When I was young, I .....fly kites there.
5. The SPM results ..... be announced tomorrow
6. Adults ..... not sleep more than ten hours a day.
7. That naughty boy ..... be punished.
8. It's getting late. We ..... leave now.
9. Susan is not here. She ..... have gone to Lily's house.
10. Excuse me, ..... please give this notes to Ahmad?

**EXERCISE 2**

1. If you break the rule, you..... be sacked.
2. You ..... report this matter to the principal.
3. .... I borrow your pen , please?
4. The shopkeeper ..... give me some sweets whenever I go to
5. his shop
6. Majid ..... visit me when he was working in Penang.
7. How I wish we ..... go for a swim this afternoon
8. If I were you, I ..... not listen to the stranger
9. The children ..... not come for the prayer meeting tonight
10. You have been neglecting your studies. You ..... work harder from now on.
11. We knew that the football match ..... be postponed

## 6. PREPOSITIONS

### 1. To show place/position

EXAMPLES	USE IN SENTENCE
against	The old man leans <b>against</b> the tree.
around	The members sat <b>around</b> the table.
across	Despite the rain, the boy swam <b>across</b> the channel.
opposite	The railway station is <b>opposite</b> our school
underneath	Some people keep their valuables <b>underneath</b> their mattress.
below	Although the flood level is <b>below</b> danger level, evacuation has begun.
under	They spent their evenings <b>under</b> the shady trees

### 2. To show direction

EXAMPLES	USE IN SENTENCE
away from	The boys ran <b>away from</b> the dogs
into	The ball fell <b>into</b> the river.
towards	The dog ran <b>towards</b> the master.
on to	We lifted the big box <b>on to</b> the table
up	The boy climbed <b>up</b> the tree quickly.
out of	Aini came <b>out of</b> the examination room, smiling.
along	Do not stand <b>along</b> the corridor during recess.

### 3. To show time

EXAMPLES	USE IN ENGLISH
after	We went home <b>after</b> our classes
within	They need to finish the essay <b>within</b> an hour.
before	<b>Before</b> the exams, many students were seen studying in the library.
during	Many of us were sleeping <b>during</b> the heavy thunderstorm last night.
until	Please wait here <b>until</b> the teacher comes.
for	The men have been working non-stop <b>for</b> four hours.
since	I have been teaching in that school <b>since</b> 2001.

### 3. To show purpose/reason

EXAMPLES	USE OF SENTENCE
so that	We need to meet <b>so that</b> we can discuss the matter.
in order to	She trained hard <b>in order to</b> win the tournament
for	Lily bought a new dress <b>for</b> her graduation.

4. To show association

EXAMPLES	USE OF SENTENCE
between among	The money was divided <b>between</b> his two sons. The tallest person <b>among</b> my friends is Ali.

5. To show similarity

EXAMPLES	USE OF SENTENCE
as like	Tina is as good <b>as</b> her sister in dancing. She looks <b>like</b> her mother.

6. To show use of transport

EXAMPLES	USE OF SENTENCE
by on	The students go to school <b>by</b> bus We hiked up the mountain <b>on</b> foot

7. To show source

EXAMPLES	USE OF ENGLISH
by from	The article was written <b>by</b> a famous writer We brought those books <b>from</b> the book store

**MORE EXAMPLES**

EXAMPLES	DIFFERENT USES IN SENTENCES
about	My mother always talks <b>about</b> her childhood The Science book costs about ten ringgit.
across	The library is situated <b>across</b> the state monument. We came across our former classmate at the exhibition
after	<b>After</b> school, we plan to visit Mei Mei who is in the hospital My sister takes after my grandmother in her manners and looks I need someone to look after my pets when I leave for my holidays.
against	Don't lean <b>against</b> the wall It is difficult to swim <b>against</b> the current. As a filial child, you should not go <b>against</b> your parents wish.
at	The teacher is angry <b>at</b> his rudeness After hours of discussion, the jury has still not arrived <b>at</b> any decision. The motorcycle was going <b>at</b> a great speed.
Away	The principal gave <b>away</b> prizes to the winners of the competition. No one can run away from the arms of the law.



EXAMPLES	DIFFERENT USES IN SENTENCES
by	Students should abide <b>by</b> the school rules As I shopping at the market, I met my former classmate <b>by</b> chance. They loved to travel <b>by</b> train
down	Many students were <b>down</b> with HINI during the flu season. The cheers and claps died <b>down</b> when the artist started to sing. We should never let our parents <b>down</b> but work hard to make them proud of us.
from	He has not fully recovered <b>from</b> his bout of illness. Please refrain <b>from</b> throwing rubbish on the floor That consignment of goods are <b>from</b> Thailand.
in	We are not <b>in</b> favour of going out tonight . Careless drivers are prone to be involved <b>in</b> accidents The whole neighbourhood was <b>in</b> complete darkness due to power failure.
of	Last year, many babies in China died <b>of</b> food poisoning My foreign penpal is fond <b>of</b> nature walks and night safari. The furniture is made <b>of</b> teak wood. Ali is confident <b>of</b> passing his SPM with flying colours
off	The game was called <b>off</b> due to heavy rain. I had to break <b>off</b> my engagement with Peter. Her parents are well <b>off</b> and can afford to send her overseas to further her studies. Please switch <b>off</b> all the lights and fans before you leave the room.
out	The picture is hazy and unclear. We can hardly make <b>out</b> .the face. You need to send the computer for repair as it is <b>out</b> of order. Please find <b>out</b> if there are any more seats available for the two o'clock show. If you need any assistance, just call <b>out</b> as I'll be in the next room.
through	The ball went <b>through</b> the window, shattering the glass into pieces. He managed to get <b>through</b> the exams after numerous attempts.
to	I have not replied <b>to</b> his letter yet. The students always are grateful <b>to</b> the teachers for any last minute tips before the exams
up	I cannot put <b>up</b> with your complaints anymore. She grew <b>up</b> in a small town called Cuping You need to hurry <b>up</b> if you want to catch the three o'clock train.

### Exercise 1

01. You should be ashamed (of/in/by) yourself for leaving (with/without/since) informing our parents.
02. Selva has lived ( with/in/on ) this house (through/since/for ) twenty years
03. (Since/At/Until) the age of ten, Swee Lin has been staying (at/in/with) her aunt.
04. (From/In/To) my point of view, this road should be named (with/under/after) the Prime Minister.
05. I am not keen(for/on/at) joining the trip because I have not been well (through/among/for) the past few days.
06. The police insisted (in/at/on) seeing the documents.
07. He was (under/down/below) the influence of alcohol when he met (with/by/in) the accident.
08. The football match was called(off/of/away) when the fight broke (up/out/in)
09. (From/At/During) my leisure, I would involve myself (into/in/at) reading
10. The coach told the players to calm (up/down/through) and that there was nothing to get excited (on/of/about)

### Exercise 2

01. I promise to work ..... the best of my ability.
02. You ought to concentrate ..... your work if you want to complete it .....time.
03. .... our surprise, the little girl jumped..... the fence.
04. I came ..... Mei Ling while I was at the supermarket
05. The project was placed ..... Mrs. Bala's supervision ..... last July
06. Siti is not ..... favour ..... going to Penang ..... a holiday. She prefers Pulau Pangkor ..... Pulau Langkawi.
07. We crossed the river ..... boat and reached Ali's house ..... 4.30 ..... the evening. As we were almost worn ..... , we retired .....bed early.
08. Aini has been excused ..... taking part..... the cross-country because .....ill health. She will however help .....at the check-point.
09. The news .... the death ..... her grandmother's death came as a shock ..... us. We thought she was ..... In good health when we met her..... the supermarket two days ago.
10. Ai Ling made ..... her mind to complain..... the poor quality..... the watch which she had bought..... the shop .... the bus station.

## 7. PROBLEM WORDS

*Some of the common words that students usually misuse or misspell.*

Wrong Usage	Correct Usage
1. They discussed <u>about</u> the project.	1. They discussed the project.
2. I haven't returned <u>back</u> the money.	2. I haven't returned the project.
3. Can you please repeat <u>again</u> the question?	3. Can you please repeat the question?
4. The children enjoyed themselves <u>very much</u> at the park.	4. The children enjoyed themselves at the park.
5. I gave up because I could not cope <u>up</u> with the work.	5. I gave up because I could not cope with the work.
6. The team comprises <u>of</u> only school children.	6. The team comprises only school children.
7. Although he is strong, <u>but</u> he is scared.	7. Although he is strong, he is scared.
8. You must run <u>more</u> faster to win.	8. You must run faster to win.
9. The price of the house is <u>expensive</u> .	9. The price of the house is high. The house is expensive.
10. I prefer coffee <u>than</u> tea.	10. I prefer coffee to tea.
11. Can you borrow me some money?	11. Can you lend me some money?
12. May I lend your pen?	12. May I borrow your pen?
13. We reached <u>at</u> Jeli late.	13. We reached Jeli late.
14. The two towns are connected <u>together</u> by a road.	14. The two towns are connected by a road.
15. The team will consider <u>about</u> his plan.	15. The team will consider his plan.
16. They debated <u>about</u> the project for one hour.	16. They debated the project for one hour.
17. The fire was put <u>off</u> .	17. The fire was put out
18. Karim has not replied my letter	18. Karim has not replied to my letter
19. I apologized him for stepping on his shoes.	19. I apologized to him for stepping on his shoes.
20. I am looking forward to <u>see</u> you soon	20. I am looking forward to seeing you soon.

## 8. IDENTIFYING ERRORS

### Exercise 1

Some of the words in each sentence are wrongly spelt. Find them, and rewrite the sentences with the correct spelling.

1. Before anybody can study in another country, they must have enough qualifications.
2. Dangerous animals can be found in the jungle.
3. I think smoking should be banned because it causes a lot of annoyance to other people.
4. The police arrested me without even listening to my explanation.
5. The government intends to encourage sports because they make people healthier.

### Exercise 2

Most of the verbs in these present tense sentences are wrongly formed. Correct them where necessary.

1. These people don't want to move from their homes.
2. The new road leads to a housing estate.
3. Faizal enjoys his job very much.
4. We know the answer if we think carefully.
5. This fruit has a very strange taste.

### Exercise 3

Some of the past tense verbs are wrongly used. Correct them.

1. She didn't see what happened.
2. I went to visit my uncle every week.
3. Hanim was my best friend until he was left Alor Setar in 2002.
4. Did anybody take my storybook?
5. All the workmen were searching for the missing key.

**Exercise 4**

In each of the sentence, circle the error and correct them.

1. Goods produced in our country are more cheaper than goods imported.  
A B C D
  
2. Please confirm weather you can attend the meeting.  
A B C D
  
3. The English Language Society is going to put out a second-hand bookstall on Canteen Day.  
A B C  
D
  
4. Every year, we carry out a fun-raising campaign for the needy.  
A B C D
  
5. I have had enough because I can't cope up with my work any more.  
A B C D
  
6. My mother looks young but she is already in her fifty.  
A B C D
  
7. There were so many patience at the clinic that I decided to go home.  
A B C D
  
8. My brother was able to adopt himself quickly to the new environment.  
A B C D
  
9. I believe you are the leader of the drama group, isn't it?  
A B C D
  
10. The spectators were so exciting that they ran onto the field and hugged the players.  
A B C D

## 9. ERROR IDENTIFICATION

*Identify the errors in the passages and correct them.*

### **BICYCLE**

In my opinion, bicycles are the best means of transport. They were cheap and not complicated : they have no engine and only two wheels, and anybody can afford to buying one.

Because they having no engines, they are 'cleaner' than any other kind of vehicle. In other words, they don't give out any toxic gasses which caused pollution and creating health problems in our cities. If everybody in the world rode bicycles, and other vehicles such as motor-bikes and cars didn't existed, we could solve the pollution problem very easily.

Having no engine has other advantages : bicycles can easily been maintained, unlike cars which consists of many parts and will not work if any of these parts breaks. Moreover, no fuel are needed to make a bicycle work, so the rider can go for mile after mile without need to stop at a petrol station.

According to recent research, riding bicycles are one of the best kinds of exercise. It makes the circulation of blood in our body faster and improve our ability to think. This was very important for our studies. Nowadays, it is becoming popular for people to cycling long distances : across a state, for instance, or even around the world. This is frequently happen in countries like Australia and the USA.

In the future, bicycles would be different from those we know today. Research have been carried out, and is still continuing, to find ways for kng bicycles go faster. In my opinion, the bicycles of the future will have good streamlining but will protected him from sun and rain.

## MY SCHOOL

My school one of the biggest in Malaysia. It have students from Form One to Form Six and four block of hostels for students whose families stay a long way from the school. It was situated just outside town, away from the main road, so that we are not disturb by the niose of passing traffic.

They are three big buildings which house classrooms and science laboratories and another building where would found the school office, the staff room and the library. Many years ago, a kind heart headmaster was planted some trees between the classroom buildings. Now this trees have grown tall and beautiful and tired students can relaxing on seats beneath them, in the cool shade.

In front of the school there is a big field which is used for athletics, football matches and off course, the annual Sports Day. Although the prefects try to keep the field clean and tidy but there are a few lazy pupils who always dropped their rubbish there instead of put it in the rubbish bin. I ask this pupils why they are drop their rubbish but they don't seem to care.

We having two canteens in our school but they were used to serve tasteless dishes and a lot of 'junk food' which bad for our health. Last year, however, the Form Six boys discussed about this problem and complain to the Principal. After that the canteen manager was changed and now no body complaining any more. We are too lucky to have a sympathetic Principle.

## FRIENDS

Everybody in this world need a friends because friends can help when any kind of problem. Myself, I am a people who can't running away from a problems, so friends are too important for me.

I have many friend who was always helpful if I have a problem. Off course, I am also help them if they are in any kind of trouble. I must being helpful if I wanted helpful friends.

In my school, I need a friends for help me in my studies. I am studying for SPM but I having problems in English grammar. I could not understand what my teacher's tell me so I ask my friends to explained it to me. We all going to sit for the English paper and I afraid that I might failing. I don't know what was been happened if I failed. My parents would certainly be so disappointed.

In my village, I am also need my friends. My neighbours is my family close friends : if we go away on holiday they always look after our house and watered my mother orchids. And if they are any serious problems, we know they will help us willingly. Once my father urgently needed RM600 and our neighbour lend him the money without asked any questions. That is true friendship.



## MY WEEKEND

Last weekend I done quiet a lot of useful things around the house. As soon as I had got up and washed, I tidied my bed and go to the kitchen to helped my mother to cook breakfast for the family. Then I was clean the table and washed the bowls and glasses.

While my mother washing the clothes, I had help my sister to sweep the floor and prepare lunch. Then I relax for half an hour.

After lunch, I can go out and play games. Most of my friends like to play netball or badminton so they usually comes to my house and play in my father's big compound under the trees. After, when we have finish playing, we ask my uncle if he can take us to town to do some shopping or watch a film. There was a good film last weekend and we all wanted to see it. But unfortunately my uncle has sent his car to the mechanic that morning, so he wasn't able to take us.

## CAMERON HIGHLANDS

The Cameron Highlands 130 kilometres north of Kuala Lumpur. To reach Cameron Highlands, you leave the old Kuala Lumpur-Ipoh road at Tapah. It one and a half hours' drive from there to the first of the three small towns which in the Highlands. This town called Ringlet, the other two are Tanah Rata and Brinchang. Apart from tourism, market gardening and tea growing the two activities here. It is the climate of the Cameron Highlands tatmakes allthree of this activitie possible. During the daytime, the temperature usually around 21 C, the night abaout 10 C cooler. In colonial times, the area a favourite sp of the British, who liked to drive there at weekends and relax in bungalows and rest houses which built in traditional British styles. Nowadays, the Cameron Highlands a popular holiday spot for tourists from all over Malaysia.

**MY MORNING**

*(Errors are in the use of inappropriate word – a test of vocabulary)*

I get up at six o'clock on week days. It is still dark then, so the first thing I do is open the lights in my room. After I get out of bed, I stretch, yawn and then go into the bathroom and put off my pyjamas. The weather is cooling at this time so I shiver as I wash up at the basin. Then I quickly dry myself with a towel and still shivering, choose a dress from my cupboard. If I shall be receiving important clients that day I use a tie but normally I just go to work in a open necked shirt and dark trousers. But I always look carefully in the glass while I wearing y clothes shoat they are straight and unmarked. I have to look smart as I scold my secretary and other people under me whenever they are not smart enough. Having got dressed, I go downstairs and listen to the economical news on the radio, check any reports or memos that I shall pass up to my secretary for typing. I then make a cup of coffee

## 10. TEXT COMPLETION

### Exercise 1

*Read the following passage carefully and then complete each blank with the correct answer.*

A farmer, who was bitten on his chest and arms by a crocodile a week ago, is still under intensive care at General Hospital Kuala Lumpur. A spokesman said that the crocodile victim, Atan, has shown \_\_\_\_1\_\_\_\_ of improvement and has regained consciousness. He would however take \_\_\_\_2\_\_\_\_ a week more to recover from his injuries.

Atan was attacked by the crocodile \_\_\_\_3\_\_\_\_ he was taking his bath near the river with his two friends. The brute \_\_\_\_4\_\_\_\_ Atan by surprise and tried to drag him into the deeper part of the water. Atan fought \_\_\_\_5\_\_\_\_ and managed to free himself from the crocodile's grip. His friend rushed to him and \_\_\_\_6\_\_\_\_ him onto the river bank. They took him to the district hospital. When his condition \_\_\_\_7\_\_\_\_, he was sent to the General Hospital.

- |    |              |                 |
|----|--------------|-----------------|
| 1. | A. marks     | B. signs        |
|    | C. symbols   | D. targets      |
| 2. | A. at all    | B. at length    |
|    | C. at least  | D. at ease      |
| 3. | A. since     | B. for          |
|    | C. hence     | D. while        |
| 4. | A. took      | B. takes        |
|    | C. to take   | D. taken        |
| 5. | A. fiercely  | B. fastly       |
|    | C. strictly  | D. quickly      |
| 6. | A. pull      | B. pulling      |
|    | C. pulled    | D. to pull      |
| 7. | A. worsened  | B. worsen       |
|    | C. worsening | D. is worsening |

**Exercise 2**

There are many reasons for the traffic problems in our country. We may classify the causes under three main categories: bad driving habits, bad road conditions and mechanical faults. \_\_\_1\_\_\_ bad driving habits is the major cause of traffic jams and accidents. People with bad driving habits are \_\_\_2\_\_\_ who invariably flout the traffic rules. Their offences include speeding and overtaking dangerously, jumping queues, driving on the wrong side of the road, driving in the emergency lane, failure \_\_\_3\_\_\_ at junctions and beating the traffic lights.

Owing to their impatience and inconsideration, these traffic offenders are \_\_\_4\_\_\_ to other road-users. Bad driving habits also include slow driving on the highway, parking vehicle at corners or junctions, talking on the telephone and \_\_\_5\_\_\_ driving.

Traffic offenders come from all \_\_\_6\_\_\_ of life. They include teenagers, smartly dressed individuals and even senior citizen. To tackle the traffic problems more effectively, drastic measures ought \_\_\_7\_\_\_ by the authorities.

- |    |                |              |
|----|----------------|--------------|
| 1. | A. Hopefully   | B. Clearly   |
|    | C. Initially   | D. Steadily  |
| 2. | A. he          | B. they      |
|    | C. those       | D. us        |
| 3. | A. to stop     | B. stopping  |
|    | C. stopped     | D. to stop   |
| 4. | A. a danger    | B. a pest    |
|    | C. a monster   | D. a failure |
| 5. | A. drink       | B. drinking  |
|    | C. drunk       | D. drinks    |
| 6. | A. walked      | B. walks     |
|    | C. walking     | D. walk      |
| 7. | A. to take     | B. taking    |
|    | C. to be taken | D. taken     |

## 11 ANSWER KEY FOR GRAMMAR ACTIVITIES

### Pronoun

#### Exercise 1

- |                         |                |
|-------------------------|----------------|
| 1. mine/hers/his/theirs | 6. yours       |
| 2. Who                  | 7. he          |
| 3. whom                 | 8. himself     |
| 4. which                | 9. where/which |
| 5. nobody/ no one       | 10. you/they   |

#### Exercise 2

- |                    |                    |
|--------------------|--------------------|
| 1. where           | 7. yourself        |
| 2. themselves      | 8. herself         |
| 3. hers            | 9. them            |
| 4. they            | 10. no one/ nobody |
| 5. him/her/them/us |                    |

### Logical Connectors

#### Exercise 1

- |                |                |
|----------------|----------------|
| 1. Therefore   | 6. however     |
| 2. Meanwhile   | 7. Then        |
| 3. As a result | 8. Eventually  |
| 4. Then        | 9. In addition |
| 5. In addition | 10. Thus       |

### Tenses

#### Present tense

- |                |                   |
|----------------|-------------------|
| 1. goes        | 6. have completed |
| 2. starts      | 7. are sold       |
| 3. delivers    | 8. cries          |
| 4. inform      | 9. has taken      |
| 5. is sleeping |                   |

## Past Tense

### Exercise 2

- |             |             |
|-------------|-------------|
| 1. could    | 6. slept    |
| 2. knew     | 7. tried    |
| 3. took     | 8. had run  |
| 4. danced   | 9. donated  |
| 5. received | 10. painted |

### Exercise 2

- |                  |                    |
|------------------|--------------------|
| 1. had left      | 6. had extorted    |
| 2. was torn      | 7. had gone        |
| 3. was broken    | 8. had brought     |
| 4. were uprooted | 9. was raining     |
| 5. was commended | 10. were announced |

## Active and passive voice

### Exercise 1

1. The 100m district record was broken by Shahir yesterday.
2. The air-conditioned has been switched off by someone.
3. The chocolate cake for my birthday was baked by mother.
4. Fresh baits are sold by them.
5. The bridge will be repaired by the villagers.
6. The grass is cut by the gardener.
7. A snatch thief was arrested by the police at the shopping mall.
8. Pahang was beaten two goals by Selangor.
9. A wild deer was caught by the tiger at the safari park.
10. The flag will not be raised by them.

## Identifying Errors

### Exercise 1

- |                      |                      |
|----------------------|----------------------|
| 1. enybody – anybody | 4. polis - plice     |
| enogh – enough       | lisening - listening |
| 2. cab – can         | 5. mak - make        |
| jongle – jungle      | heathier - healthier |
| 3. thing – think     |                      |
| baned – banned       |                      |

**Exercise 2**

1. wanting – want
2. lead – leading
3. enjoying – enjoys
4. are know – know
5. having – has

**Exercise 3**

1. saw – see
2. went
3. was left – left
4. take – took
5. was – were

**Exercise 4**

- |      |       |
|------|-------|
| 1. B | 6. B  |
| 2. B | 7. B  |
| 3. B | 8. B  |
| 4. B | 9. D  |
| 5. C | 10. A |

**Text Completion**

**Exercise 1**

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

**Exercise 2**

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

## Modals

### Exercise 1

- |            |           |
|------------|-----------|
| 1. must    | 6. should |
| 2. should  | 7. will   |
| 3. could   | 8. should |
| 4. used to | 9. will   |
| 5. should  | 10. could |

### Exercise 2

- |           |                      |
|-----------|----------------------|
| 1. will   | 6. could             |
| 2. should | 7. would             |
| 3. could  | 8. could             |
| 4. will   | 9. should / ought to |
| 5. will   | 10. will             |

## Prepositions

### Exercise 1

1. of, without
2. in, for
3. since, with
4. from, after
5. on, for
6. on
7. under, with
8. off, out
9. during, in
10. down, about

### Exercise 2

1. to
2. on, on
3. to, over
4. across
5. under, since
6. in, of, for, to
7. by, at, in, out, to
8. from, in, of, out
9. on, of, to, in, at
10. up, about, of, at, at



## ERROR IDENTIFICATION

### BICYCLE

In my opinion, bicycles are the best means of transport. They **are** cheap and not complicated : they have no engine and only two wheels, and anybody can afford to **buy** one.

Because they **have** no engines, they are 'cleaner' than any other kind of vehicle. In other words, they don't give out any toxic gasses which **cause** pollution and **create** health problems in our cities. If everybody in the world rode bicycles, and other vehicles such as motor-bikes and cars didn't **exist**, we could solve the pollution problem very easily.

Having no engine has other advantages : bicycles can easily **be** maintained, unlike cars which **consist** of many parts and will not work if any of these parts breaks. Moreover, no fuel **is** needed to make a bicycle work, so the rider can go for mile after mile without **needing** to stop at a petrol station.

According to recent research, riding bicycles **is** one of the best kinds of exercise. It makes the circulation of blood in our body faster and **improves** our ability to think. This **is** very important for our studies. Nowadays, it is becoming popular for people to **cycle** long distances : across a state, for instance, or even around the world. This is frequently **happens** in countries like Australia and the USA.

In the future, bicycles **will** be different from those we know today. Research **has** been carried out, and is still continuing, to find ways for making bicycles go faster. In my opinion, the bicycles of the future will have good streamlining but will **protect** him from sun and rain.

## MY SCHOOL

My school one of the biggest in Malaysia. It **has** students from Form One to Form Six and four **blocks** of hostels for students whose families live a long way from the school. It **is** situated just outside town, away from the main road, so that we are not **disturbed** by the **noise** of passing traffic.

**There** are three big buildings which house classrooms and science laboratories and another building where would **find** the school office, the staff room and the library. Many years ago, a **kind-hearted** headmaster **planted** some trees between the classroom buildings. Now **these** trees have grown tall and beautiful and tired students can **relax** on seats beneath them, in the cool shade.

In front of the school there is a big field which is used for athletics, football matches and **of** course, the annual Sports Day. Although the prefects try to keep the field clean and tidy but there are a few lazy pupils who always **drop** their rubbish there instead of **putting** it in the rubbish bin. I ask **these** pupils why they **drop** their rubbish but they don't seem to care.

We **have** two canteens in our school but they **used** to serve tasteless dishes and a lot of 'junk food' **was** bad for our health. Last year, however, the Form Six boys **discussed** this problem and **complained** to the Principal. After that the canteen manager was changed and now **nobody** complaining any more. We are too lucky to have a sympathetic **Principal**.

## FRIENDS

Everybody in this world **needs a friend** because friends can help when **there is** any kind of problem. Myself, I am a **person** who can't **run** away from a **problem**, so friends are **very** important for me.

I have many **friends** who **are** always helpful if I have a problem. Off course, I **have** also help them if they are in any kind of trouble. I must being helpful if I wanted helpful friends.

In my school, I need a friend **to** help me in my studies. I am studying for SPM but I having problems in English grammar. I **cannot** understand what my **teachers** tell me so I ask my friends to **explain** it to me. We **are** all going to sit for the English paper and I **am** afraid that I might **fail**. I don't know what **would n happen** if I failed. My parents would certainly be **very** disappointed.

In my village, I **also** need my friends. My neighbours **are** my **family's** close friends : if we go away on holiday they always look after our house and **water my mother's** orchids. And if **there** are any serious problems, we know they will help us willingly. Once my father urgently needed RM600 and our neighbour **lent** him the money without **asking** any questions. That is true friendship.

## MY WEEKEND

Last weekend I **had** done quite a lot of useful things around the house. As soon as I had got up and washed, I tidied my bed and **went** to the kitchen to **help** my mother to cook breakfast for the family. Then I **cleaned** the table and washed the bowls and glasses.

While my mother **washed** the clothes, I had **helped** my sister to sweep the floor and prepare lunch. Then I **relaxed** for half an hour.

After lunch, I **went** out and **played** games. Most of my friends **liked** to play netball or badminton so they usually **came** to my house and **played** in my father's big compound under the trees. **Later**, when we **had finished** playing, we **asked** my uncle if he can take us to town to do some shopping or watch a film. There was a good film last weekend and we all wanted to see it. But unfortunately my uncle **had** sent his car to the mechanic that morning, so he wasn't able to take us.

## CAMERON HIGHLANDS

The Cameron Highlands **are** 130 kilometres north of Kuala Lumpur. To reach Cameron Highlands, you leave the old Kuala Lumpur-Ipoh road at Tapah. It **is** one and a half hours' drive from there to the first of the three small towns which **are** in the Highlands. This town **is** called Ringlet, the other two are Tanah Rata and Brinchang. Apart from tourism, market gardening and tea growing **are** the two **main** activities here. It is the climate of the Cameron Highlands that makes all three of **these** activities possible. During the daytime, the temperature **is** usually around 21 C, the night **is** about 10 C cooler. In colonial times, the area **was** a favourite spot of the British, who liked to drive there at weekends and relax in bungalows and rest houses which **were** built in traditional British styles. Nowadays, the Cameron Highlands **are** a popular holiday spot for tourists from all over Malaysia.

**MY MORNING**

(Errors are in the use of inappropriate word – a test of vocabulary)

I get up at six o'clock on week days. It is still dark then, so the first thing I do is **switch on** the lights in my room. After I get out of bed, I stretch, yawn and then go into the bathroom and **take off** my pyjamas. The weather is **cool** at this time so I shiver as I **wash** at the basin. Then I quickly dry myself with a towel and still shivering, choose **some clothes** from my cupboard. If I shall be receiving important clients that day I **wear** a tie but normally I just go to work in an open necked shirt and dark trousers. But I always look carefully in the **mirror** while I **put on** my clothes so they are straight and unmarked. I have to look smart as I **tell off** my secretary and other people under me whenever they are not smart enough. Having got dressed, I go downstairs and listen to the **economic business** news on the radio, check any reports or memos that I shall **hand in** to my secretary for typing. I then make a cup of coffee