



**SEKTOR PENGURUSAN AKDEMIK,
JABATAN PENDIDIKAN NEGERI PERAK**



**DENGAN KERJASAMA
YAYASAN PERAK**

MODUL POTENSI CEMERLANG BAHASA INGGERIS

**AMANJAYA GEMILANG
SPM 2017**

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2017

TIPS AND IDEAS!



The most common irregular verbs in English

A → Irregular verbs in the table

B → Affirmative phrase → 1st person singular

C → Affirmative phrase → 3rd person singular

D → Negative phrase → 1st person singular

E → Negative phrase → 3rd person singular

go – went – gone

	infinitive	simple past	past participle
A	to go	went	gone
B	I go	I went	I have gone
C	he goes	he went	he has gone
D	I don't go	I didn't go	I haven't gone
E	he doesn't go	he didn't go	he hasn't gone

Table of the most common irregular verbs

infinitive	simple past	past participle
be	was/were	been
I am	I was	I have been
he is	he was	he has been
we are	we were	we have been
beat	beat	beaten
become	became	become
begin	began	begun
bet*	bet	bet
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come

infinitive	simple past	past participle
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie**	lay	lain
light*	lit	lit

infinitive	simple past	past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
steal	stole	stolen
shine	shone	shone
shoot	shot	shot
show*	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spring	sprang	sprung
stand	stood	stood
stick	stuck	stuck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken

infinitive	simple past	past participle
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake*	woke	woken
wear	wore	worn
weave	wove	woven
win	won	won
write	wrote	written

* regular form (+ -ed) also possible.

The trend, in English, and especially in American English, is to standardize the irregular verbs. We do not foresee all the irregular verbs ever being standardized, but some of the more minor variations in less commonly used words will probably disappear in the next generation or two.

The following English irregular verbs are now obsolete and use the standard past and participle forms (-ed).

infinitive	simple past	past participle
burn	burnt	burnt
dream	dreamt	dreamt
learn	learnt	learnt
smell	smelt	smelt
spell	spelt	spelt

Verb (infinitive)	Past simple form	Past participle
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got (BrE) / gotten (AmE)
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
know	knew	known
learn	learned	learnt/learned
leave	left	left

lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Step by step transitions from active to passive (Present Verbs).

I	<i>buy</i>	a	ball.		
I	be (am/is/are)	<i>bought</i>	a	ball.	
A	ball	be (am/is/are)	<i>bought</i>	by	me.
A	ball	is	<i>bought</i>	by	me.
The	balls	are	<i>bought</i>	by	me.

He	<i>sings</i>	a	song.		
He	be (am/is/are)	<i>sung</i>	a	song.	
A	song	be (am/is/are)	<i>sung</i>	by	him.
A	song	is	<i>sung</i>	by	him.
The	song	is	<i>sung</i>	by	him.

The	soldier	<i>builds</i>	the	fortress.		
The	soldier	be (am/is/are)	<i>built</i>	the	fortress.	
The	fortress	be (am/is/are)	<i>built</i>	by	the	soldier.
The	fortress	is	<i>built</i>	by	the	soldier.
The	fortresses	are	<i>built</i>	by	the	soldier.

The	old	man	<i>throws</i>	the	shirt	away.		
The	old	man	be (am/is/are)	<i>thrown</i>	the	shirt	away.	
The	shirt	be (am/is/are)	<i>thrown</i>	away	by	the	old	man.
The	shirt	is	<i>thrown</i>	away	by	the	old	man.
The	shirt	are	<i>thrown</i>	away	by	the	old	man.

The	blonde	young	lady	<i>rides</i>	a	Harley	Davidsons	to	the	mall.		
The	blonde	young	be (am/is/are)	<i>ridden</i>	a	Harley	Davidsons	to	the	mall.		
The	Harley	Davidsons	be (am/is/are)	<i>ridden</i>	by	the	blonde	young	lady	to	the	mall.
The	Harley	Davidsons	is	<i>ridden</i>	by	the	blonde	young	lady	to	the	mall.
The	Harley	Davidsons	are	<i>ridden</i>	by	the	blonde	young	ladies	to	the	mall.

All	government	servants	<i>wear</i>	batik	on	Thursdays.	
All	government	servants	be (am/is/are)	<i>worn</i>	batik	on	Thursdays.
On	Thursdays	batik	be (am/is/are)	<i>worn</i>	by	government	servants.
On	Thursdays	batik	is	<i>worn</i>	by	government	servants.

Exercise 1.

The	soldier	<i>fights</i>	in	the	war.	

Exercise 2.

The	student	<i>writes</i>	a	sad	letter	to	the	teacher.	

Exercise 3.

The	villager	<i>swims</i>	in	the	crocodiles	infested	river.	

Step by step transitions from active to passive (Past Verbs).

I	<i>bought</i>	a	ball.		
I	be (was/were)	<i>bought</i>	a	ball.	
A	ball	be (was/were)	<i>bought</i>	by	me.
A	ball	was	<i>bought</i>	by	me.
The	balls	were	<i>bought</i>	by	me.

He	<i>sang</i>	a	song.		
He	be (was/were)	<i>sung</i>	a	song.	
A	song	be (was/were)	<i>sung</i>	by	him.
A	song	was	<i>sung</i>	by	him.
The	songs	were	<i>sung</i>	by	him.

The	soldier	<i>built</i>	the	fortress.		
The	soldier	be (was/were)	<i>built</i>	the	fortress.	
The	fortress	be (was/were)	<i>built</i>	by	the	soldier.
The	fortress	is	<i>built</i>	by	the	soldier.
The	fortresses	were	<i>built</i>	by	the	soldier.

The	old	man	<i>threw</i>	the	shirt	away.		
The	old	man	be (was/were)	<i>thrown</i>	the	shirt	away.	
The	shirt	be (was/were)	<i>thrown</i>	away	by	the	old	man.
The	shirt	was	<i>thrown</i>	away	by	the	old	man.
The	shirts	were	<i>thrown</i>	away	by	the	old	man.

The	blonde	young	lady	<i>rode</i>	a	Harley	Davidsons	to	the	mall.		
The	blonde	young	be (was/were)	<i>ridden</i>	a	Harley	Davidsons	to	the	mall.		
The	Harley	Davidsons	be (was/were)	<i>ridden</i>	by	the	blonde	young	lady	to	the	mall.
The	Harley	Davidsons	was	<i>ridden</i>	by	the	blonde	young	lady	to	the	mall.
The	Harley	Davidsons	were	<i>ridden</i>	by	the	blonde	young	ladies	to	the	mall.
All	government	servants	<i>wore</i>		batik	on	Thursdays.					
All	government	servants	be (was/were)		<i>worn</i>	batik	on	Thursdays.				
On	Thursdays	batik	be (was/were)		<i>worn</i>	by	government	servants.				
On	Thursdays	batik	was		<i>worn</i>	by	government	servants.				

Exercise 1.

The	king	<i>chose</i>	the	warrior	to	rescue	the	princess	from	the	barbarian.		

Exercise 2.

They	saw	giants	attacking	their	village.		

Exercise 3.

The	clan	leader	sent	his	fiercest	champion	to	lead	the	battle.		

Passives Exercises 1

Use the words in the following list to complete the sentences. All of the sentences are passive. Use any appropriate tense

build	cause	confuse
divide	expect	frighten
invent	kill	offer
order	report	spell
surprise	surround	wear

- The electric light bulb was invented by Thomas Edison.
- An island _____ by water.
- The -ing form of "sit" _____ with a double t.
- Even though construction costs are high, a new dormitory _____ next year.
- The class was too large, so it _____ into two sections.
- A bracelet _____ around the wrist.
- The Johnson's house burned down. According to the inspector, the fire _____ by lightning.
- Ben got a ticket for reckless driving. When he went to traffic court, he _____ to pay a fine of \$100.
- I read about a hunter who _____ by a wild animal.
- The hunter's fatal accident _____ in the newspaper yesterday.
- I didn't expect Lisa to come to the meeting last night, but she was there. I _____ to see her there.
- Last week, I _____ a job at a local bank, but I didn't accept.

13. The children _____ in the middle of the night when they heard strange noises in the house.
14. Could you try to explain this math problem to me again? Yesterday in class I _____ by the teacher's explanation.
15. A: Is the plane going to be late? B: No. It _____ to be on time.

You attended a seminar on the effects of smart phones on teenagers. Using the notes you made from the seminar, write an article for your school magazines on the positive and negative effects smart phones can have on youths nowadays.

Positive:

- Knowledge on your finger tips
- Most convenient way of communication
- Entertainment purposes
- High quality camera
- Shopping at home
- Storage of documents, pictures, movie clips, etc.

Negative:

- Lack of interest in reading books
- Anti-social
- Encourage music piracy
- Lack proper writing skills
- Poor attention span
- Poor eye-sights at early age

When writing your article, remember to:

- Provide a suitable title
- Include the writer's name
- End the article appropriately

As a resident of your housing area, you would like to issue regarding the garbage truck service. Using the information below, write out the whole letter to the authority.

- Irregular service
- Piles of uncollected rubbish
- Flies everywhere
- Rats infestation problems
- Attract stray cats and dogs
- Rubbish scattered on the road and roadside
- Dogs attack residents
- Foul smell
- Mosquitoes

When writing the letter of complaint, remember to:

- Provide a suitable title
- Provide salutation
- Suggest three ways to overcome these problems
- End the letter appropriately

WAYS TO START A COMPOSITION

To captivate the reader right from the start!

1 – Dialogue

“Pete! Where are you?” My mother’s cries penetrated the fire that surrounded me. She was the person I loved most, yet showed it least to. As the reality that I might lose her slowly sank in, memories of the events that led to this flashed through my mind...

2 – A Proverb

Blood is thicker than water. There are so many acts of kindness that we so often take for granted and willfully let pass by, but there are few that can surpass the love of a family member...

3 – A Question

Have you ever been in a brush with danger so perilous you could have lost your life?

4 – A startling fact

My reckless actions nearly caused the death of my best friend. I remember it like it was yesterday...

5 – A description

The alley was dark and silent, but it was not dank like I would have expected. An unusual warmth permeated the place, like as if there were a source of something hopeful and expectant.

6 – A sound

“Beep, beep, beep...” The repetitive beeping resounded in my head. I wondered if it was the alarm clock that I so dreaded imprinting itself subconsciously in my head. Still, I ignored the distant signal and carried on with the errand my mother had tasked me.

7 – Complication + Flashback

Fear and trepidation seized the crowd. There were hushed whispers and stifled sobs as they dreaded the worst in things to come. It did not help that the victim was in complete hysteria, which fuelled the robber’s arm to tighten around her neck. The knife he wielded got dangerously close to piercing her skin. Thoughts raced through my mind. Oh, how I wish I had not ignored that instinct to inform the police before all this even started...

8 – Outcome + Flashback

Paramedics rushed to my side and gingerly lifted me onto the stretcher. It was nowhere near the instant relief I had expected. Instead, the very fact that I was about to be transported away from the proximity of my parents, whose whereabouts were still unknown, worried me further. It all started like this...

9 – Conclusion + Flashback

Even on the most weary of days, I make it a point to spend time talking to my mother. As she sits on a wheelchair silently and stares ahead of her, something in her eyes tells me that she still recognizes me. I tell her I love her and the words seem to sink in past those glassy eyes, causing her tears to brim past her unflinching pupils. That is all I need. I close my eyes and am instantly transported to the memory of her selfless act of love...

GOOD PHRASES THAT DESCRIBE EMOTIONS

Fear

...frozen with terror...

...a shiver ran down her spine...

...was horrified by ...

...felt a sense of dread...

...all hairs on her body stood on their ends...

...could feel the impending danger...

...trembling with fear...

Happy

...he was ecstatic over...

...was over the moon...

...jumping with joy...

...head was dizzy with delight...

...elated to ...

...in high spirits...

Angry

...furious over/with...

...fuming mad...

...he saw red...

...mind was engulfed by rage...

...boiling mad...

...livid with rage...

Sad

...felt wretched with grief...

...felt gloomy...

...filled with misery...

...broke down into tears...

...was heart-rending to see her...

...gloomy and depressed...

Shock

...was surprised to...

...amazed to find...

...unexpected...

...astounded...

...flabbergasted...

...was astonished...

Embarrassment

...face turned beet red with...

...dig herself a hole and hide...

...mortified to see...

...could not bring herself to meet his eyes...

...ashamed...

...feel herself shrivel up into a dried prune...

Tired

...worn out with fatigue...

...could not muster up a single ounce of strength any more...

...dog tired...

...limbs felt as if they were chained to iron shackles...

...dragging himself on limply...

...his body felt as if it was made of lead...

Hungry

...ravenous for...

...feel the stomach twisting and turning in agony...

...stomach growling...

...as hungry as a wolf...

...famished...

...wolfed down his food...

...stomach was begging for food...

Nervous/Excitement

...hands felt

Pain

...writhing in agony...

Pride

...sense of pleasure...

Temptation

...could not resist...

clammy...

...butterflies in the stomach...

...tingling with anxiety/excitement...

...could hear his heart throbbing loudly...

...swallowed down a gulp and...

...jittery...

...beads of cold sweat were dripping down...

...pumping with adrenaline...

... knife was pierced through the heart...

...stabbed forcefully with a blunt knife...

...keel over in gut wrenching pain...

...filled with agony...

...sharp pain sear through...

...felt the pain shoot right to his head...

...the pain was excruciating...

...surge of pride well up...

...chest stuck out proudly...

...conceited...

...as proud as a peacock...

Envy

...green with envy...

...felt a pang of jealousy...

...felt as if he was being pulled over by an invisible thread...

...unconsciously gravitating towards...

...irresistible...

...helplessly drawn into/towards...

List of Discourse Markers

(Penanda Wacana)

<p style="text-align: center;"><u>ADDING (menambah)</u></p> <p>And (<i>dan</i>) Also (<i>juga</i>) as well as (<i>serta</i>) moreover (<i>tambahan pula</i>) too (<i>sangat / juga</i>) furthermore (<i>tambahan pula</i>) additionally (<i>tambahan itu</i>)</p> <hr/> <p style="text-align: center;"><u>TO EXPRESS (menunjukkan pendapat)</u></p> <p>frankly (<i>secara terus terang</i>) I think (<i>saya rasa/ fikir</i>) in my opinion (<i>pada pendapat saya</i>) actually (<i>sebenarnya</i>) I believe that.. (<i>saya percaya bahawa..</i>) unfortunately (<i>malangnya</i>) luckily (<i>nasib baik</i>) honestly (<i>secara jujur</i>)</p>	<p style="text-align: center;"><u>SEQUENCING (susunan)</u></p> <p>once upon a time (<i>pada suatu hari</i>) from this point (<i>dari sini</i>) at the beginning (<i>pada awalnya</i>) first, second, third... (<i>pertama, kedua, ketiga...</i>) finally (<i>akhirnya</i>) next (<i>seterusnya</i>) meanwhile (<i>sementara itu</i>) after (<i>selepas</i>) after that (<i>selepas itu</i>) then (<i>kemudian</i>) subsequently (<i>seterusnya / kemudiannya</i>) in conclusion (<i>kesimpulannya</i>) in the end (<i>pada akhirnya</i>) at last (<i>akhirnya</i>) final finally (<i>akhir sekali</i>)</p>
<p style="text-align: center;"><u>ILLUSTRATING (menggambarkan)</u></p> <p>for example (<i>sebagai contoh</i>) such as (<i>seperti</i>) like (<i>seperti</i>) for instance (<i>misalnya</i>) in the case of (<i>dalam kes</i>) as revealed by... (<i>seperti yang didedahkan oleh..</i>) illustrated by (<i>digambarkan oleh</i>)</p>	<p style="text-align: center;"><u>CAUSE and EFFECT (sebab dan akibat)</u></p> <p>because (<i>sebab / kerana</i>) so (<i>jadi</i>) therefore (<i>oleh itu</i>) thus (<i>dengan itu / oleh itu</i>) consequently (<i>akibatnya</i>) hence (<i>justeru / seterusnya / dengan itu</i>) as a result (<i>sebagai kesannya</i>)</p>
<p style="text-align: center;"><u>COMPARING (membandingkan)</u></p> <p>similarly (<i>sama seperti / begitu juga</i>) likewise (<i>begitu juga / demikian juga</i>) as with (<i>seperti dengan</i>) like (<i>seperti</i>) equally (<i>sama / dengan sama rata</i>) in the same way.. (<i>melalui cara yang sama</i>)</p>	<p style="text-align: center;"><u>QUALIFYING (melayakkan)</u></p> <p>But (<i>tetapi</i>) However (<i>walaupun bagaimanapun</i>) Although (<i>walaupun</i>) Unless (<i>melainkan jika</i>) Except (<i>kecuali</i>) apart from (<i>selain daripada..</i>) as long as (<i>selagi</i>) if (<i>jika</i>) even so (<i>walaupun begitu</i>) even though (<i>walaupun</i>) in another way (<i>dengan cara lain</i>) on the other hand (<i>dengan kata lain</i>) for all that (<i>untuk semua itu</i>)</p>

<p><u>CONTRASTING (membezakan)</u></p> <p>whereas (<i>manakala</i>) instead of (<i>bukannya / sebaliknya</i>) alternatively (<i>sebagai alternatif</i>) otherwise (<i>sebaliknya</i>) unlike (<i>tidak seperti</i>) on the other hand.. (<i>dengan cara yang lain</i>) conversely (<i>sebaliknya</i>)</p>	<p><u>EMPHASISING (menekankan)</u></p> <p>above all (<i>mengatasi segala</i>) in particular (<i>khususnya</i>) especially (<i>terutamanya</i>) significantly (<i>dengan ketara</i>) indeed (<i>sesungguhnya / sememangnya</i>) notably (<i>terutama sekali</i>)</p>
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Time 1

before, earlier, previously, formerly, recently, not long ago, at present, presently, currently, now, by now, until, today, immediately, simultaneously, at the same time, during, all the while, in the future yesterday, tomorrow, henceforth, after, after a short time, after a while, soon, later, later on, following, the following week,

Time 2

Suddenly, all at once, instantly, immediately, quickly, directly, soon, as soon as, just then, when, sometimes, some of the time, in the meantime, occasionally, rarely, seldom, infrequently, temporarily, periodically, gradually, eventually, little by little, slowly, while, meanwhile, always, all of the time, without exception, at the same time, repeatedly, often, frequently, generally, usually, as long as, never, not at all

The Most Commonly Used Terms
Words that have similar meanings

Tempat	Masa	Tajuk
Venue Place Location Setting Scene Situation Site Area Region Whereabouts Locus	Time Period Age Era Term Span Moment Stage Schedule Programme Instant Occasion Timetable Fix Set	Title Name Heading Entitle Name Call Label Tag Style Term
Penulis / Pencipta	Peserta / Pihak lawan / Calon	Tujuan
Author Writer Composer Reporter Columnist Essayist Journalist Novelist Dramatist Playwright Screenwriter Creator Originator Producer Designer Planner Maker	Competitor Candidate Contestant Contender Challenger Player Entrant Opponent Participant Rival Applicant	Aim Purpose Intention Reason Goal Point Objective Idea
Utama / Penting	Asal	Cipta / Reka / Bina
Important Main Principal Chief	Origin Beginning Start Basic	Invent Create Devise Think up

Head Leading Foremost Major Dominant Central Focal Key Prime Primary First Fundamental Predominant Greatest Significant Key	Cause Source Birth Heritage Family Roots Extraction	Dream up Conceive Formulate Form Develop Produce Mastermind Pioneer Construct Erect Put up Assemble Make Create Fashion Model Shape
Tema	Kesan / Perubahan	Kaedah / Cara
Theme Subject Topic Argument Idea Thrust Thread Motive Keynote	Effect Result End Outcome Finish Consequence Aftermath Impact Cause Influence Sequel	Manner Approach Technique Way Method Procedure Process Strategy
Hadiah / Anugerah	Kemuncak / Penekanan	Diterbitkan / Ditayangkan
Gift Present Award donation Endowment offering Reward Contribution	Highlight Best moment Climax Peak Summit Focus Feature Pinnacle Height Zenith Accent Bring out Accentuate Stress Emphasize	Publish Issue Bring out Produce Print Make known Make public Publicize Announce Broadcast Put out Distribute Spread Circulate Air

Useful Essay Words and Phrases

Certain words are used to link ideas and to signpost the reader the direction your line of reasoning is about to take, such as adding more emphasis, or introducing an alternative point of view.

Below is a selection of words used to link ideas, depending on the direction of your argument.

Adding more to a point already made

moreover; furthermore; again; further; what is more; in addition

besides; above all; as well (as)

either; neither...nor; not only...but also; similarly; correspondingly; in the same way; indeed

in fact; really; in reality, it is found that...

as for; as to; with respect to; regarding

Writing in lists

first(ly); second(ly); third(ly)

another; yet another; in addition; finally

to begin with; in the second place

moreover; additionally; also

next; then; and to conclude; lastly; finally

Putting the same idea in a different way

in other words; rather; or; better; in that case

to put it (more) simply

in view of this; with this in mind

to look at this another way

Introducing examples

that is to say; in other words

for example; for instance; namely; an example of this is

and; as follows; as in the following examples; such as; including

especially; particularly; in particular; notably; chiefly; mainly; mostly

Introducing an alternative viewpoint

by contrast; another way of viewing this is; alternatively; again; rather; one alternative is; another possibility is

on the one hand...on the other hand

conversely; in comparison; on the contrary; in fact; though; although

Returning to emphasise your earlier viewpoint

however; nonetheless; in the final analysis; despite x; notwithstanding x; in spite of x

while x may be true, nonetheless

although; though; after all; at the same time; on the other hand; all the same; even if x is true;

although x may have a good point

Showing the results of something

therefore; accordingly; as a result
so, (then,) it can be seen that
the result is; the consequence is
resulting from this; consequently; now
we can see, then, that; it is evident that
because of this; thus; hence; for this reason; owing to x; this suggests that; it follows that
in other words; otherwise; in that case; that implies

Summing up or concluding

therefore; so, my conclusion is
in short; in conclusion; to conclude; in all; on the whole
to summarise; to sum up briefly; in brief; altogether; overall; thus; thus we can see that

References

Stella Cottrell *The Study Skills Handbook* (Basingstoke: Palgrave MacMillan, 2003)

SOME ENGLISH WORDS THAT DESCRIBE BEHAVIOUR

A

active = always doing something: "She's an active person and never wants to stay in."

aggressive = being angry or threatening: "He's aggressive and starts arguments."

ambitious = wanting to succeed: "He's ambitious and wants to lead the company."

argumentative = always arguing with people: "He won't accept what you say - he's argumentative and loves to disagree!"

arrogant = thinking you are better than anyone else: "He always behaves as if nobody else's opinion is important - "I find him very arrogant."

assertive = being confident, so people can't force you to do things you don't want to do: "It's important to be assertive at work."

B

bad-tempered = in a bad mood: "What's got into him lately? He's so bad-tempered."

big-headed = thinking you're very important or clever: "I've never met anyone so big-headed!"

bossy = telling people what to do all the time: "He's so bossy - he never lets me do things the way I want to do them."

C

careless = not taking care: "He's a careless driver - "I'm sure he'll have an accident."

caring = wanting to help people: "My boss is caring and often asks me how things are going."

catty = saying nasty or spiteful things about other people: "I know you don't like her, but calling her names is a bit catty."

cautious = being careful, so that you avoid mistakes: "He's cautious about investing money in the stock market."

charming = pleasant and likeable: "What a charming man!"

cheeky = being rude or disrespectful: "It was a bit cheeky of him to ask for more money."

clever = intelligent: "She's a clever student and picks things up quickly."

conceited = thinking you're very clever, or better than others: "He's so conceited - he thinks everyone should admire him."

conscientious = doing something carefully, because you want to do it well: "She's a conscientious student and always does her homework."

considerate = thinking and caring about others: "My neighbour brought me flowers when I was in hospital - he's very considerate." ("That was considerate of him.")

coy = pretending to be shy so that you don't have to give information: "He's very coy about his qualifications - maybe he doesn't have any."

creative = someone who can make or design things, or can think of solutions to a problem: "She's creative and artistic."

curious = wanting to know things: "I'm curious to find out what you think of the situation."

D

deceitful = trying to make people think something, so that you get what you want: "He lied to get this job - he's so deceitful."

docile = quiet and submissive: "She's a docile child and always does what she's told."

dogmatic = wanting others to accept your ideas without discussion: "He's a dogmatic politician and always thinks he's right."

domineering = trying to control other people: "He's loud and domineering in the office - it's difficult to get him to listen to us."

E

enthusiastic = having a lot of interest in something: "He's an enthusiastic supporter of equal rights."

excitable = someone who easily gets excited: "He gets very excitable about politics - it's one of his passions in life."

extroverted = outgoing and lively: "She's extroverted and loves going out with people."

F

faithful = being loyal to someone or something: "She's a faithful friend."

fickle = changing your mind and being unpredictable: "Politicians can be fickle when it suits them!"

flaky = slightly unstable and unreliable: "She's a little flaky at times, but otherwise she's a good worker."

full of himself = acting proud of yourself: "He was full of himself after he got the promotion - it got annoying after a while."

funny = making other people laugh: "He can be extremely funny when he's in the mood."

fussy = only liking certain things: "She's fussy about what she wears."

G

good-natured = kind and thoughtful: "She's good-natured and always tries to help."

grumpy = someone who tends to be in a bad mood: "He's always grumpy in the morning and never says 'hello'."

H

happy-go-lucky = not worrying about what might happen in the future: "He's a bit happy-go-lucky and doesn't think about the future."

I

impulsive = doing things without thinking first: "If he sees something he likes, he just buys it - he can be so impulsive at times!"

inconsiderate = not considering other people or their feelings: "It was a little inconsiderate of him not to give you a get-well card."

introverted = opposite of extroverted: "He was introverted as a teenager, but became more confident as he got older."

inventive = able to think up new ideas: "As head of Marketing, he can often think of inventive ways to keep his customers happy."

irritating = annoying others: "He can be very irritating to work with."

J

jokey = making jokes: "You're in a jokey mood today, but we've got work to do!"

jolly = happy and cheerful: "It was the weekend and everyone was in a jolly mood."

K

kind = thoughtful and caring: "My neighbour is kind - she looked after my cat when I was on holiday."

L

loud-mouthed = someone who talks a lot and often says offensive things: "Don't worry about what he said - he's loud-mouthed at times."

loyal = someone who is faithful and stands by you: "His colleagues were loyal to him when he was having problems with his boss."

M

manic = behaving in a slightly crazy way: "We're a bit manic at the moment - we're rushing to finish the work before our deadline."

manipulative = trying to get people to do what you want, by influencing or deceiving them: "She's very manipulative when she wants something."

moody = having unpredictable moods: "Some people think he's moody - you never know if he's happy or grumpy."

N

nervous = uncomfortable with a situation: "I'm always nervous before an exam."

O

old-fashioned = behaving or thinking in a way that isn't modern: "He's a bit old-fashioned and thinks women shouldn't work."

opinionated = having strong opinions: "He's opinionated and dogmatic - the last person you want to negotiate with."

P

passive = not assertive - doing what other people want you to do without arguing: "He's passive at work, but domineering at home."

perfectionnist = someone who wants perfection: "Her boss is a perfectionnist - no spelling mistakes are allowed."

persuasive = being able to persuade people to do things or to accept your ideas: "He's a persuasive talker."

picky = only liking certain things or people: "She's picky about her friends."

playful = someone who likes to play and have fun: "You're in a playful mood today!"

pleasant = nice and polite: "The bank manager was pleasant to me today."

polite = showing good manners: "She's polite and never forgets to say 'please' or 'thank you'."

pragmatic = being practical and aware of your limitations: "She's pragmatic at work and only does what she can."

Q

quick-tempered = getting angry quickly: "He was quick-tempered when he was young, but he's more relaxed now."

R

reserved = keeping your ideas and thoughts to yourself: "He's reserved, but polite."

rude = impolite: "He's very rude and never says 'please' or 'thank you'."

S

scatter-brained / **scatty** = someone who often forgets things: "Don't you remember where you put your wallet? You're so scatter-brained!"

serious = not light-hearted: "He's a serious student and always does his homework."

shy = quiet, because you are not very confident: "He's so shy and hates saying anything to people he doesn't know."

sincere = saying what you believe (opposite of **insincere**): "He's sincere in his beliefs."

slapdash = doing your work quickly and carelessly: "He's got a very slapdash attitude - I doubt he'll ever become a lawyer."

slimy = trying to get what you want by being over-friendly: "That man is so slimy - he makes me feel sick!"

sly = doing things in a secretive way: "You never know what he's up to - he's sly and manipulative."

spiteful = trying to hurt other people because you didn't get what you wanted: "If she doesn't get what she wants, she can be quite spiteful."

T

thoughtful = someone who thinks a lot: "He's a thoughtful person and won't do anything unless he has considered the consequences."

thoughtless = not thinking about people or the consequences of your actions: "I'm sure he didn't mean to be rude - he can be thoughtless at times."

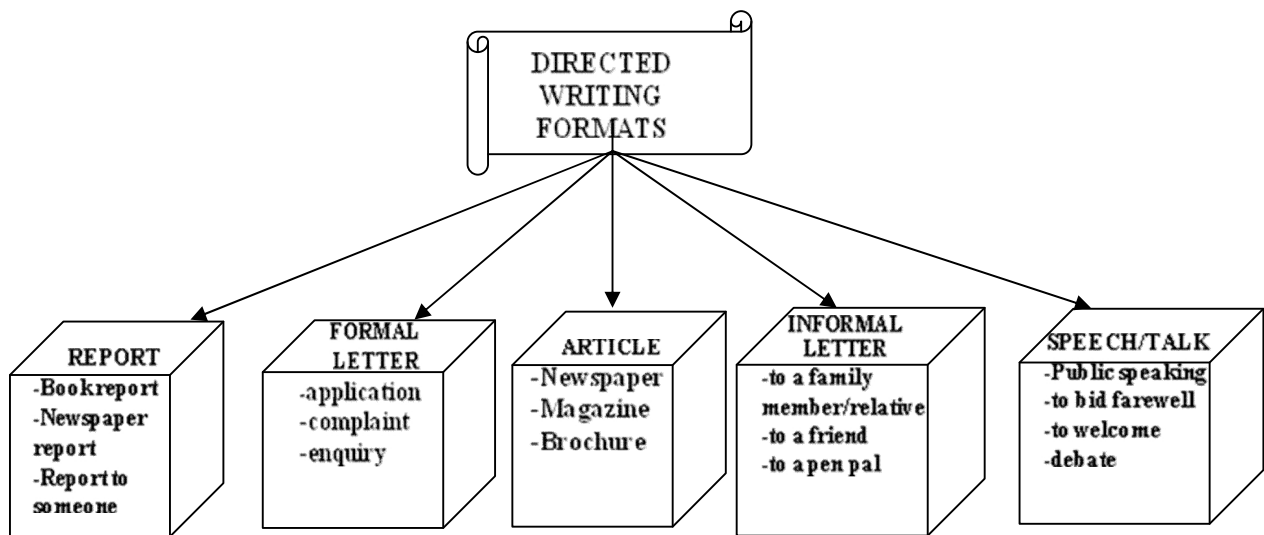
trustworthy = someone you can trust: "My accountant is really trustworthy."

V

volatile quickly changing moods: "He's easily excitable and pretty volatile."

W

witty = being able to make other people laugh by what you say: "He's witty and charming - the perfect person to invite to a party."



1. Report Writing.

Types of reports:

1. Society/School Report
2. Report to the Principal
3. Police Report
4. News Report
5. Book Report

The Format.

Step 1: Recipient's Name, Sender's Name, Subject or Title and Date

To: _____

From: _____

Subject: _____

Date: _____

Step 2: Write your report in sections or paragraphs.

Step 3: Use past tense since you are reporting.

Step 4: End your report with a clear ending, by making an inference/ suggestion.

Step 5: Finally, signing off on the left-hand side. Include your post example Secretary.

Sample Answer 1:

Report to the principal

To : The Principal,
SMK Pusing
From: John Silverwing

Date : 22 June 2017

Trip to State National Forest Reserve

On 21 June (Sunday), the school's Nature Society went on a field trip to the State National Forest Reserve in Belum, Perak. The group comprised of four teachers and 30 students from Forms 4 and 5.

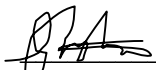
We arrived at the forest reserve at 8.30 a.m. The guide gave us an account of the facilities available and warned us to observe the dos and don'ts listed on the notice boards.

The teachers chose a picnic site at the waterfall area. We were assigned to different tasks-taking photographs, noting the types of trees and the biodiversity conservation in the park. Under a teacher's guidance, the teams moved around the area to carry out the tasks. When my team came to an open space, we saw a tree with a hanging ladder. Azlan ignored the warning sign on the tree and started climbing up. Halfway up, the ladder gave way. Azlan fell down uninjured, but his fall had disturbed a nest of ants. By the time we helped him up, his left leg was badly stung and had to be treated with anti-sting medication. He was advised to stay put for the rest of the trip.

After lunch, we headed for the Canopy Walkway. As we were trudging up the hill, Jenny, a Form 4 student started gasping for breath. Her friend informed the teacher that Jenny was asthmatic and she had forgotten to bring along her inhaler. The guide ran to the park medical store and managed to find an inhaler.

All of us returned to the picnic area. It was only two o'clock but Encik Halim suggested that we abort the rest of the trip and head for home as both Azlan and Jenny might need medical attention. We packed up and left the park.

Written by,


John Silverwing
Secretary
Nature Society
SMK Pusing

Sample Answer 2:

Police Report

You witnessed an accident. The police officer has asked you to make a report. Use the points given below:

- *when the event happened*
- *where the event took place*
- *how it happened*
- *description of the vehicles*
- *step taken*

To: Sergeant Hassan
From: Julia Robert

Date: 7th March 2017

Report of the accident on Jalan 7/12

On 7th March 2017 at 10.30 a.m., I was walking alone Jalan 7/12 which is next to the children's playground. As I was about to cross the road to enter the park, I saw a car driving swiftly down Jalan 6/10. It was a BMW 3 Series with the number plate V 811. Another car, a Lotus Evora with plate number F 118 came out of Jalan 6/10 as well. The Lotus Evora was driving too fast that make it did not have time to avoid collision.

The accident caused a loud crash. The Lotus Evora hit the BMW on the driver's door. The door could not be opened and the driver had to get out from the passenger's door. The driver of the BMW was lucky as he survived with no physical injuries. Both air bags popped up when they collided to each other. They both were fortunate as their car was not badly damaged and dented.

The BMW's windscreen was shattered to pieces. The Lotus Evora's headlight and signal light were smashed. There was plenty of glass on the road. The two drivers startled to argue. The driver of the Lotus Evora was a woman. They blamed each other and the argument stopped when her mobile phone rang. Most of the passerby slowed down their vehicle to watch the accident. Some pedestrian came by and offered help.

As it happened, I ran into my house which is close by. I called the nearest police station and in ten minutes, a police car drove up. I told the police officer I had witnessed the accident and offered to come out to the station to give a statement. The cars were towed to the side of the road first, and then were brought to the police station before to workshop. Pictures were taken for insurance claim.

In my opinion, the driver of the Lotus Evora is to blame for the accident. She was driving too fast and did not pay any attention to vehicles coming out from the side road. The driver of the BMW should have stopped at the junction.

Reported by,
Julia Robert

Section B - Continuous Writing

1. Describe a day of shopping at a mall.

Mother hurried my brother and me out of the house so that we could be the first to enter the complex when the doors to the shops opened for business. We each brought along three green shopping bags. There were to be no more plastic bags.

I made a beeline for the brand I wanted as I had already scouted the pants, T-shirts and blouses online. I was not interested in dresses so I walked past the rows of dresses and headed towards the aisle I had my eye on. As I was only allowed four pieces of clothing at a time, I made my little brother, Andy, stand outside the changing room so that he could run errands for me to get a different colour or another pair of pants, T-shirt or blouse. He was so obliging and didn't seem to mind running up and down with my requests. I would have to treat him to his favourite juice later. Finally, I had my choices reduced to six articles of clothing; two pairs of pants, two T-shirts and two blouses.

As I was walking towards my mum with my purchases, I saw a beautiful hoodie. There and then, I decided to get it because it was just like the one I saw in a teen magazine. It was quite pricey but with a fifty percent discount, Mum would not think twice about it and besides she said I did not dress too well and she would be as pleased as Punch with this particular choice.

I was done with my shopping so I decided to tag along with Mum to see what she would buy for little Andy. Andy was not fussy about his clothes. He knew Mum would get him what he liked. He only made one choice: a T-shirt with his favourite Marvel superhero. Mum chose for him a dozen T-shirts in assorted colours and a few long and short pants to match his T-shirts. He smiled happily as he looked at his clothes. He was so easy to please.

It was Mum's turn. Before Mum bought any outfits for herself, she bought Dad two ties, a shirt and a T-shirt. She knew exactly what Dad wanted and she just walked to the men's department and made her choice so efficiently! I dragged Mum to a rack of blouses and suggested she try on a black ensemble that would look perfect on her for a dinner function. She smiled at my choice and gave the thumbs-up sign.

Once we were done, Mum paid for the purchases and we then left for lunch at one of the restaurants in the complex. As we left, the crowd was starting to build. Luckily we were such quick shoppers, we were done within three hours. It was not such a harrowing shopping day after all.

It was Mum's turn. Before Mum bought any outfits for herself, she bought Dad two ties, a shirt and a T-shirt. She knew exactly what Dad wanted and she just walked to the men's department and made her choice so efficiently! I dragged Mum to a rack of blouses and suggested she try on a black ensemble that would look perfect on her for a dinner function. She smiled at my choice and gave the thumbs-up sign.

Once we were done, Mum paid for the purchases and we then left for lunch at one of the restaurants in the complex. As we left, the crowd was starting to build. Luckily we were such quick shoppers, we were done within three hours. It was not such a harrowing shopping day after all.

Replace the words in brackets with the correct form of the simple past tense.

Hurry	can	open	bring	be	make	want	walk
	head	do	have	reduce	see	will	know
is	like	choose	smile	look			

Mother _____ my brother and me out of the house so that we _____ be the first to enter the complex when the doors to the shops _____ for business. We each _____ along three green shopping bags. There _____ to be no more plastic bags.

I _____ a beeline for the brand I _____ as I had already scouted the pants, T-shirts and blouses online. I was not interested in dresses so I _____ past the rows of dresses and _____ towards the aisle I had my eye on. As I was only allowed four pieces of clothing at a time, I _____ my little brother, Andy, stand outside the changing room so that he could run errands for me to get a different colour or another pair of pants. T-shirt or blouse. He was so obliging and _____ seem to mind running up and down with my requests. I would have to treat him to his favourite juice later. Finally, I _____ my choices _____ to six articles of clothing; two pairs of pants, two T-shirts and two blouses.

As I was walking towards my mum with my purchases, I _____ a beautiful hoodie. There and then, I _____ to get it because it was just like the one I saw in a teen magazine. It was quite pricey but with a fifty percent discount, Mum _____ not think twice about it and besides she said I did not dress too well and she _____ be as pleased as Punch with this particular choice.

I was done with my shopping so I decided to tag along with Mum to see what she _____ buy for little Andy. Andy _____ not fussy about his clothes. He _____ Mum _____ get him what he _____. He only _____ one choice: a T-shirt with his favourite Marvel superhero. Mum _____ for him a dozen T-shirts in assorted colours and a few long and short pants to match his T-shirts. He _____ happily as he _____ at his clothes. He _____ so easy to please.

buy	know	want	walk	drag	suggest	smile	be pay
	leave	make	drag	suggest	will	give	

It _____ Mum's turn. Before Mum _____ any outfits for herself, she _____ Dad two ties, a shirt and a T-shirt. She _____ exactly what Dad _____ and she just _____ to the men's department and _____ her choice so efficiently! I _____ Mum to a rack of blouses and _____ she try on a black ensemble that would look perfect on her for a dinner function. She _____ at my choice and gave the thumbs-up sign.

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You are the secretary of the school's Nature Society and have been asked to write a **report** to the principal about the society's trip to a forest reserve. Write a **report** about two incidents that took place during the trip.

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

- Name of park - school's nature Society - people in groups
- Guide - warning about dos and don'ts
- Teams assigned tasks - guidance of teacher
- Azlan - hanging ladder - ignore warning sign - fell - badly stung by ants
- Canopy Walkway - Jenny gasping for breath- asthmatic - no inhaler
- Teacher suggested - abort trip -need medical attention

When writing your report, remember to:

- Provide a title
- Address it to the principal
- Close it appropriately

Sample Answer:

Trip to State National Forest Reserve

To : The Principal,
SMK Sri Kota,
Klang.

From: Ruslan bin Azri

Date : 22 June 2017

On 21 June (Sunday), the school's Nature Society went on a field trip to the State National Forest Reserve in Tanjung Sepat. The group comprised four teachers and 30 students from Forms 4 and 5.

We arrived at the forest reserve at 8.30 a.m. The guide gave us an account of the facilities available and warned us to observe the dos and don'ts listed on the notice boards. **An account was given by the guide of the facilities available and we were warned to observed the dos and the don'ts listed on the notice boards.**

The teachers chose a picnic site at the waterfall area. **A picnic site at the waterfall area was chosen by the teachers.** We were assigned to different tasks-taking photographs, noting the types of trees and the biodiversity conservation in the park. Under a teacher's guidance, the teams moved around the area to carry out the tasks. When my team came to an open space, we saw a tree with a hanging ladder. **A tree with a hanging ladder was seen when my team came to an open space.** Azlan ignored the warning sign on the tree and started climbing up. Halfway up, the ladder gave way. **The warning sign on the tree was ignored by Azlan and started climbing up.** Azlan fell down uninjured, but his fall had disturbed a nest of ants. By the time we helped him up, his left leg was badly stung and had to be treated with anti-sting medication. He was advised to stay put for the rest of the trip.

After lunch, we headed for the Canopy Walkway. As we were trudging up the hill, Jenny, a Form 4 student started gasping for breath. Her friend informed the teacher that Jenny

was asthmatic and she had forgotten to bring along her inhaler. **The teacher was informed by her friend that Jenny was asthmatic and she had forgotten to bring along her inhaler.** The guide ran to the park medical store and managed to find an inhaler.

All of us returned to the picnic area. It was only two o'clock but Encik Halim suggested that we abort the rest of the trip and head for home as both Azlan and Jenny might need medical attention. We packed up and left the park.

Section B - Continuous Writing

2. Describe a day of shopping at a mall.

Mother hurried my brother and me out of the house so that we could be the first to enter the complex when the doors to the shops opened for business. We each brought along three green shopping bags. There were to be no more plastic bags.

I made a beeline for the brand I wanted as I had already scouted the pants, T-shirts and blouses online. I was not interested in dresses so I walked past the rows of dresses and headed towards the aisle I had my eye on. As I was only allowed four pieces of clothing at a time, I made my little brother, Andy, stand outside the changing room so that he could run errands for me to get a different colour or another pair of pants. T-shirt or blouse. He was so obliging and didn't seem to mind running up and down with my requests. I would have to treat him to his favourite juice later. Finally, I had my choices reduced to six articles of clothing; two pairs of pants, two T-shirts and two blouses.

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It was Mum's turn. Before Mum bought any outfits for herself, she bought Dad two ties, a shirt and a T-shirt. She knew exactly what Dad wanted and she just walked to the men's department and made her choice so efficiently! I dragged Mum to a rack of blouses and suggested she try on a black ensemble that would look perfect on her for a dinner function. She smiled at my choice and gave the thumbs-up sign.

Once we were done, Mum paid for the purchases and we then left for lunch at one of the restaurants in the complex. As we left, the crowd was starting to build. Luckily we were such quick shoppers, we were done within three hours. It was not such a harrowing shopping day after all.

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is	head	do	have	reduce	see	will	know
	like	choose	smile	look			

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**MODUL AMAN JAYA GEMILANG SPM
2017**

SAMPLE PAPERS

PAPER 1 PAPER 2



PAPER 1

One Hour Forty Minutes.

SET 1**Section A: Directed Writing****[35 marks]****[Time Suggested: 45 minutes]**

It is Career Day in your school. Your teacher wants you to give a speech on some of the qualities students should possess if they want to fit into the working world.

Using the notes below about some essential qualities, write your **speech**.

<ul style="list-style-type: none"> • very important for an employee to have good qualities • employers would like to have qualified, skilled workers with good qualities 	
Qualities	Team spirit
<ul style="list-style-type: none"> • Sense of responsibility • Must take job seriously • Must show commitment 	<ul style="list-style-type: none"> • Must work together with others • Must have give-and-take spirit/be co-operative
<ul style="list-style-type: none"> • Good communication skills • Must reach out to others • A skill that can be learned 	
State another quality you think is important and give supporting details	

When writing your **speech**, you should remember to:

- greet the audience
- state the **purpose** of your speech
- use **all** the notes given
- give your own ideas when needed
- **end** your speech appropriately

Section B: Continuous Writing**[50 marks]****[Time Suggested: One hour]**

Write a composition of **about 350 words on one** of the following topics.

1. Describe an incident when you made a bad mistake and how you dealt with it.
2. "Traditional customs have no place in these modern days". How far do you agree?
3. Why are good family ties important?
4. Write a story about someone who decided to give up everything and work for the good of the poor.
Begin your story with: *It was last year when it happened. Suddenly Farid decided*
5. *A burnt child dreads the fire.*
Describe an experience when this was true for you.

SET 1

SECTION A

[15 MARKS]

[Time suggested: 25 minutes]

Questions 1-8 are based on the given stimuli. Study the information carefully and choose the best answer.

Discovery Walk

BadanWarisan Malaysia is organising its second discovery walk titled "This KUL City: Discover Brickfields" on June 13 from 8.30 a.m. to 12.30 p.m. the starting point is the MAB, JalanTebing, Brickfields. To register, visit www.badanwarisanmalaysia.org or visit BadanWarisan's Facebook page (Heritage Malaysia) for details, call 03-21449273 or email to badanwarisan.org.my

1. Complete the following details appropriately.

(i) Discovery Walk : This KUL City: DiscoverBrickfields

(ii) Date : June 13

(iii) Organiser :

(iv) For details : call or email

A MAB JalanTebing

B Heritage Malaysia

C BadanWarisan Malaysia

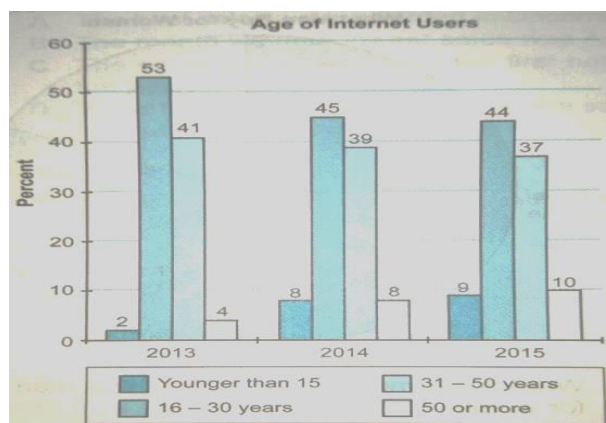
D MAB Brickfields

LILY FRESH DRINK

Keep refrigerated
After opening

2 . Which of the statements below best explains the product?

- A. You must finish the drink after opening the bottle
- B. You must keep the drink in a refrigerator before drinking it.
- C. You must keep the drink in a refrigerator after opening the bottle.
- D. You must open the bottle before keeping the drink in a refrigerator.

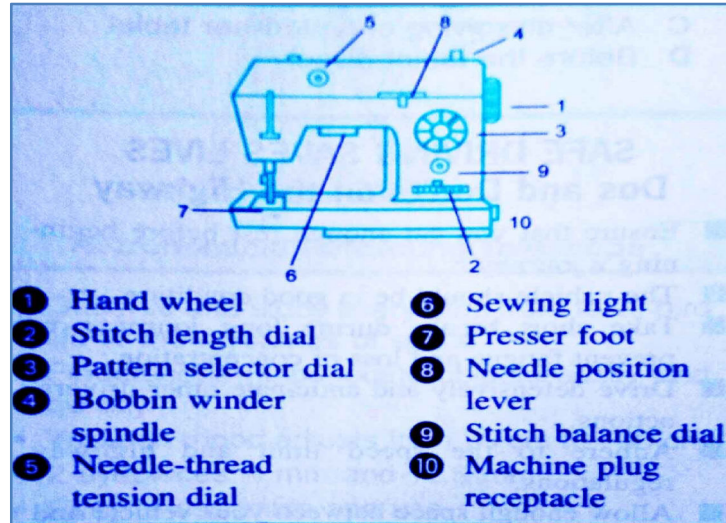


3. According to the bar chart above, those who spend the least time on the Internet are

- A. 50 years of age or above
- B. 31 -50 years of age
- C. 16 -30 years of age
- D. younger than 15 years of age

4. Which statement is true of the percentage of internet usage for those younger than 15 from 2013 to 2015?

- A. it remained unchanged.
- B. it increased steadily.
- C. it declined steadily
- D. it was fluctuating.



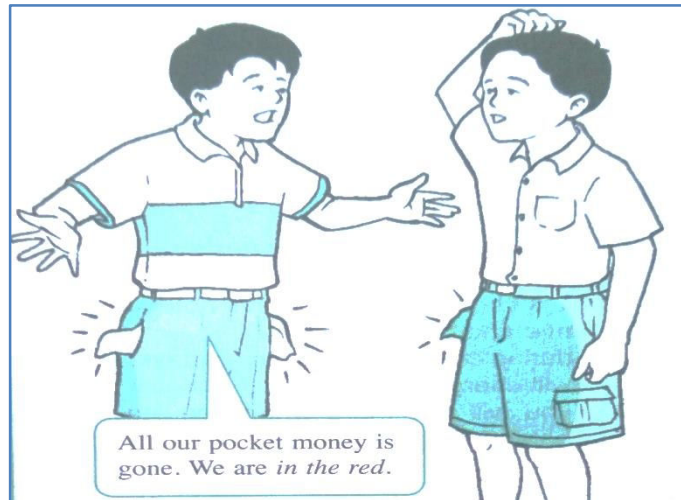
5. Which dial should be adjusted if the thread tension is too tight?

- A. Sewing light
- B. Pattern selector dial
- C. Needle position lever
- D. Needle-thread tension dial



6. The sign above warns you not to enter the area because

- A it is a dangerous place
- B it is a lonely place
- C it is dirty
- D it is dark



7. What did the boy mean when he said they were 'in the red'?
- A They had no more money.
 - B They were embarrassed.
 - C Their faces turned red.
 - D They dressed in red.

EARTH HOUR

In March, 24 cities participated in Earth Hour, an international campaign to encourage energy conservation. The purpose of this motor campaign is to encourage business communities and individuals to take the simple steps needed to cut their emissions on an on-going basis.

According to the organisers, their goal of reducing annual emissions worldwide by five per cent can easily be achieved if we turn off the electricity when we leave the office and our appliances when we leave the house.

NATURE LOVER

8. In the extract above, Nature Lover suggests that we
- A spend money to encourage energy conservation
 - B encourage business communities to donate money
 - C reduce emissions by five per cent annually
 - D turn off electricity when not in use

Question 9-15 are based on the following passage. Choose the **best** answer to be filled in the blanks

It is an amazing school-the school for street children. This is a school ____9____ children have to be rounded up from the streets and under bridges and given an education. This is also a school where the term 'education' has a broad meaning.

The principal says the school was opened in 2013 and it ____10____ street children who have lost their documents or those who have dropped out of the school system because of poverty. The focus ____11____ on character-building and caring for emotional needs while academic areas are also given due attention.

The principal of the school says that the staff ____12____ do not end when the last bell is rung. Their duties extend past school hours. The teachers are dedicated to ____13____ the children from as young as four to as old as nineteen regardless of ethnic background. The teachers are the students' guardians and protectors.

The teachers go ____14____ the city, looking for the children who need help. Sometimes, the teachers take some students home, especially during the festive season. One of the teachers ____15____ that the children do not get much affection and attention. Therefore, they make it a point to show them that each one of them is special. The teachers are really doing a great service to the street community.

9. A why
B what

C when
D where

10. A welcoming
B to welcome

C welcomes
D welcome

11. A is
B am

C was
D were

12. A roles
B duties

C actions
D sessions

13. A to educate
B educating

C educated
D educate

14. A around
B beside

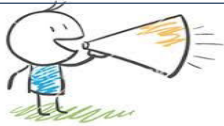
C over
D upon

15. A say
B said
C says
D saying

SECTION B
[10 MARKS]
[Time Suggested: 25 Minutes]

Questions 16-25

Read the advertisement below carefully. Then complete the mind map that follows.



SPEAKING EFFECTIVELY

Our slogan

'Speak like a pro now and always'

Think public speaking and many break into cold sweat,
feeling the fear and nervousness creeping in.
Public speaking need not be stressful or a cause for panic.

"I can assure you that the workshop delivers what it promises. I used to be shy about speaking in public. Now, I am a member of my school's debate team." - BEN

"I get cold feet even when I have to stand up to answer a question in class.
Now, I can face the class and talk confidently." RASHID

Join us in this exclusive

5-day workshop

Date : 14th- 18th November

Time : 9.00 am. 5.00 pm. daily

Venue : The Saujana, Kuala Lumpur

Course content:

- ✓ Organisation and prioritisation
- ✓ Listening and responding
- ✓ Expression and delivery

Registration fee:

- ✓ RM280.00 per participant (inclusive of course materials, lunch and tea breaks)
- ✓ Registration is on a first-come-first-served basis.

Sign up early for an early bird surprise!

Participants who complete the course will receive a Certificate of Participation!

Talk and Talk Co. Ltd.

Bukit Bintang

For further information contact us at 03-76717771

Speaking Effectively	
16 _____ workshop by _____	17. Slogan: _____
↓	↓
18. Date and time: _____	19. Venue : _____
↓	↓
Course content: 20 _____ Listening and Responding 21 _____	Registration fee: 22. _____ [inclusive of _____
↓	↓
Testimony provided by: 23 _____ members of _____ and 24 _____ - can talk _____	On completion of course, participants will receive a (25) _____ _____

SECTION C
[25 MARKS]
[Time Suggested: 50 Minutes]

Questions 26-31 are based on the following passage.

1	Tony Fernandes is synonymous with AirAsia. At the age of 36, he quit as vice-president of Warner Music Group in South East Asia and purchased, with three partners, ailing Malaysian airline AirAsia. As CEO, he has used a combination of low costs, low fares and an open and informal management style to turn it into Asia's biggest low-cost carrier.	
2	Tony is candid, friendly and outspoken. When he came up with the idea of purchasing the airline, he told his wife 'I really believe in this.' He felt there was a huge untapped market in Asia -millions of people wanted to fly but could not afford it. Here is Tony's account of his recipe for success.	5
3	Many friends cautioned me. They told me I would fail. I simply told them this: if I fail, I fail. At least I won't be sitting and saying, when I am 60 years old, "I should have tried".	10
4	Tony spends a lot of time speaking at schools, encouraging kids to pursue their own dreams. 'I tell them it can be done. Look at me, there's nothing special about me. You've just got to believe in yourself. You don't have to be connected to a politician. You don't have to have money. You just need to believe that you can go out there and do it.'	

5	'Dont be frightened of falling because then you'll never start and if you fail, try again,' he advises. At Warner, Tony had spent a fortune on Malaysian singer ZainalAbidin's second album which flopped. "That didn't stop me from pushing on with my work, my dreams.'	15
6	He is always delighted when he receives a lot of letters from people saying that he has inspired them, that they are going to try something different. 'That really spurs me on.'	
7	Don't be afraid of making mistakes. If you don't make mistakes, you'll never learn. But when you do mess up, be the first to admit it. Don't try to cover yourself. Once in a while I do this too. For example, when I insisted AirAsia fly from Kuala Lumpur to Penang four times a day, even though Malaysian Airlines flew the same route 12 times a day. He realised he couldn't compete against the buses. The buses pick you up and drop you off right in the middle of each city. They get people to Penang faster. With airlines, one has to go to the airport and then back 25 from the airport to the city. I just said, 'Sorry guys. I messed up. It's my fault, I was wrong. I even said sorry to my pilots when a merit system for awarding bonuses to pilots backfired. The pilots were unhappy and made no secret of it. They really appreciated my apologies.	20 25
8	As a manager, you have to be accessible. I talk to everyone _ my staff, our passengers, the media. If you just sit in your office, you don't know what is going on. Every day in the office, I set aside two hours to spend with the staff. I walk around, go to the baggage handling area, see what's going on, joke around. Accessibility helps you earn the confidence of people around you. It makes them feel they can talk openly and without fear. They should have the freedom to say 'This is wrong.' Being accessible means being open. At the end of the day, human relationships are about openness, trust and transparency.	30 35
9	When I was growing up, my parents wanted me to be a doctor like my father. After my failing in physics and chemistry due to zero work for my A levels, my parents realised they couldn't force me to do anything I didn't want to. My first love was always music and my dream was to own a record company. But I'm realistic. I knew I could never raise enough money to compete with the likes of Warner and Sony. So, no matter what you love, you've got to be a realist.	40
10	Also look beyond the money when you pursue something. It's nice to have money. I like the nice things money can buy. But I am not doing this for money. I was paid a fortune at Warner but I left. The big kick for me is using money to help others. There are a lot of smart people who never got the chance to go to school, so I sponsor cadet pilots. Money is just a by-product of what I do.	50
Adapted from Reader's Digest October 2004		

26. From paragraph 2, describe Tony's personality?

[1 mark]

27. From paragraph 2,

(a) what was Tony's statement when he informed his wife about buying the airline?

(b) why was he interested to buy the airline?

SECTION D
[20 MARKS]
[Time Suggested: 35 Minutes]

32. Read the poem below and answer the questions that follow

The Charge of the Light Brigade

Half a league, half a league
half a league onward, e
All in the Valley Of Death
Rode the six hundred.
“Forward, the Light Brigade!
“Charge for the guns!” he said
Into the valley of death
Rode the six hundred.

“Forward, the Light Brigade!”
Was there a man dismayed?
Not though the soldier knew
Someone had blundered.
Theirs not to make reply,
Theirs not to reason why,

Theirs but to do and die
Into the valley of Death
Rode the six hundred

Cannon to right of them,
Cannon to left of them
Cannon in front of them
Volleyed and thundered;
Stormed at with shot and shell
Boldly they rode and well,
Into the jaws of Death
Into the mouth of Hell
Rode the Six hundred

Alfred, Lord Tennyson

(a) Which lines in stanza 1 indicate that the soldiers were going surely to their deaths?

_____ [1 mark]

(b) In stanza 2, which word tells you that the soldiers knew there had been a mistake?

_____ [1 mark]

(c) Why do you think the poet repeats the word *death* many times in the poem?

_____ [1 mark]

(d) The poem tells us about the human cost of war. Suggest **two** lessons you have learned about war from this poem

Lesson 1 : _____ [1 mark]

Lesson 2: _____ [1 mark]

[5 marks]

[15 marks]

ANSWER SHEET FOR SECTION A

1 A B C D

2 A B C D

3 A B C D

4 A B C D

5 A B C D

6 A B C D

7 A B C D

8 A B C D

9 A B C D

10 A B C D

11 A B C D

12 A B C D

13 A B C D

14 A B C D

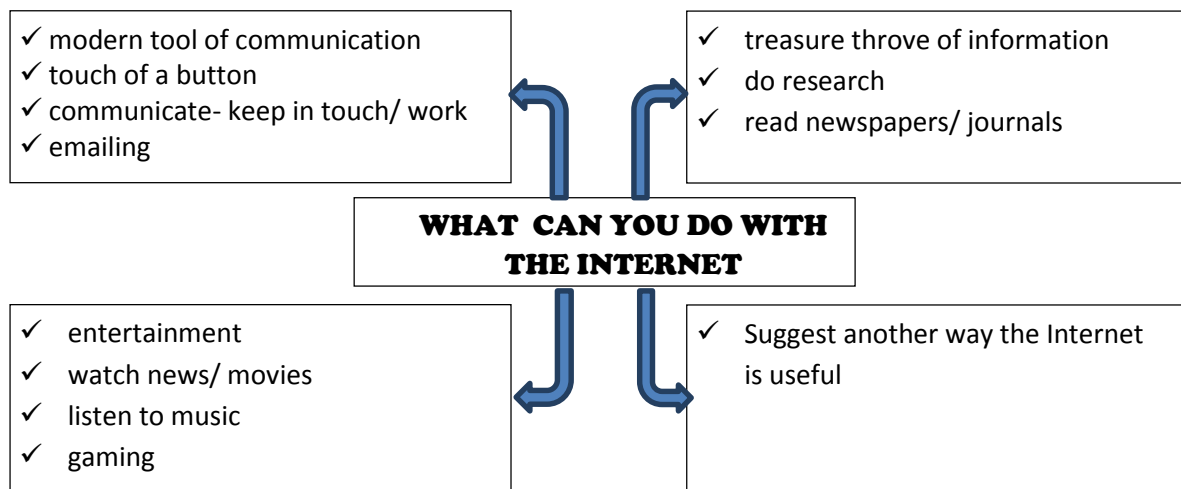
15 A B C D

PAPER 1

One Hand Forty Minutes.

SET 2**SECTION A: DIRECTED WRITING****[35 MARKS]****[TIME SUGGESTED: 45 MINUTES]**

Your school is having its Science and Technology week. As President of the IT Club, you have been invited to give a talk about the usefulness of the Internet. Use the points in the mind map below in your talk.



When writing your **talk**, remember to:

- ✓ greet the audience
- ✓ state the purpose of your talk
- ✓ use **all** the points given
- ✓ add relevant information/ suggestion when prompted

Note: For your talk, you will receive up to **15 marks** for the format and content points and up to **20 marks** for the quality of your writing.

SECTION B: CONTINUOUS WRITING**[50 MARKS]****[TIME SUGGESTED: ONE HOUR]**

Write a composition of **about 350 words on one** of the following topics.

1. Describe a gadget/ electronic device that you cannot live without and explain why.
2. The effects of cyberbullying are emotional and psychological. Do you agree?
3. Why are paper dictionaries better than portable electronic dictionaries?
4. Write a story about a boy who aided authorities in foiling a burglary attempt. Begin your story with "Rashid was watching a movie on his iPad..."
5. 'The future of schools.' Describe what you think schools would be like in the future.

SET 2

Section A

[15 marks]

An ambulance crew responding to an anonymous call today found a three-month-old baby girl who was snatched from her mother at a shopping mall. Paramedics who rushed there found Annie Sim abandoned at a hut. She was reunited with her parents at the Kuala Lumpur Hospital. Her mother, Cindy Mah, had earlier made a public plea for the baby's return. She was shopping when her baby was suddenly snatched by a woman.

- 1 Which would be the **most** suitable headline for this news report?
- A Baby Snatched
 - B Woman Lost Her Baby
 - C Baby Snatched at Mall Found
 - D Baby Snatched from Mother at Mall

Administrative Assistant

- Minimum SPM qualification required
- Must be computer literate
- Must possess pleasant personality and good interpersonal skills
- Proficient in English

Accounts Assistant

- Minimum SPM / LCCI
- Computer literate
- Proficient in English
- Has initiative & willingness to learn
- Self-motivated, responsible & hardworking
- Fresh graduates are encouraged to apply

Please send your application in writing to:

The Advertiser,
c/o Sam Publications (M) Bhd.,
No. 12, Jalan 12/2, Section 12,
46000 Petaling Jaya.

- 2 According to the advertisement, applicants for both posts must have the following **except**
- A SPM qualification
 - B computer knowledge
 - C proficiency in English
 - D a pleasant personality

CAUTION!

DO NOT STAND ON STEPS

- 3 The notice above is to warn passengers that it is
- A all right to stand on the steps
 - B excusable to stand on the steps
 - C dangerous to stand on the steps
 - D better for them to stand on the steps

CHILDREN'S CAMP

A children's camp will be organized by the Interact Club of TanjongMalim on 10 July. It is to help raise the standard of English among pupils from rural areas. Participants will spend an exciting and fun-filled weekend in Selesa Resort, TanjongMalim. Some of the activities are a treasure hunt, a quiz, telematches and a talentime contest. For further information, call: EncikSaufi 05-4585257

- 4 The main purpose of organizing the Children's Camp is to
- A promote Selesa Resort
 - B encourage children to participate
 - C help children improve their English
 - D let children get to know TanjongMalim

Men lose weight faster than women

A 16-month study looking at exercising for weight loss, with men and women completing an identical amount of exercise, showed that men, on average, lost 5.2kg while women lost nothing. According to researchers, it may due to an evolutionary effect. "Nature seems protective of women's role as child bearer and wants women to maintain adequate body fat for nourishing healthy babies. Hence, women are much more energy-efficient.

(Adopted from NST, April 6, 2011)

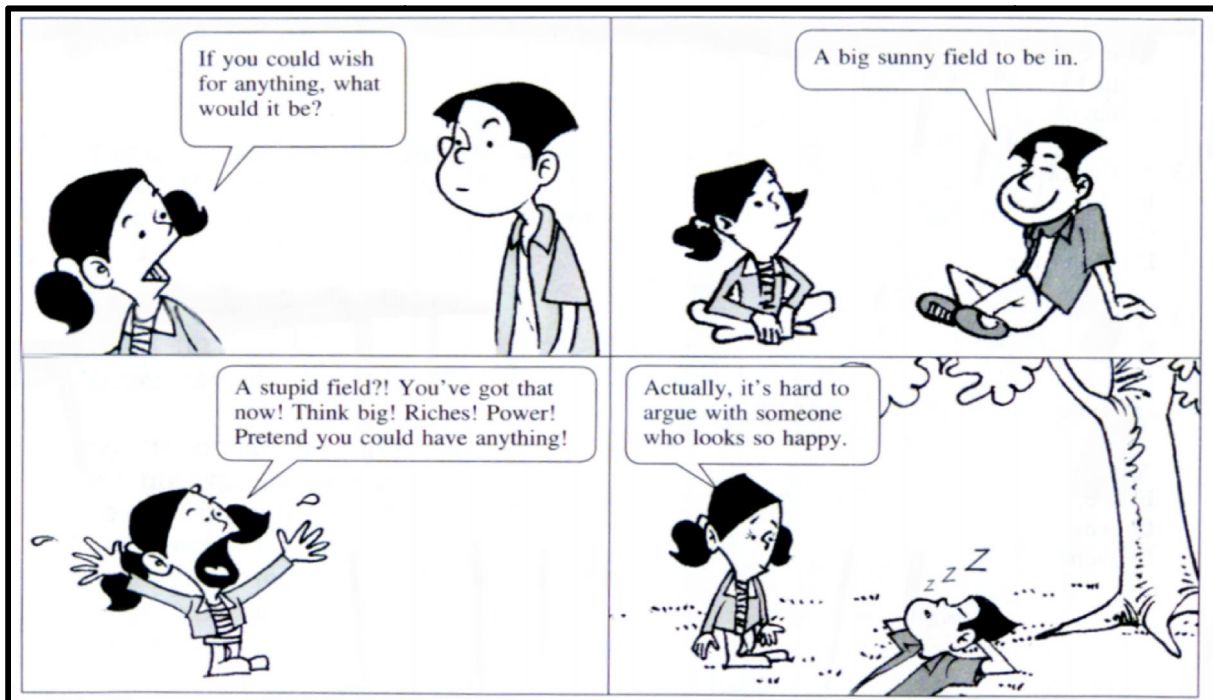
- 5 Based on the information above, men lose weight faster than women because
- A Women must have enough fat to nourish healthy babies
 - B Women are not efficient because they are child bearers
 - C Men are protective of women who are energy-efficient
 - D Men have more energy and strength to complete their exercise

<p style="text-align: center;">Room 1</p> <p>IXORA, Taman Razak Sri Desa, Kuchai Road. Single female, RM300. Call Dina 03-78839300</p>	<p style="text-align: center;">Room 2</p> <p>SUNWAY LAGOON Roommate needed urgently. RM160 – for students Anand 03-74132568</p>
<p style="text-align: center;">Room 3</p> <p>KENANGA APARTMENTS, BANDAR BARU SELAYANG Master bedroom, air-conditioned for Chinese bachelor / couple. RM500 Lim 012-8287733, 03-6927788, ext 221</p>	<p style="text-align: center;">Room 4</p> <p>Roommate for Malay male. Address: 478, Jalan 5/46, Petaling Gardens, PJ. RM250 Call Johan 03-78944478</p>

6. Sujeetha has just got her first job as a clerk in Kuala Lumpur. She is looking for an economical accommodation. Which of the above rooms would be most suitable for her?
- A Room 1
B Room 2
C Room 3
D Room 4

I could not believe my eyes. Beer cans and plastic bottles were everywhere. Loud music was blaring. They have cut down all the trees. We used to picnic under those trees. Thoughts of my happy childhood were replaced by this concrete jungle. This place would never be the same again.

- 7 From the extract above, how does the writer feel about what has happened to the place where she grew up?
- A Calm
B Upset
C Confused
D Indifferent



- 8 Based on the cartoon strip, we can say that the boy is
- A not greedy
 - B not intelligent
 - C slightly stubborn
 - D easily influenced

Questions 9 – 15 are based on the following passage. Choose the best answer to fill in each blank.

There are a number of child prodigies in Malaysia. A child prodigy is a child _____ (9) is very smart at an early age. He can do things that average people can _____ (10) do when they are adults. One of the most famous child _____ (11) was world-famous composer, Mozart. When he was six, his father was already _____ (12) him on concert tours to show off his son's talent. Another was Carl Friedrich Gauss, a mathematician. It is said that when he was three, he saw a _____ (13) his father had made when adding up the wage bills. Carl's father was very impressed by his son's discovery.

Not all child prodigies grow up to be successful _____ (14). Due to parental pressure, some commit suicide _____ (15) some rebel. One of them is Sofia Yusoff, who actually became a call girl to spite her family. Her family was very shocked to see the change in her.

- 9 A who
 B that
 C which
 D whose

- 13 A error
 B mistake
 C solution
 D weakness

- 10 A soon
 B only
 C gradually
 D eventually

- 14 A person
 B person's
 C people
 D people's

- 11 A prodigy
 B prodigy's
 C prodigies
 D prodigies'

- 15 A so
 B as
 C but
 D while

- 12 A take
 B takes
 C taking
 D took

Section B

[10 marks]

Questions 16 – 25

Read the information given in the brochure below and then answer the questions that follow.

SAMPIT VALLEY**Rail Coffee Shop**

This coffee shop has been operating at the Sampit Railway Station since 1938. Coffee, half-boiled eggs and toasted bread have been the staple food of passengers who alighted and others who waited to board the trains. Home-made *kaya* is the speciality here. Toasted bun has also now been introduced into the menu. The shop is currently run by the third generation of the Lim family who started the business.

Dragon Fruit Orchard

Red or white, succulent dragon fruits are a wonder. Farmers do not have to water them all the time. A walk around a dragon fruit orchard will show how well the plant thrives. They are simply delicious to eat as a dessert; rich in vitamins and minerals. Nowadays, the fruits are relatively cheap too. And there is, of course, the delicious dragon fruit cake to savour.

Thunder Mountains

Two mountains are worthy of mention at this place. One is GunungLembing, the highest point in Sampit Valley at 510 metres. It is one of the southernmost mountains in the Sempadan Range in Malaysia. The peak is an easy climb for those who like outdoor adventure. The other mountain is GunungSelimut, where one can enjoy a swim at the waterfalls. Of course, there is a resort and a playground at the foot of the mountain as well.

Kexin Organic Park

This organic agriculture park is located along the road to Air Putih. The park has a vegetable plantation, farm market, flower nursery and even a function hall. It also provides recreational activities for the whole family such as walking and bicycle tours, jogging and simple jungle trekking. There is even a park café where snacks such as sandwiches, fried noodles and popiah are sold. Admission into the park is free.

Twilight Bridge

This is indeed a beautiful antique bridge. The bridge, made entirely of wood, still stands as strong as when it was built 50 years ago. It connects the old town to the new town on the other side. There, one can find restaurants which serve the finest local cuisines. Tourists can walk along the Kumbang River for an educational tour and take photographs of the mesmerizing view.

Questions 16 – 20

For each of the descriptions given below, name one place where these people would go in Sampit Valley.

	Description	Place
16	Encik Kamal enjoys cycling along jungle paths.	
17	Mrs Chong loves to eat this special fruit as well as cakes made from it.	
18	Mr Whiteman enjoys mountain climbing during his free time.	
19	MrMuthu likes to eat toasted bun and drink coffee for breakfast.	
20	Miss Devi wants to take her students for a study trip.	

Questions 21 – 25

Complete the sentences below using the information given.

21 Customers enjoy eating at the Rail Coffee Shop which is famous for its

22 The dragon fruit is recommended to be eaten because it is

23 The English Language Society went to GunungSelimut for

24 Kevin and his family can enter Kexin Organic Park without paying because

25 The Twilight Bridge joins

Section C

[25 marks]

Questions 26 – 30

Read the passage below and answer the questions that follow.

1	Young water-ski champion AaliyahYoongHanifah hopes to inspire a new generation of capable girls. At 8. she became the youngest ever gold medallist in the SEA Games' 50-year history in 2011. For Aaliyah, age is just a number. Like a fish taking to water, the national water-skier started at the age of 6. Today at 13, she is Asia's No. 1 ranked Open Women tricks skier. She was recently listed in the Top 10 World Ranking for the Under-17 category in girls' tricks by the International Waterski Wakeboard Federation.	5
2	"I was 6 months old when my dad stood at the edge of the pool, counted one to three and simply threw me into the water," Aaliyah said with a giggle. She was five when HanifahYoong took her to a water-ski tournament at the Putrajaya Lake. Seeing the participants attempting so many different moves and tricks piqued her interest.it was only natural since her family 10 has a close affinity to water. Hanifah was involved in water-skiing in the 19905. He is now the Malaysian Waterski and Wakeboard Federation head coach and runs a water-ski operation in Putrajaya. Younger brothers, Alden, 10 and Adam, 8,are also water-skiers and fellow Sea Games competitors.	10
3	Aaliyah's tanned complexion is testimony to her passion and dedication towards the sport, 15 which she calls 'a physical necessity'. While pursuing her passion, she has suffered from muscle tears and a torn ligament in her knee. Still, winning the gold medal in 2011 at the SEA Games was the sweetest memory ever for the athlete. Her biggest dream now is to become a multiple world champion. As expected her success does bring pressure. She is expected to do better every time she goes into competition. She says that sometimes she worries but other times, she 20 doesn't really think about it and just does her best.	15 20
4	Aaliyah has plans to continue her water-skiing career till she's 60 or 90. She also hopes to train full-time in Florida and attend the Pickos Waterski and Wakeboard School at Santa Rosa Beach. She has other interests as well which she said are her distractions after spending so much time water-skiing. They are horse-riding, ice-skating, sprinting, playing volleyball, listening to rock music, playing the piano and reading. She plays classical music but listens to rock music. She is hoping to take up playing the electric guitar.	25
5	Aaliyah tries to get other people to join the sport via social media. Some became interested. People at her school are very supportive and they understand when she has to skip school. She gets online homework. Aaliyah looks up to French pro-water skier Clementine L. and American 1 water-skier Regina J. Most sportsmen don't finish school or go to the university but Regina is a professional water-skier and has a pharmacy degree, something for Aaliyah to look up to. As she says, "The key is to know how to balance both worlds. Only then can you go far.' She adds that the most important thing is to try new things, like a sport or a musical instrument. Find a goal and go for it. Achieve that dream and don't let anything get in the way.	30
	(Adapted from New Sunday Time July 2016)	35

- 26 From paragraph 1,
(a) what did Aaliyah achieve at the age of 8?

[1 mark]

- (b) How has Aaliyah been acknowledged at the international level recently for her achievements?

[1 mark]

27. From paragraph 2.

- (a) What does the phrase 'piqued her interest' mean with reference to Aaliyah?

[1 mark]

- (h) explain where this interest led her and the influence of her family on this interest.

[1 mark]

28. From paragraph 3,

- (a) what health problems has the athlete encountered when carrying out her sport routine?

[1 mark]

- b) what pressure does the athlete face with every competition she goes for?

[1 mark]

29. From paragraph 4,

- (a) what are Aaliyah's future plans?

[1 mark]

- (b) how does Aaliyah refer to her other interests? Why do you think she refers to them as such?

[1 mark]

30. 'The key is to know how to balance both worlds.'

What frame of mind do you think Aaliyah is in when she said these words? Give a reason for your answer.

Frame of mind: _____

Reason : _____

[1 mark]

31. Write a summary how Aaliyah started her career as a water skier, her beliefs and future plans.

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 (not in note form)
- use materials from line 1 to line 28
- not be longer than 130 words, including the 10 words given below

Begin your summary as follows: Aaliyah's interest in water skiing started from a young age.....

[15 marks]

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Section D

[20 marks]

32 Read the poem below and answer the questions that follow.

What Has Happened to Lulu?

<p>What has happened to Lulu, mother? What has happened to Lu? There's nothing in her bed but an old rag-doll And by its side a shoe.</p> <p>Why is her window wide, mother, The curtain flapping free, And only a circle on the dusty Where the money-box used to be?</p> <p>Why do you turn your head, mother, And why do the tear-drops fall? And why do you crumple that note on the fire And say it is nothing at all?</p>	<p>I woke to voices late last night, I heard an engine roar. . Why do you tell me the things I heard Were a dream and nothing more.</p> <p>I heard somebody cry, mother, In anger or in pain But now I ask you why, mother You say it was a gust of ram.</p> <p>Why do you wander about as though You don't know what to do? What has happened to Lulu, mother? What has happened to Lu?</p> <p style="text-align: right;">Charles Causley</p>
--	---

(a) What tone is expressed in Stanza 1?

_____ [1 mark]

(b) In Stanza 3, What two emotions are expressed by the persona's mother?

(i) _____

(ii) _____

[2 marks]

(c) What lesson can be sought from this poem? State a reason to support your answer.

Lesson: _____

Reason: _____

[2 marks]

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

Dear Mr. Kilmer - Anne Schraff
 Captain Nobody - Dean Pitchford
 Sing to the Dawn - Minfong Ho

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

Describe an event in the novel that **makes you angry** and give **your reasons** why. Write your answer with close reference to the text.

[illegible]

ANSWER SHEET FOR SECTION A

1 A B C D

2 A B C D

3 A B C D

4 A B C D

5 A B C D

6 A B C D

7 A B C D

8 A B C D

9 A B C D

10 A B C D

11 A B C D

12 A B C D

13 A B C D

14 A B C D

15 A B C D

SET 1 PAPER 1

MARKING SCHEME

SECTION A: DIRECTED WRITING

CONTENT: 15 marks
LANGUAGE: 20 marks
TOTAL: 35 marks

Content marks should be identified by the letter C followed by the content number.

- a) **FORMAT** - **3 marks**
b) **CONTENT** - **12 marks** (12 content points)

Award **1 mark** for the mere mention of the main idea.

•

- C1 - Sense of responsibility
- C2 - Must take job seriously
- C3 - Must show commitment
- C4 - Good communication skills
- C5 - Must reach out to others
- C6 - A skill that can be learned
- C7 - A skill that can be learned
- C8 - Must work together with others
- C9 - Must have give-and-take spirit/be co-operative C10
- C11 - State another quality you think is important
- C12 - give supporting details

LANGUAGE DESCRIPTIONS

Mark Range	Description of Criteria
A 19 – 20 Excellent	<ul style="list-style-type: none"> • Language is accurate except for first draft slips • No grammatical mistakes • Effective use of varied sentence structures • Vocabulary is sophisticated and precise • Spelling and punctuation are accurate • Paragraphs have unity and are well-linked • Style and tone are appropriate that suits the task required
B 16 – 18 Good	<ul style="list-style-type: none"> • Language is almost always accurate • Sentence structure is varied and interesting • Wide vocabulary • Spelling and punctuation are accurate • Paragraphs have unity • Appropriate tone and style
C 13– 15 Satisfactory	<ul style="list-style-type: none"> • Language is largely accurate • Simple structures are used without errors • Errors occur in complex sentences • Vocabulary is adequate • Spelling and punctuation are generally accurate • Written in paragraphs but ideas may not be linked • Appropriate tone and style
D 10– 12 Fair	<ul style="list-style-type: none"> • Language is sufficiently accurate • Patches of clarity when simple structures are used • Some variety in sentence structure • Adequate vocabulary but lacks precision • Spelling of simple words and punctuation are generally accurate • Paragraphs have some unity • Tone and style are sometimes appropriate
E 7 – 9 Unsatisfactory	<ul style="list-style-type: none"> • Meaning is never in doubt • Errors are sufficiently frequent and serious • Some simple structures may be accurate • Vocabulary is limited and simple but not precise • Spelling errors in difficult words • Paragraphs lack planning • Tone and style are inappropriate
U(i) 4 – 6 Poor	<ul style="list-style-type: none"> • Meaning is fairly clear • Many serious errors – mainly SWE (single word error) • A few simple structures are used correctly • Errors in spelling of simple words • Paragraphs may not be used • Tone and style hidden in density of errors

U(ii) 2 – 3	<ul style="list-style-type: none"> • Meaning is blurred • Some parts of the writing make little or no sense
U(iii) 0 – 1	<ul style="list-style-type: none"> • The writing makes no sense at all • Most parts of the writing are not written in English

**SECTION B: CONTINUOUS WRITING
IMPRESSION MARKING**

50 marks

Mark Range	Description of Criteria
A 46 – 50 Excellent	<ul style="list-style-type: none"> • Language is accurate except for first draft slips • No grammatical mistakes • Effective use of varied sentence structures • Vocabulary is sophisticated and precise • Spelling and punctuation are accurate and helpful • Paragraphs have unity and are well-linked
B 40 – 45 Good	<ul style="list-style-type: none"> • Language is almost always accurate • Sentence structure is varied and interesting • Wide vocabulary • Spelling and punctuation are accurate • Paragraphs have unity • Appropriate tone and style
C 34 – 39 Satisfactory	<ul style="list-style-type: none"> • Language is largely accurate • Simple structures are used without errors • Errors occur in complex sentences • Vocabulary is adequate • Spelling and punctuation are generally accurate • Written in paragraphs but ideas may not be linked • Appropriate tone and style
D 24 – 33 Fair	<ul style="list-style-type: none"> • Language is sufficiently accurate • Patches of clarity when simple structures are used • Some variety in sentence structure • Adequate vocabulary but lacks precision • Spelling of simple words and punctuation are generally accurate • Paragraphs have some unity • Tone and style are sometimes appropriate
E 16 – 23 Unsatisfactory	<ul style="list-style-type: none"> • Meaning is never in doubt • Errors are sufficiently frequent and serious • Some simple structures may be accurate • Vocabulary is simple and limited but not precise • Paragraphs may not be used

	<ul style="list-style-type: none"> • Tone and style are inappropriate
U(i) 10 – 15 Poor	<ul style="list-style-type: none"> • Meaning is fairly clear • Many serious errors – mainly SWE (single word error) • A few simple structures are used correctly • Simple words are spelt correctly • Paragraphs lack planning • Tone and style hidden in density of errors
U(ii) 6 - 9	<ul style="list-style-type: none"> • Meaning is blurred • Multiple word errors (MWE)
U(iii) 0 – 5	<ul style="list-style-type: none"> • Almost unrecognizable as pieces of English

**MARKING SCHEME
PAPER 2**

SECTION A

1	C	9	D
2	C	10	A
3	D	11	A
4	B	12	A
5	D	13	D
6	A	14	A
7	A	15	B
8	D		

SECTION B

16. 5-day workshop, Talk and Talk Co Ltd
17. Speak like a pro now and always
18. 14-18 November, 9.00 am. 5.00 pm. daily
19. The Saujana, Kuala Lumpur
20. Organisation and Prioritisation
21. Expression and Delivery

- 22. RM280.00, course materials, lunch and tea breaks
- 23. Ben school debating team
- 24. Rashid -with confidence
- 25. Certificate of Participation

SECTION C: QUESTIONS 26 – 30
(READING COMPREHENSION)

- 26. He was candid, friendly and outspoken.
- 27. (a) 'I really believe in this.'
(b) He felt that there was a huge untapped market in Asia where millions of people want to fly but could not afford it.
- 28. (a) If one is afraid of failure, one will never start out on anything.
(b) He pushed on with his work and his dreams.
- 29. (a) It could not compete with the buses which ply from Kuala Lumpur to Penang.
(b) He said he is sorry/He apologised for his mistakes.
- 30. We must always be realistic in pursuing our dreams. In wanting to achieve our dreams, it does not give us the power to go overboard with our wishes. Then we will fail to realise what we want.

Question 31 – Summary

Content : 10 marks

Language: 5 marks

Total: 15 marks

Content points for summary writing : (Mark up to 10 only)

- 1 he is a candid, friendly and outspoken person
- 2 believes that everything can be done
- 3 an ordinary guy who believed in himself
- 4 one should not be afraid of failing or one will never begin doing anything
- 5 One should not be scared of making errors
- 6 If one does not make mistakes, one will lose one's chance to learn
- 7 be brave to admit and apologise for one's errors
- 8 accessibility helps to earn the confidence of people around
- 9 one should be a realist
- 10 look beyond money when one pursues something
- 11 make use of the money that one gets by helping others

Question 31.**CHECKLIST FOR MARKING CONTENT****1** Introductory Words

- no penalty for omission
- no penalty for any errors made in them or for incompleteness

2 Length

- draw a double line where the introductory words end or should end
- count to **120** the numbers of words used **after** the double line
- draw another set of double lines after the 120th word

3 Marking Method

- number and circle each valid CONTENT point
- then assess the quality of writing for LANGUAGE (PARAPHRASE & USE OF ENGLISH)

Content - 10 marks

Language - 5 marks

Total - 15 marks

- awarding LANGUAGE marks : **add the marks** for PARAPHRASE and USE OF ENGLISH together and **divide by two**. Raise any half-marks to the nearest whole number.

$$\begin{array}{r|l}
 \text{e.g.: P} & 1 \\
 \hline
 \text{UE} & 1 \\
 \hline
 & 3/2 = 1\frac{1}{2}
 \end{array}
 \longrightarrow
 \begin{array}{r|l}
 \text{C} & 10 \\
 \hline
 \text{L} & 2 \\
 \hline
 & 12
 \end{array}$$

$$= 2$$

4 Sequence Errors

- withhold the mark for a point if it is wildly out of sequence
- do not penalise the points that then follow

SUMMARY CONTENT

Each Point Scores 1 Mark

Maximum: 10 marks

SECTION D

Question 32 : Poem – The Charge of the Light Brigade

- (a) valley of death
- (b) blundered
- (c) The poet foreshadows the death of the soldiers
- (d) Lesson 1: War causes unnecessary deaths and great suffering
Lesson 2: In war, mistakes cause human lives
(ACCEPT ANY SUITABLE ANSWER)

Question 33 – The Novel

Mark using impression method

Use the guidelines given.

- a. State the character(s) and the challenges face. [2 marks]
- b. State how the characters counter the challenges that come in their ways. [13 marks]

Total: [15 marks]

NOTE:

NO MARKS will be awarded IF:

- There is no understanding of the requirement task.
- The response is in language other than ENGLISH!
- If there is NO response.
- 1 mark will be awarded if the candidate mentions something about the novel.

SET 2 PAPER 1**MARKING SCHEME****SECTION A: DIRECTED WRITING**

CONTENT: 15 marks

LANGUAGE: 20 marks

TOTAL: 35 marks

Content marks should be identified by the letter C followed by the content number.

- a) **FORMAT** - 3 marks
 b) **CONTENT** - 12 marks (12 content points)

Award **1 mark** for the mere mention of the main idea.

•

- C1 modern tool of communication
- C2 touch of a button
- C3 communicate- keep in touch/ work
- C4 emailing
- C5 treasure throve of information
- C6 do research
- C7 read newspapers/ journals
- C8 entertainment
- C9 watch news/ movies
- C10 listen to music
- C12 gaming
- C13 Suggest another way the Internet is useful

LANGUAGE DESCRIPTIONS

Mark Range	Description of Criteria
A 19 – 20 Excellent	<ul style="list-style-type: none"> • Language is accurate except for first draft slips • No grammatical mistakes • Effective use of varied sentence structures • Vocabulary is sophisticated and precise • Spelling and punctuation are accurate • Paragraphs have unity and are well-linked • Style and tone are appropriate that suits the task required
B 16 – 18 Good	<ul style="list-style-type: none"> • Language is almost always accurate • Sentence structure is varied and interesting • Wide vocabulary • Spelling and punctuation are accurate • Paragraphs have unity • Appropriate tone and style
C 13– 15 Satisfactory	<ul style="list-style-type: none"> • Language is largely accurate • Simple structures are used without errors • Errors occur in complex sentences • Vocabulary is adequate • Spelling and punctuation are generally accurate • Written in paragraphs but ideas may not be linked • Appropriate tone and style
D 10– 12 Fair	<ul style="list-style-type: none"> • Language is sufficiently accurate • Patches of clarity when simple structures are used • Some variety in sentence structure • Adequate vocabulary but lacks precision • Spelling of simple words and punctuation are generally accurate • Paragraphs have some unity • Tone and style are sometimes appropriate
E 7 – 9 Unsatisfactory	<ul style="list-style-type: none"> • Meaning is never in doubt • Errors are sufficiently frequent and serious • Some simple structures may be accurate • Vocabulary is limited and simple but not precise • Spelling errors in difficult words • Paragraphs lack planning • Tone and style are inappropriate
U(i) 4 – 6 Poor	<ul style="list-style-type: none"> • Meaning is fairly clear • Many serious errors – mainly SWE (single word error) • A few simple structures are used correctly • Errors in spelling of simple words • Paragraphs may not be used • Tone and style hidden in density of errors

U(ii) 2 – 3	<ul style="list-style-type: none"> • Meaning is blurred • Some parts of the writing make little or no sense
U(iii) 0 – 1	<ul style="list-style-type: none"> • The writing makes no sense at all • Most parts of the writing are not written in English

SECTION B: CONTINUOUS WRITING**IMPRESSION MARKING****50 marks**

Mark Range	Description of Criteria
A 46 – 50 Excellent	<ul style="list-style-type: none"> • Language is accurate except for first draft slips • No grammatical mistakes • Effective use of varied sentence structures • Vocabulary is sophisticated and precise • Spelling and punctuation are accurate and helpful • Paragraphs have unity and are well-linked
B 40 – 45 Good	<ul style="list-style-type: none"> • Language is almost always accurate • Sentence structure is varied and interesting • Wide vocabulary • Spelling and punctuation are accurate • Paragraphs have unity • Appropriate tone and style
C 34 – 39 Satisfactory	<ul style="list-style-type: none"> • Language is largely accurate • Simple structures are used without errors • Errors occur in complex sentences • Vocabulary is adequate • Spelling and punctuation are generally accurate • Written in paragraphs but ideas may not be linked • Appropriate tone and style
D 24 – 33 Fair	<ul style="list-style-type: none"> • Language is sufficiently accurate • Patches of clarity when simple structures are used • Some variety in sentence structure • Adequate vocabulary but lacks precision • Spelling of simple words and punctuation are generally accurate • Paragraphs have some unity • Tone and style are sometimes appropriate

E 16 – 23 Unsatisfactory	<ul style="list-style-type: none"> • Meaning is never in doubt • Errors are sufficiently frequent and serious • Some simple structures may be accurate • Vocabulary is simple and limited but not precise • Paragraphs may not be used • Tone and style are inappropriate
	<ul style="list-style-type: none"> • Meaning is fairly clear

U(i) 10 – 15 Poor	<ul style="list-style-type: none"> • Many serious errors – mainly SWE (single word error) • A few simple structures are used correctly • Simple words are spelt correctly • Paragraphs lack planning • Tone and style hidden in density of errors
U(ii) 6 - 9	<ul style="list-style-type: none"> • Meaning is blurred • Multiple word errors (MWE)
U(iii) 0 – 5	<ul style="list-style-type: none"> • Almost unrecognizable as pieces of English

ANSWER SCHEME**PAPER 2 SET 2****SECTION A**

- | | |
|-----|------|
| 1 C | 9 A |
| 2 D | 10 B |
| 3 C | 11 C |
| 4 C | 12 D |
| 5 A | 13 B |
| 6 A | 14 C |
| 7 B | 15 D |
| 8 A | |

SECTION B

16. Kexin Organic Park
17. Dragon Fruit Orchard
18. Thunder Mountains
19. Rail Coffee Shop
20. Twilight Bridge
21. home-made kaya
22. rich in vitamins and minerals
23. hiking and swimming
24. the admission to the park is free
25. old town to the old town.

SECTION C

26. (a) She became the youngest ever gold medallist in the SEA Games' 50-year history in 2011.
(b) She was recently listed in the Top 10 World Ranking for the Under-17 category in girls tricks by the International Waterski & Wakeboard Federation.
27. (a) The expression means Aaliyah's interest in water skiing was stimulated.
(b) This interest led her to take up the sport seriously and her family who has a close affinity with water sports influenced her greatly.
28. (a) She has suffered from muscle tears and a torn ligament in her knee.
(b) She is expected to do better every time she goes into competition.
29. (a) She plans to carry on water skiing until a ripe old age and she plans to get further training in the United States.
(b) She refers to them as 'distractions' after her hours of training. They are referred to as 'distractions' in the good sense of the word as they are diversions or forms of relaxation for her from her strenuous training.
30. Frame of mind: She sounds calm and collected and knows her priorities.
Reason: She wants to do her best for her water skiing but at the same time she needs to have a profession she can rely on, that is, a balance of competitive sports and a career she can turn to in case of any unfortunate circumstances also other interests for relaxation.
31. Summary
Content : 10 marks
Language: 5 marks
Total: 15 marks

Content points for summary writing : (Mark up to 10 only)

Aaliyah's interest in water skiing started from a young age of five. She was inspired by what she witnessed at a water-skiing tournament and her family's connection with water sports. Her dedication and strong passion paid off in her winning a gold medal at the 2011 SEA Games. This was followed by international recognition and acknowledgement of her talents. She has strong self-confidence and hopes to become a multiple world champion. She takes the pressure that comes with every victory in her stride and focuses on doing her best. She relaxes by taking up other leisurely activities. She plans to water ski for a long time and to be able to train in the US. Being practical, besides being a water skier, she wants tertiary education or professional

Question 31.

CHECKLIST FOR MARKING CONTENT

1 Introductory Words

- no penalty for omission
- no penalty for any errors made in them or for incompleteness

2 Length

- draw a double line where the introductory words end or should end
- count to **120** the numbers of words used **after** the double line
- draw another set of double lines after the 120th word

3 Marking Method

- number and circle each valid CONTENT point
- then assess the quality of writing for LANGUAGE (PARAPHRASE & USE OF ENGLISH)

Content - 10 marks

Language - 5 marks

Total - 15 marks

- awarding LANGUAGE marks : **add the marks** for PARAPHRASE and USE OF ENGLISH together and **divide by two**. Raise any half-marks to the nearest whole number.

e.g.:

P	1
UE	1
3/2 = 1½	

→

C	10
L	2
12	

= 2

4 Sequence Errors

- withhold the mark for a point if it is wildly out of sequence
- do not penalise the points that then follow

QUESTION 32 : POEM – WHAT HAS HAPPENED TO LULU

(a) The tone expressed in the Stanza 1 is curiosity.

(b) i. Anguish ii. Loss

(c) Lesson: The importance of parent and child communication.

Reason: That Lulu ran away, leaving only a note suggests that she did not feel comfortable talking to her mother about whatever problems she had.

QUESTION 33 – THE NOVEL

Mark using impression method

Use the guidelines given.

- | | |
|---|------------|
| a. State an event that makes you angry | [2 marks] |
| b. State how the characters counter the challenges that come in their ways. | [13 marks] |

Total:	[15 marks]
---------------	------------

NOTE:

NO MARKS will be awarded IF:

- There is no understanding of the requirement task.
- The response is in language other than ENGLISH!
- If there is NO response.
- 1 mark will be awarded if the candidate mentions something about the novel.

MODUL AMAN JAYA GEMILANG SPM
2017

INFORMATION TRANSFER



INFORMATION TRANSFER SET 1

Read the following the newspaper report and complete the graphic organiser that follows.

KILLER DOGS SHOCK SETTLERS

BESUT: For two months, FELDA Temang settlers have been puzzled over the disappearance of their livestock at the oil palm plantation in the settlement.

They put the blame on panthers, which had been spotted by hunters at a nearby jungle about a year ago but it was not the panthers that did the killing.

The settlers were dumbfounded when but when they discovered that the culprit was a pack of dogs.

The dogs have been attacking cattle, especially calves. So far, some 80 cattle have died, causing losses of up to RM 50,000.00.

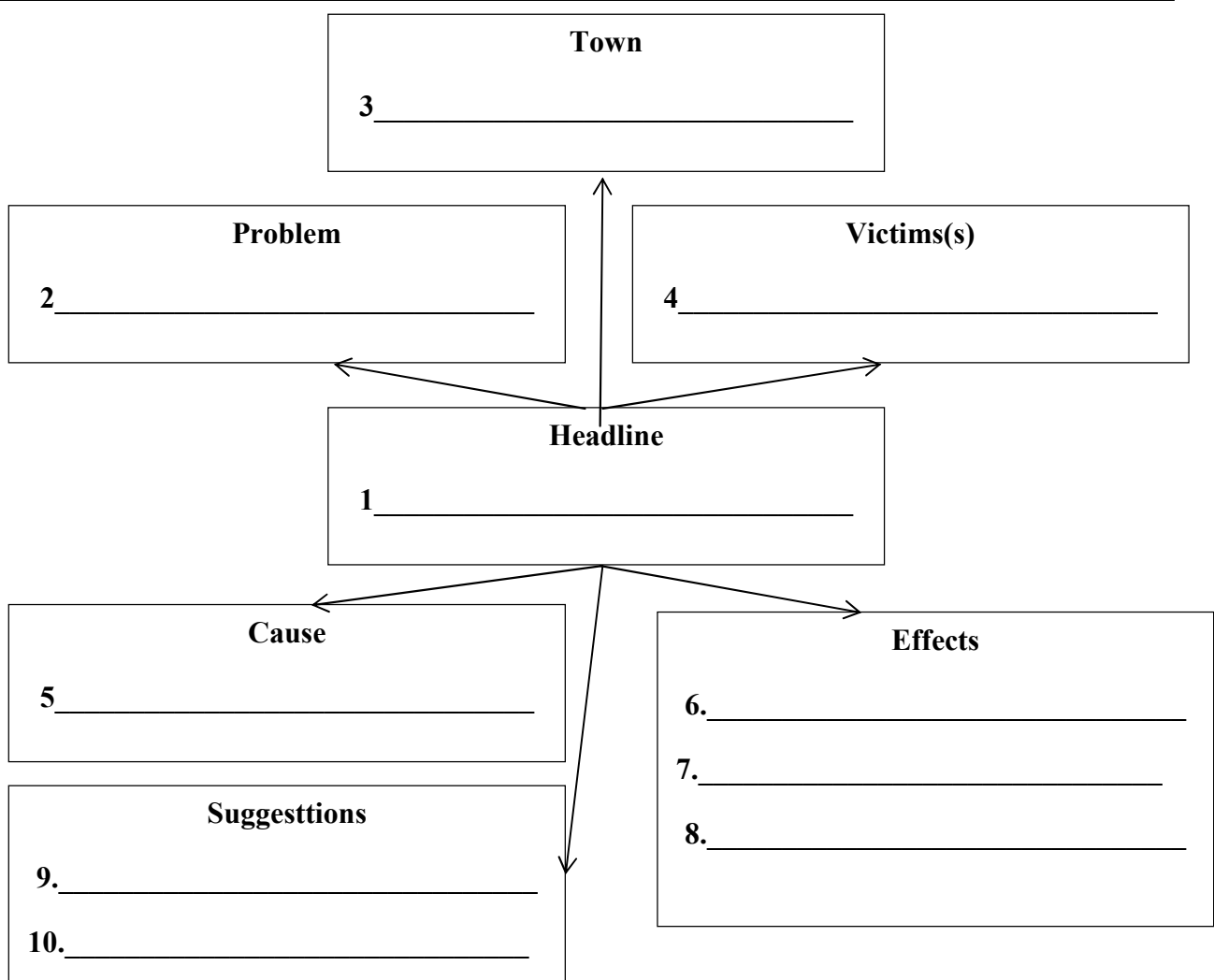
The settlers are also worried about their own safety. Some 30 of them are staying home for fear of being attacked by the dogs.

One settler, MohdHaikalRamli, who witnessed his calf being attacked last week, said he was afraid that the pack would attack humans. Haikal, 45, said the dogs should be eliminated at once.

Another settler, HamirulAsraf, 58, said he lost 12 of his calves to the dogs.

“Our only hope is that the authorities would do something,” he said.

(Adapted from *The Star*, 6 May 2009)



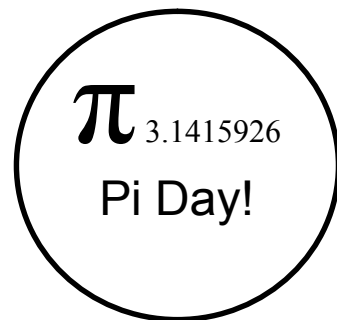
INFORMATION TRANSFER SET 2

Questions 16 – 25

Read the notice below and answer the questions that follow.

What is Pi?

Pi or π is the ratio of a circle's circumference to its diameter which comes out to roughly 3.14. March 14 is designated as Pi day, a fun day to celebrate both Pi and its yummiest namesake, pie.



Why March 14?

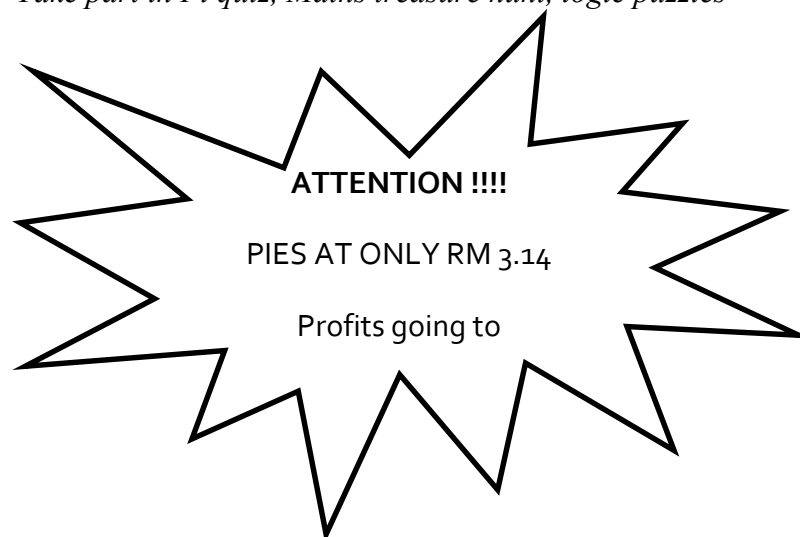
It is celebrated on March 14 which corresponds with the first three digits of π (3.14). It is to commemorate the importance of mathematics in our daily lives. The date (3.14) which is how Pi is recognised, also happens to be the birthday of the 20th century's most influential physicist – Albert Einstein!

History

Pi is almost 4,000 years old. The first person to actually calculate Pi mathematically was one of ancient world's most brilliant mathematicians, *Archimedes*. The fascination with calculating this elusive number accurately has continued since then. But so far, no one has been able to crack the code.

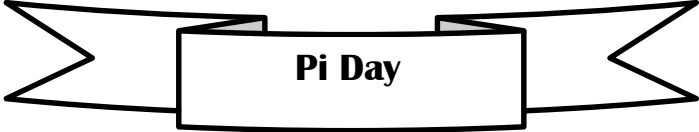
SPECIAL EVENTS

- *Enjoy Pi lectures and Pi exhibition*
- *Participate in Pi Parade and receive a free slice of pie*
- *Take part in Pi quiz, Maths treasure hunt, logic puzzles*



Questions 16 – 25

Using the information from the article and complete the table below.

<div>π Pi</div>		
Definition	1. _____	
Age	2. _____	
<div>A banner with the text "Pi Day" in the center, flanked by decorative ribbon-like shapes.</div>		
Date	3. _____	
Aim	4. _____	
Activities	Outdoor	5. _____
		6. _____
	Indoor	7. _____
		8. _____
Pastry for sale	Purpose	9. _____
	How to get complimentary pastry	10. _____

INFORMATION TRANSFER

SET 3

THE ROLE OF CIVIC ORGANISATIONS

Why are some countries more successful than others? One factor is the role of civic organisations in society. A country is usually weak when the people depend totally on the government to do everything for them. In other words, there is little that they can do for themselves.

In a country where there are many civic organisations sometimes called NGOs (non-government organisations), the people are more independent, outspoken and enterprising.

Here are several civic organisations and an outline of their aims and activities:

The Chamber of Commerce

This organisation brings together businessmen, big and small, and provides them a platform to meet and discuss business issues with government leaders. Among its activities are organising visits to other countries to encourage foreign investment in Malaysia.

Benevolent Club

This is a club which brings together people who wish to create an awareness of the needy in society. The Benevolent Club has built help centres for the disabled as well as raised funds to help victims of disasters.

The Bright Foundation

The Bright Foundation offers scholarships to students of exceptional abilities. They are given the financial support to attend the best schools in the country. So far, more than 1,200 students have been financed to attend residential schools.

The National Science Trust

The National Science Trust (NST) has been set up to finance and encourage young scientists. Any young scientist with new ideas can apply to the NST for up to RM50,000 to finance his/her research. So far, the NST has spent more than RM20 million in funding young scientists and their new ideas.

National Crime Prevention Organisation

The National Crime Prevention Organisation investigates the causes of crime and organises programmes to boost public support for crime prevention. Among other things, it helps to set up vigilante groups in high-risk neighbourhoods.

The above are just some ways in which civic action groups can play a part in building a stronger country. For more information on civic action groups in your country, go to www.civicaction.org.my

Questions 1-10

Based on the descriptions given, complete the following table.

Names of Organisation	Aims	Examples of Activities
The Chamber of Commerce	1. _____	2. _____
3. _____	To create an awareness of the needy in society	4. _____
5. _____	To support students of 6 exceptional abilities	6. _____
The National Science Trust	7. _____	RM20 million spent in financing young scientists and their ideas
8. _____	To prevent crimes by raising public awareness	9. _____
For further information on civic organisations in your country go to: 10. _____		

10 marks

INFORMATION TRANSFER
ANSWER SCHEME
SET 1

1	Killer Dogs Shock Settlers
2	disappearance of their livestock
3	Besut
4	cattle/ calves
5	(a pack of) dogs
6	losses of up to RM 50,000.00
7	settlers are worried about their own safety
8	staying home for fear of being attacked by the dogs / afraid that the dogs would attack humans / 80 cattle have died * 21 – 23 choose any 3 (interchangeable)
9	the dogs should be eliminated at once
10	the authorities will do something * 24 – 25 interchangeable

SET 2

1	ratio of a circle's circumference to its diameter
2	<u>almost</u> 4000 years old
3	14 March
4	To commemorate the importance of mathematics in our daily lives
5 6	Pi Parade Maths treasure hunt • Interchangeable
7	Pi lectures
8	Pi quiz Pi exhibition logic puzzles • interchangeable- choose any two.
9	donate to charitable organisation
10	<u>participate</u> in Pi Parade

SET 3

1	To provide a platform for businessmen to come together
2	Organise visits to other countries to encourage foreign investment in Malaysia
3	The Benevolent Club
4	Built help centres for the disabled/ raised funds to help victims of disasters
5	The Bright Foundation
6	Helped students attend residential schools
7	To finance and encourage young scientists
8	The National Crime Prevention Organisation
9	set up vigilante groups in high-risk neighbourhoods
10	www.civicaaction.org.my

READING COMPREHENSION

SET 1

Read the passage carefully and answer the following questions.

- 1 Jodap, a tribesman who lived deep in the jungles of Borneo, waited patiently in the bushes. He had set up a trap, and he was hunting for food. Soon enough, a loud ‘snap’ was heard. Jodap got up gently and moved quietly to his trap. A mouse deer was seen struggling and crying in pain. The trap was laced with poison from a secret blend of jungle plants. The poison slowly suffocated the animal, and it did not take long before the animal was completely paralysed and died. Jodap broke into a smile. He had caught enough to last his family a week. With the help of his son, they carried their catch across mountainous terrain to get back to their village. The journey was tedious 5-kilometre trail. We were huffing and puffing. Jodap and his son had to make frequent stops for us to rest. We were made the laughing stock of his village. 5 10
- 2 When it came to dinner time, we were told to sit in the living room of his wooden house. It was decorated with no more than a mat made from bamboo. The mat had tribal patterns and colours. Meanwhile, Jodap’s wife was seen preparing the day’s catch and some vegetables grown from their farm. Jodap sat with us and was seen to be content. He instructed his son to bring in some bricks so his mother could put the food on the bricks. Soon after, the food was ready and we started our feast. We were very hungry as we did not eat much for lunch. We shared what Jodap ate when we were out hunting with him. 15
- 3 Jodap shared his stories with us after dinner. He told us the times when was young, he did not need to travel far to hunt. However, times were changing and life was getting difficult for them. As years went by, he had to travel further out into the jungle to hunt and **forage** for food. He was the man of the family, and he just wanted to provide a comfortable life for his family. I could see the stress in his eyes, and the worry for the days ahead. How would life be for his son, or his grandson? Jodap said he would send his son to the smaller towns in the future for schooling. But he would not force him to stay and finish his studies if he wished return to the village. This was the way of life that they all knew. He did not have any other skills useful to a modern society and that was one reason why he was reluctant to move. 20 25
- 4 Before we said our goodbyes to Jodap, I gave him a photograph of our hunting trip of us posing with his catch and a photograph of his family. He was delighted and I could see his eyes tearing up. All his life, he had never had a photograph of his family. He smiled warmly. Then he hugged and thanked each every one of us, and told us we were welcomed to visit him anytime. I left, touched and awed by how these tribesmen lived. They lived with the utmost basic of things, yet they were very contented with what they had. Their family and their forest were everything to them. 30 35

26. From paragraph 1
(a) Why did Jodap set up a trap?

[1mark]

- (b) How did Jodap's poison work on the animal?

_____ [1 mark]

27. From paragraph 1, which sentence suggests that the writer was out of breath?

_____ [1 mark]

28. From paragraph 2, what was Jodap's wife doing while the writer was in the living room?

_____ [1 mark]

29. From paragraph 3,

- (a) How was hunting different for Jodap now as compared to the years before?

_____ [1 mark]

- (b) The word 'forage' in line 23 can be replaced with

_____ [1 mark]

- (c) How did Jodap feel about his future?

_____ [1 mark]

30. (a) From paragraph 4, why do you think Jodap was emotional over the photographs?

_____ [1 mark]

- (b) In your opinion, state whether you agree or disagree with Jodap's view on schooling. State your reason why you agree or disagree.

Opinion: _____

Reason: _____ [2 marks]

[illegible]

READING COMPREHENSION

ANSWER SCHEME

SET 1

- 1 (a) Because he was hunting for food.
(b) It would suffocate and paralyse the animal which would slowly die.
 - 2 Line 9 - "We were huffing and puffing."
 - 3 Jodap's wife was preparing the day's catch and some vegetables from their farm.
 4. (a) Now Jodap felt that he had to travel deeper into the jungle to hunt for food.
(b) search / look
(c) Jodap felt stressed and worried about his future.
 5. (a) He was touched as he had never had a photograph of his family.
(b) Opinion : Agree / Disagree.
- Reason : Accept any suitable answer.
6. Summary

SUMMARY CONTENT

Each Point Scores 1 Mark**Maximum: 10 marks**

1. They walked 5 kilometres back to the village.
2. He was huffing and puffing.
3. The writer and Jodap sat in the living room, while waiting for dinner.
4. Jodap's wife cooked dinner for them.
5. They ate what they had hunted
6. Jodap told the writer about his younger days when hunting was easy.
7. He felt that life was getting difficult.
8. He had to go deeper into the jungle to hunt and find food.
9. He was worried about how to give a more comfortable life to his family.
10. He was stressed and worried about his son and his future generations.
11. He felt that it was alright for his son to stop schooling and stay in the village.
12. He did not have any skills suitable for a modern life.
13. He did not want to live in the towns

<u>Marks</u>	Content	10 m
	Language	5 m
	Total	15 m

**MODUL AMAN JAYA GEMILANG SPM
2017**

**THE LIVING PHOTOGRAPH
CHARGE OF THE LIGHT BRIGADE
POISON TREE
WHAT HAPPENED TO LULU**

POEMS



SECTION D: LITERATURE

POEMS

The Living Photograph	The Charge of the Light Brigade	What Has Happened to Lulu?	A Poison Tree
A. Who * The answer must be person/people			
1. Who is the persona in the poem? <i>Grandchild</i> 2. Who does “she” refer to in stanza 3? <i>Grandmother</i> 3. Who went to the “awful place”? <i>Grandmother</i>	1. Who gives the order to the brigade in stanza 2? <i>The commander</i> 2. Who made “the blunder”? <i>The commander</i>	1. Who is the persona? <i>Lulu’s sibling / Lulu’s brother / Lulu’s sister</i> 2. Who ran away? <i>Lulu</i> 3. Who crumpled the note? <i>Lulu’s mother</i>	1. Who eats the apple? <i>The persona’s foe</i> 2. Who died in the end? <i>The persona’s foe</i>
B. Where * Answer must refer to place			
1. Where did the grandmother go? <i>Awful place / Somewhere unknown, unthinkable</i>	1. Where were the soldiers going? <i>Into battle / War</i> 2. Where were the cannons? <i>To the left, right and front of the soldiers</i>	1. Where was the money box kept? <i>Shelf</i>	1. Where did the persona’s foe die? <i>Beneath the tree</i>
C. Why * Answer must give reason			
1. Why was the “small” grandmother tall in the photograph? <i>She was not hunched</i>	1. Why do the soldiers “not to make reply and not to reason why”? <i>They have to follow order without questioning / They have to do and die</i>	1. Why does the mother crumple the note? <i>She is angry / sad / disappointed</i>	1. Why is the persona able to forget his anger towards his friend? <i>Because he tells his friend about his anger and deals with it.</i>

2. In stanza 3, why is the smile “still living and breathing”? <i>Because she is alive in the persona’s memory although she has died</i>		2. Why is the curtain flapping free? <i>Because the window is wide open.</i>	2. Why does the enemy sneak into the garden at night? <i>To steal the apple.</i>
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D.What
* Answer must related to nouns

1. What is the persona’s grandmother wearing? <i>White shirt/pleated skirt/flat shoes</i>	1. What is the name of the brigade? <i>Light Brigade</i>	1. In stanza 4, what had caused the persona to wake up that night? <i>Voices / The roar of the engine</i>	1. What grew both day and night? <i>Tree / Hatred / Anger</i>
2. What is the persona looking at? <i>Photograph</i>	2. What are the soldiers riding? <i>Horses</i>	2. In stanza 1, what is found on the bed? <i>An old rag doll</i>	2. What made the enemy die? <i>The poisonous apple</i>
	3. What weapons were the enemy using? <i>Cannons</i>		
	4. What was “the blunder”? <i>A wrong command</i>		

E.Word
Phrase
Line

1. In stanza 2, which word shows that the grandmother became small? <i>Hunched.</i>	1. In stanza 2, which word shows that the command was a mistake? <i>Blundered</i>	1. In stanza 4, which word describes a very loud sound? <i>Roar</i>	1. In stanza 1, which word shows “great anger”? <i>Wrath</i>
2. In stanza 2, which phrase shows that the grandmother became small?	2. In stanza 2, which line tells you the soldiers were not scared?	2. Which phrase in stanza 3, suggest the mother is crying? <i>The tear-drops fall</i>	2. Which line shows that the persona pretends that he is friendly with his enemy?

<p><i>Round and hunched.</i></p> <p>3. In stanza 2, which line shows that the grandmother became small? <i>Line 10 - Her back round and hunched.</i></p> <p>4. Which line in stanza 2 shows the grandmother is forgetful? <i>Line 11 - Her soup forgot to boil</i></p>	<p><i>Line 11 – Not though the soldiers knew</i></p>	<p>3. Which line in stanza 3, suggest the mother is crying? <i>Line 10 – And why do the tear-drops fall</i></p>	<p><i>Line 7 – And I sunned it with smiles</i></p> <p>3. Which line in the poem shows that the persona plans cunning tricks? <i>Line 8 – And with soft deceitful wiles</i></p>
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<p>F. Possible questions to show opinions – a) In your opinion, ... b) Why do you think, ... c) What do you think of, ... d) How would you describe, ... e) Do you agree / disagree, ... f) Would you ... if ... h) How do you think, ...</p>			
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<p>1. <i>She went to the awful place grandmothers go.</i> Do you agree it is an awful place? Give a reason for your answer. <i>Yes, because it is where dead people go.</i></p> <p>2. Do you think the persona misses her grandmother? Why? <i>Yes, because she always looks at the photo of her grandmother.</i></p> <p>3. How do you think the persona keep the memory of her dead grandmother alive?</p>	<p>1. What do you think happened to all the 600 soldiers? <i>They all died.</i></p> <p>2. If you were a soldier, would you follow a command which is a blunder? Give reason to support your answer. <i>Yes, that is a duty of a soldier.</i> <i>No, I don't want to die.</i></p>	<p>1. In your opinion, why does the mother crumple the note? <i>Because she is sad / disappointed / angry</i></p> <p>2. What do you think of Lulu's action running away from home? Explain. <i>I think it is wrong to do that because it will hurt your family's feeling.</i></p> <p>3. How would you describe the mother's feeling, when Lulu ran away from home?</p>	<p>1. Why do you think the persona did not tell his foe about his wrath? <i>He was very angry / He couldn't anticipate his foe's reaction / Any other acceptable reason.</i></p> <p>2. In your opinion, what is the idea suggested by "watered" and "sunned"? <i>Anger is compared to a tree which can be nurtured by water and the sun.</i></p>
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Looking at the photograph		Angry / disappointed / sad / worried	
G. Word Reference			
<p>1. In stanza 1, where does “there” suggest? <i>In the photograph</i></p> <p>2. In stanza 1, what does the word “mine” refer to? <i>The persona’s hand</i></p>	<p>1. In stanza 3, who does “them” refer to? <i>Soldiers</i></p> <p>2. Who is “he” in stanza 1? <i>The commander</i></p>	<p>1. In stanza 1, what does “its” refer to? <i>Old rag-doll / bed</i></p> <p>2. Who is “I” in the poem? <i>The persona / Lulu’s sibling</i></p>	<p>1. In stanza 2, what does “it” refer to? <i>Anger / wrath</i></p>
H. Situation based			
<p>1. Some of our loved ones have died. How do we keep their memories alive? Suggest two ways. Suggestion 1: <i>Keep their favourite things.</i> Suggestion 2: <i>Talk fondly about them.</i></p> <p>2. Your old grandmother is dying. What would you do to make her last days memorable? Suggest one way and give a reason. Action: <i>Spend more time with her.</i> Reason: <i>That would make her happy.</i></p>	<p>1. Teenagers nowadays lack the spirit of patriotism. Suggest two ways to instil patriotism among teenagers. Suggestion 1: <i>Singing the national anthem.</i> Suggestion 2: <i>Obey the rules and laws of the country.</i></p> <p>2. Do you think that war is necessary? Give a reason for your answer. <i>Yes, because a powerful country can get wealth and property through war.</i> <i>No, because innocent people will die from it.</i></p>	<p>1. Lulu has left home. Imagine you are Lulu’s younger brother, what would you say to Lulu to persuade her to return? Give two points. Point 1: <i>Lulu, mother is very sad. Please come back.</i> Point 2: <i>Lulu, we must be ready to forgive and forget.</i></p> <p>2. If you are very angry with your parents, what would you do to calm yourself? Give a reason for your action. Action: <i>Enjoy myself by watching movies with friends</i> Reason: <i>It can reduce my anger and forget what has happened.</i></p>	<p>1. Why do you think that sometimes it is hard to tell our wrath to our foes? Give two reasons. Reason 1: <i>They may get angrier.</i> Reason 2: <i>They may use words that make us angrier than before.</i></p> <p>2. What would you do if you have a misunderstanding with your friend? Why? Action: <i>Try to talk nicely to him / her.</i> Reason: <i>To avoid further argument.</i></p>

**MODUL AMAN JAYA GEMILANG SPM
2017**

**THE LIVING PHOTOGRAPH
CHARGE OF THE LIGHT BRIGADE
POISON TREE
WHAT HAPPENED TO LULU**

POEMS



A Poison Tree

I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I water'd it in fears,
Night & morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole.
When the night had veiled the pole;
In the morning glad I see,
My foe outstretch'd beneath the tree.

Stanza 1

1. How did the persona deal with a friend when he was upset with him/her?
_____ (1 mark)
2. a) Which phrase in the first stanza shows that the persona became angrier?
_____ (1 mark)
- b) Why do you think the persona became angrier?
_____ (1 mark)
3. Do you think this is the right thing to do? Give a reason for your answer?
_____ (1 mark)

Stanza 2

4. What are the results of the persona getting angrier?

_____ (2 marks)
5. How did he hide his anger?
_____ (1 mark)
6. Which phrase shows that the persona was planning for revenge?
_____ (1 mark)
7. The persona is trying to get back at his enemy. Advise the persona.

_____ (2 marks)

Stanza 3

8. Which phrase shows that the persona took some time to plan his/her revenge?
_____ (1 mark)

9. What did the persona use to trap the enemy?
_____ (1 mark)
10. Which word in the stanza means 'saw'?
_____ (1 mark)
11. Why did the apple attract the enemy's attention?
_____ (1 mark)
12. The persona said that the enemy would want to steal the apple. Why?
_____ (1 mark)

Stanza 4

13. Which word here shows the persona's enemy's bad intention?
_____ (1 mark)
14. What does 'the pole' refer to?
_____ (1 mark)
15. a) What do you think the enemy did with the apple?
_____ (1 mark)
- b) How do you think the poem ended?
_____ (1 mark)

Answer scheme

The Poison Tree

1. He talked to his friend.
2. a) (my) wrath did grow
b) because the persona did not tell his enemy why he was angry
3. Yes/No
Reason: Any acceptable reason
4. He became afraid and sad
5. He sunned it with smiles/ He pretended everything was all right
6. (with soft) deceitful wiles
7. Any acceptable advice
8. (both) day and night
9. an apple
10. beheld
11. the apple shone
12. because the enemy knew it belonged to the persona
13. stole
14. the (apple) tree
- 15 a) the enemy ate it (or any other possibilities)
b) the enemy died (or any other possibilities)

The Living Photograph

My small grandmother is tall there,
Straight back, white, broderieanglaise shirt,
pleated skirt, flat shoes, grey bun,
a kind, old smile round her eyes.
Her big hand holds mine,
white hand in the black hand.
Her sharp blue eyes look her own death in the eye.

It was true, after all, that look.
My tall grandmother became small.
Her back round and hunched.
Her soup forgot to boil.
She went to the awful place grandmothers go.
Somewhere unknown, unthinkable

But there she is still,
In the photo with me at three,
The crinkled smile is still living, breathing.

Jackie Kay

Stanza 1

1. a) What does 'there' refer to? _____ (1 mark)
- b) How many people were there? _____ (1 mark)
- c) Why do you think the writer's 'small grandmother' is 'tall' in the photo? _____ (1 mark)
2. List two items 'grandmother' wears?
 - a) _____ (1 mark)
 - b) _____ (1 mark)
3. What does 'a kind, old smile round her eyes' mean? _____ (1 mark)
4. Which line tells you that the writer and her grandmother come from different ethnic background? _____ (1 mark)

Stanza 2

5. "My tall grandmother became small." Why?
_____ (1
mark)
6. Which line in the poem tells us the grandmother has become senile?
_____ (1
mark)
7. The grandmother's memory became worse. State two other problems an elderly person would experience.
a) _____ (1
mark)
b) _____ (1
mark)
8. What do you think the writer is referring to in the phrase 'the awful place grandmothers go'?
_____ (1
mark)

Stanza 3

9. How old was the persona when the photograph was taken?
_____ (1
mark)
10. Explain the meaning of the word 'crinkled'.
_____ (1
mark)
11. What do you think the persona means when she says "The crinkled smile is still living, breathing"?
_____ (1
mark)
12. How do you think of the persona feels towards her grandmother? Support your answer with evidence from the poem.

(2 marks)
13. If you were to take care of your grandmother for a day, what would you do to make her experience an unforgettable one?

_____ (2
marks)

Mark scheme

The Living Photograph

1. a) Where the photograph is
b) 2
c) Because the persona is shorter than the grandmother
2. broderieanglaise shirt/ pleated skirt/ flat shoes
3. wrinkles
4. Line 4/ white hand in the black hand
5. Her back became hunched
6. Her soup forgot to boil.
7. Accept any possible answers.
8. The writer is referring to death.
9. 3 years old
10. Wrinkled
11. The persona feels that her grandmother is still alive.
12. Accept any possible answers
13. Accept all correct and acceptable answers

WHAT HAS HAPPENED TO LULU

BY CHARLES CAUSLEY

What has happened to Lulu, mother?
What has happened to Lu?
There's nothing in her bed but an old rag-doll
And by its side a shoe.

Why is her window wide, mother,
The curtain flapping free,
And only a circle on the dusty shelf
Where her money-box used to be?

Why do you turn your head, mother,
And why do tear drops fall?
And why do you crumple that note on the fire
And say it is nothing at all?

I woke to voices late last night,
I heard an engine roar.
Why do you tell me the things I heard
Were a dream and nothing more?

I heard somebody cry, mother,
In anger or in pain,
But now I ask you why, mother,
You say it was a gust of rain.

Why do you wander about as though
You don't know what to do?
What has happened to Lulu, mother?
What has happened to Lu?

Stanza 1

1. Who do you think is asking the question?
_____ (1 mark)
2. Why didn't Lulu take the rag-doll with her?
_____ (1 mark)
3. Why do you think Lulu left 'a shoe' behind?
_____ (1 mark)

Stanza 2

4. What does 'her window wide' tell us?
_____ (1 mark)
5. What happened to the money-box?
_____ (1 mark)

Stanza 3

6. Why was the mother crying?
_____ (1 mark)
7. What do you think Lulu say in her note?
_____ (1 mark)
8. Why did the mother throw the note on the fire?
_____ (1 mark)

Stanza 4

9. Whose voice did the persona hear?
_____ (1 mark)
10. The mother lied to the persona.
a) What lie did the mother tell the persona?
_____ (1 mark)
- b) Why did she do that?
_____ (1 mark)

Stanza 5

11. a) The mother told another lie. What did she tell the persona?
_____ (1 mark)
- b) What was the actual noise the persona heard?
_____ (1 mark)

Stanza 6

12. Which phrase in this stanza shows 'to move aimlessly'?
_____ (1 mark)
13. The number of teenagers running away from home is on the rise. What could be the factors that contribute to this?

Factor 1: _____
_____ (1 mark)

Factor 2: _____
_____ (1 mark)

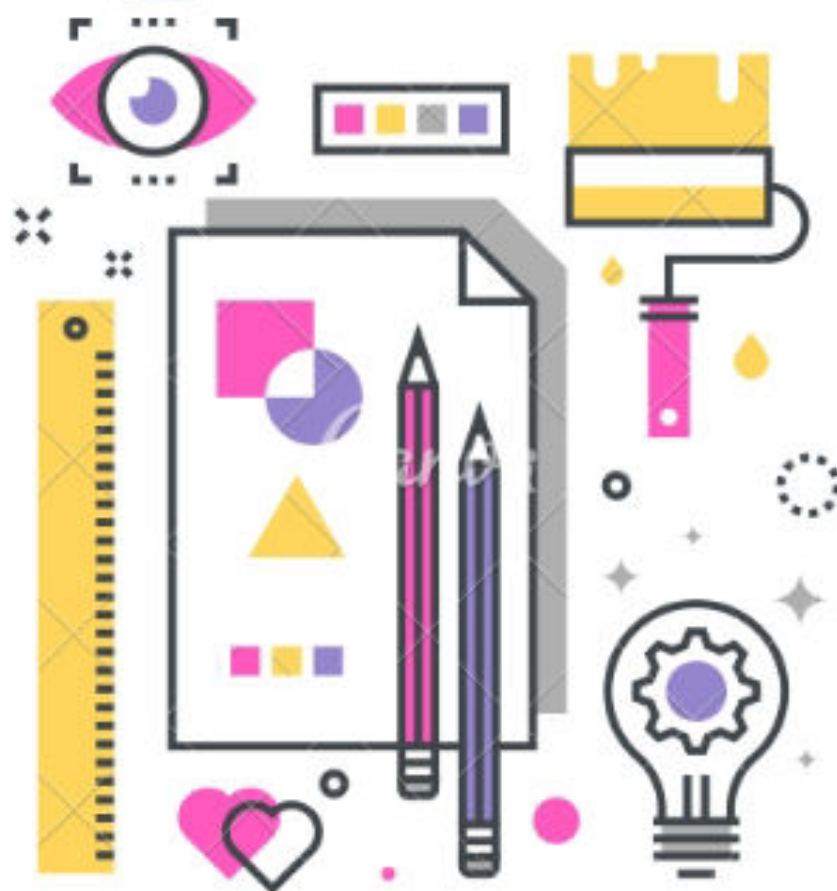
What Has Happened To Lulu

Mark Scheme

1. Lulu's brother/sister
2. She didn't want it anymore/She was not a child anymore/She left it for her family to remember her (or any possible answer)
3. She left in a hurry
4. Lulu left the house through the window
5. Lulu took it with her
6. She was sad/upset because Lulu left her/ran away from home (any acceptable answers)
7. She said goodbye/ The reason why she ran away (any acceptable answer)
8. She was very sad/angry/She didn't want the persona see the note (any possible answer)
9. Her mother's/Lulu's/Lulu's boyfriend (any possible answer –a person)
10. a) The things the persona heard were just a dream
b) She didn't want the persona to know what was going on (or any possible reason)
11. a) She told the persona that the noise was was a gust of rain.
b) Somebody cried (in anger or in pain)
12. wander about
13. Any possible factors

MODUL AMAN JAYA GEMILANG SPM
2017

SING TO THE DAWN



Imagined conditions: the third conditional

There are three types of conditional sentences. However, for now, we are focusing on the third.

We use the third conditional when we imagine a different past, where something did or did not happen, and we imagine a different result:

*If I **had played** better, I **would have won**.* (I didn't play well and I didn't win.)

*It **would have been** easier if George **had brought** his own car.* (George didn't bring his own car, so the situation was difficult.)

*If the dog **hadn't barked**, we **wouldn't have known** there was someone in the garden.* (The dog barked, so we knew there was someone in the garden.)

Third conditional: form

conditional clause	main clause
<i>if + past perfect</i>	modal verb with future-in-the-past meaning (<i>should/would/might/could</i>) + <i>have</i> + past participle form
<i>If they had left earlier,</i>	<i>theywould have arrived on time.</i>

Exercise 1

Match two parts of the third conditional sentences.

Example

1. You wouldn't like it
2. You wouldn't have liked it
- a) if I told you the truth.
- b) if I had told you the truth.

1 a, 2 b

A

1. What would you have said
2. What would you say
- a) if he asked you?
- b) if he had asked you?

B

1. You could look prettier
2. You could have looked prettier
- a) in case you hadn't cut your hair.
- b) in case you didn't cut your hair.

C

1. If it was not raining now,
2. If it hadn't been raining at noon,
- a) we would go out.
- b) we would have gone out.

D

1. Provided you were younger
2. Provided you'd been younger
- a) what would you do?
- b) what would you have done?

E

1. He could paint the room himself
2. He could have painted the room himself
- a) if you had told him.
- b) if you told him.

F

1. If you didn't go on holiday next week,
2. If you hadn't gone on holiday last week,
- a) would you go to work?
- b) would you have gone to work?

G

1. I wouldn't have screamed
2. I wouldn't scream
- a) if I weren't so scared.
- b) if I hadn't been so scared.

Exercise 2

Complete the Conditional Sentences (Type III) by putting the verbs into the correct form. Use conditional II with would in the main clause.

1. If you _____ (study) for the test, you _____ (pass) it.
2. If you _____ (ask) me, I _____ (help) you.
3. If we _____ (go) to the cinema, we _____ (see) my friend Jacob.
4. If you _____ (speak) English, she _____ (understand) .
5. If they _____ (listen) to me, we _____ (be) home earlier.
6. I _____ (write) you a postcard if I _____ (have) your address.
7. If I _____ (not / break) my leg, I _____ (take part) in the contest.
8. If it _____ (not/ start) to rain, we _____ (walk) to the museum.
9. We _____ (swim) in the sea if there _____ (not / be) so many sharks there.
10. If she _____ (take) the bus, she _____ (not / arrive) on time.

To write a better response for the novel questions, one way is to use this type of conditional sentences. Other than illustrating the events in the novel, we can talk about what might have happened if a character had decided to do something different.

Here are some examples you can use:

The Teacher

He is a good teacher who stimulates his class with discussions of the problems in their society. Unlike other teachers, he wants his students to change the community. He provokes thought and encourages students to give their opinions. This inspires Dawan to fight social injustice and discrimination. If the teacher had not provoked her thoughts, Dawan would have stayed in her village just like any other women there for the rest of her life.

If the teacher had not encouraged Dawan, she would have given up the scholarship to her brother.

Grandmother

She is very supportive of Dawan. In the novel, she is the only person who actually and sincerely expresses her pride in what her grandchild has achieved. Even Dawan's mother tells her grandmother to stop encouraging Dawan because her father would not like to hear the news that she gets the scholarship. This is what initiates the attempts to convince her father to let Dawan study in the city. It is grandmother's idea to take Dawan to meet Noi, the cousin. If Grandmother had not suggested this, Dawan would not have taken anymore initiative to persuade her father.

If they had not gone to see Noi, Dawan would not have visited the monk.

Bao

Dawan meets Bao, a girl selling flowers at the market. She wants to buy a lotus bud from Bao to make offerings at the temple. Bao is a friendly and very generous person. Instead, she gives it for free because she knows of Dawan's situation. She has never been to school and is in awe by the fact that Dawan is intelligent and wins the scholarship. She is very supportive and encourages Dawan to take up the challenge and go for her studies. She lets a bird free to tell Dawan that she too should set herself free like the sparrow.

Bao contributes to Dawan becoming even more adamant to pursue her goal. If Dawan had not met Bao, she would not have faced the monk the way it happened in the story.

We all know that Dawan scolds the monk for telling her to give up the scholarship to Kwai. If Bao had not given the encouragement, Dawan might not have lectured the monk for calling her 'mere school girl'.



SING TO THE DAWN

1st prize
Council of Interracial
Books for Children,
New York



Minfong Ho

SING TO THE DAWN - MINFONG HO

Sing to the Dawn tells of Dawan, a young village girl who lives in Thailand, wins a scholarship to study in a city school. Her brother, Kwai, places second and is initially jealous, causing a rift between the two previously-close siblings. This hostility is further exacerbated by Dawan's father, who feels that the city is no place for a female. Dawan faces obstacles at every turn, and eventually overcomes these obstacles and proves to herself and to others that she is fully capable of handling the scholarship and the responsibility it entails.

<https://www.youtube.com/watch?v=sXHgMRA4myw>

The Author: **HO, Minfong 1951**

PERSONAL: Born January 7, 1951, in Rangoon, Burma; daughter of Rih-Hwa (an economist) and Lienfung (a chemist and writer; maiden name, Li) Ho; married John Value Dennis, Jr. (a soil scientist), December 20, 1976; children: Danfung (son), MeiMei (daughter), Christopher. Education: Attended Tunghai University, Taichung, Taiwan, 1968-69; Cornell University, B.A. (honors), 1973, M.F.A., 1980. Religion: Agnostic. Hobbies and other interests: Swimming, hiking, growing things.

CAREER: Writer. Straits Times newspaper, Singapore, journalist, 1974-75; Chiangmai University, Chiangmai, Thailand, lecturer in English, 1975-76; Cornell University, Ithaca, NY, English literature teaching assistant, 1978-80; Catholic Relief Services, Thai-Cambodian border, nutritionist and relief worker, 1980; Singapore University, writer-in-residence, 1983. Presenter of various writing workshops in middle schools and high schools in the United States and international schools in Switzerland, Indonesia, Thailand, Poland, and Malaysia, 1990

SING TO THE DAWN

<https://www.youtube.com/watch?v=D4Ss3vJpFOo>

With *Sing to the Dawn*, Ho attempted to avoid these pitfalls and created a realistic story of one girl's struggles to get an education. Dawan achieves first place on a government exam for a high school scholarship, an exam in which her younger brother comes in second. But her real fight comes after the test: now she must convince her father and her brother that she--the girl of the family--should be allowed to go to the city and study. She enlists the aid of her timid mother, of a Buddhist monk, and of a cousin who has lived in the city. Support also comes from her grandmother and from a flower girl named Bao. Dawan learns an important

lesson along the way--that she must struggle to become free. Finally she convinces her brother to give his blessing and she leaves for school, her father still resistant. "The author's love of her native countryside is evident in her vivid descriptions," commented Cynthia T. Seybolt in a School Library Journal review. Seybolt also noted that Dawan's story "provides a perspective on women's liberation far removed and much more important than breaking into the local Little League." Though many reviewers noted that this first novel was slow in parts because of frequent descriptive passages, a Kirkus Reviews critic maintained that, "underneath the delicate lotus imagery, this small, understated story is infused with passion and determination," such that Dawan confronts her battle for freedom and equality with a "rage so powerful" that it makes "this otherwise modest narrative vibrate." The book was illustrated by Ho's younger brother, Kwoncjan, and proceeds from its sales were used to help set up a nursing scholarship for village girls in Thailand.

Minfong, age 6, with her two brothers at home in Bangkok



Meanwhile, Ho graduated from Cornell and returned to Asia, working as a journalist on the Singapore Straits Times and then as a lecturer at Chiangmai University in Thailand. While in Thailand, she observed firsthand the military coup of October 6, 1976. During these post-college years, Ho worked in "prisons and plywood factories," as she once explained. "I have transplanted rice seedlings and helped a peasant woman give birth; I have attended trade union meetings in stuffy attics and international conferences in plush hotels. There is so much, so much beauty and so much pain in the world around me which I want to write about because I want to share it." But it would be another decade before she wrote her second book, using much of the material accumulated during her years in Thailand.

Minfong with village friends in Chiangmai, Thailand, 1978



Married in 1976 to a soil scientist she met during her Cornell years, Ho returned to the United States and settled in Ithaca, New York. She finished an M.F.A. in creative writing at Cornell while working as a teaching assistant. She also spent some time in relief work along the Thai-Cambodian border in 1980, gaining experience that would inform a later novel, *The Clay Marble*. With husband John Dennis and children Danfung and Meimei

Synopsis

The story is about a village girl's dream to further her studies in the city. Dawan's life is not easy as she faces many challenges. Dawan's wildest dream comes true when she is placed first in the scholarship winners' list. But *ironically* she has to compete against her own brother who is equally interested in studying in the city. If she rejects the scholarship, her brother has a chance to go to the city. Dawan comes to know that her brother Kwai is placed second in

the scholarship list. Kwai is resentful that his sister can go to the city while he may have to study in the village school. There is *hostility* and their normally loving sibling relationship takes the *brunt* of it with the scholarship announcement.

Then there is her father who thinks that a girl does not need to study further. After all girls marry and bear children. Her place is in the kitchen finally. Of what good is an education? In addition, there are other people who warn her that there are many dangers and evils in the city. The city is no place for a girl.

Many obstacles *torment* Dawan who is torn with doubts. After much *persuasion*, Dawan's father agrees to let Dawan go to the city for her education. It is interesting to note that Dawan's grandmother is more toward-thinking and wishes Dawan to continue her studies in the city.

Kwai comes around to the idea that his sister should accept the offer and continue her studies. He is also a little sad that he and Dawan will not get a chance to see the sunrise together as they usually do. Dawan considers everything and feels that she is capable of taking up the scholarship and the responsibility it entails. Perhaps she can prove something by taking the villagers out of the mental *rut* they are in. Girls too should further their education and improve their lot. She hopes that she will be the change that the family and her family need.

Glossary:

<i>Ironically</i>	-unexpected, or coincidental situation.
<i>Hostility</i>	- hostile behavior; unfriendliness or opposition
<i>Brunt</i>	- the worst part or chief impact of a specified thing.
<i>Bear</i>	- (of a person) carry.
<i>Torment</i>	- cause to experience severe mental or physical suffering.
<i>Rut</i>	- a habit or pattern of behavior that has become dull and unproductive but is hard to change.
<i>Entails</i>	- involve (something) as a necessary or inevitable part or consequence.

PRACTICE MAKES PERFECT

SAMPLE QUESTIONS

NOTES

- ✓ Giving PERSONAL OPINIONS is the BEST. As possible, avoid SUMMARISING the novel
- ✓ Repeat the phrase Family Love frequently in every evidence or opinion in order to show that you are answering the question.
- ✓ Your PERSONAL OPINIONS must be related to the story.
- ✓ Every reason and evidence given should be justified

QUESTION (1)

"Family Love" is **ONE OF THE THEMES** in the story 'Sing To The Dawn'. How is this shown in the novel? Support your answer with close reference to the text.

<u>Paragraph (1)</u> Introduction	The novel that I have read is Sing To The Dawn by Minfong Ho. In this novel, the theme of Family Love is clearly shown by some characters throughout the story line of the story.
<u>Paragraph (2)</u> Content Briefly describe what is Family Love in this story	The story is about a conflict between in a family either Dawan supposes to further her study in the City or give up her only chance to her brother Kwai. Dawan is very stressful as no one supports her to go as she is only a mere school girl except for her grandmother who is fully supported her. The relationship between Dawan and her father, mother and Kwai become distant....
<u>Paragraph (3)</u> ✓ Love between Dawan and Kwai Evidence 1: Evidence 2: Evidence 3: Justification:	First of all, the theme of family love is clearly shown between Dawan and Kwai. At first, Dawan and Kwai is very close. When their teacher announces that Dawan won the scholarship instead of Kwai; Kwai starts to
<u>Paragraph (4)</u> ✓ Love between Dawan and Dawan's Grandmother Evidence 1: Evidence 2: Evidence 3: Justification:	Furthermore, love between family members is shown between Dawan and her grandmother. This is based on
<u>Paragraph (5)</u> ✓ Love between Kwai and his	Additionally, love between father and son is also vividly shown between Kwai and his father. It reveals when....

father
Evidence 1:
Evidence 2:
Evidence 3:
Justification:

Paragraph (6)
Conclusion
Give personal
opinion and a
lesson you have
learnt from the
theme

All in all, I think the theme of Family Love is brilliantly shown in this story via its characters. In my opinion, it is crucial to have love feeling between family members as we need to have a very strong bond in order to build a happy and successful family. I personally have learnt to respect other, give and take and also be helpful to other family members. I admire the character of Dawan as she portrays a very good and positive manners towards her family members even though she needs to stand for her right. I hope I can be like her.

QUESTION (2)

Using the details from the novel that you have studied, which **PART/INCIDENT** of the story do you **LIKE MOST**? Give reasons for your choice with close reference to the text.

Paragraph (1)
Introduction
Part/Incident:

The novel that I have studied is Sing To The Dawn written by Minfong Ho. In this novel, the part/incident of the story that I like most is in chapter _____. That is the part/incident that tells the reader about

Paragraph (2)
Content
State three
general reasons
why you like the
part/incident

There are three reasons why I like this part/incident the most. First, _____.
Second, _____ Third, _____

Paragraph (3)
Reason 1 :

First and foremost, I like this part of the novel because it is _____
The reasons why I say this is because....

Evidence 1:
Evidence 2:
Evidence 3:

In the novel...

I feel that...

Justification:

Paragraph (4)
Reason 2:

Another reason why I like this part is because it is ...

Evidence 1:
Evidence 2:
Evidence 3:

Based on the novel...

I believe that...

Justification:

Paragraph (5)

Reason 3:

Evidence 1:

Evidence 2:

Evidence 3:

Justification:

Finally, I like this part most because ...

Referring to the novel,...

I think that...

Paragraph (6)

Conclusion

Give personal
opinion and a
lesson you have
learnt from the
incident

In a nutshell, ...

QUESTION (3)

Based on the novel that you have read, write about a character who ***FACES CHALLENGES*** and how he or she ***OVERCOMES*** them. Support your answer with close reference to the text.

Paragraph (1)

Introduction

The novel that I have read is Sing To The Dawn by Minfong Ho. In this novel, a character who faces challenges is Dawan.

Paragraph (2)

Content

Give brief
description of the
character

Dawan is the main character of the story. She faces a lot of challenges throughout her journey to achieve her dream which is...

Paragraph (3)

Challenge 1

How?

Evidence 1:

Evidence 2:

Evidence 3:

Justification:

In this novel, Dawan has to face many challenges. One of the challenges is...

However, she manages to overcome the challenge by...

Paragraph (4)

Challenge 2

How?

Evidence 1:

Evidence 2:

Evidence 3:

Justification:

Moreover, Dawan also has to ...

<u>Paragraph (5)</u> Challenge 3 How? Evidence 1: Evidence 2: Evidence 3: Justification:	Last but not least another challenge she faces is...
<u>Paragraph (6)</u> <u>Conclusion</u> Give personal opinion and a lesson you have learnt from the character	In conclusion, I think Dawan is a ... I personally have learnt to be...

QUESTION (4)

Based on the novel that you have read, write about ***AN ISSUE THAT TOUCHES YOU*** with close reference to the text.

<u>Paragraph (1)</u> Introduction	The novel that I have read is Sing To The Dawn by Minfong Ho. In this novel, one issue that touches me in the novel is discrimination against girls.
<u>Paragraph (2)</u> Content -Give brief description of the issue	
<u>Paragraph (3)</u> Reason 1 - Evidence 1: Evidence 2: Evidence 3: Justification:	First,
<u>Paragraph (4)</u> Reason 2 - Evidence 1: Evidence 2: Evidence 3: Justification:	In addition,

Paragraph (5)

Reason 3 -

Evidence 1:

Evidence 2:

Evidence 3:

Justification:

The third reason is

Paragraph (6)

Conclusion

Gives personal
opinion and a
lesson you have
learnt from the
character

In conclusion,

QUESTION 5

Suggest **ONE CHARACTER** in the novel you have read that you would like as a **ROLE MODEL**. Explain how this character influences your life. Give reasons for your choice with close reference to the text.

<p><u>Paragraph (1)</u> Introduction</p>	<p>The novel that I have read is Sing To The Dawn by Minfong Ho. In this novel, the character traits that I [would emulate][take as a role model] is.....</p>
<p><u>Paragraph (2)</u> <u>Content</u> Give brief description of traits of the chosen character</p>	
<p><u>Paragraph (3)</u> Reason 1 -</p> <p>Evidence 1: Evidence 2: Evidence 3:</p> <p>Justification:</p>	<p>First,</p>
<p><u>Paragraph (4)</u> Reason 2 -</p> <p>Evidence 1: Evidence 2: Evidence 3:</p> <p>Justification:</p>	<p>In addition,</p>
<p><u>Paragraph (5)</u> Reason 3 -</p> <p>Evidence 1: Evidence 2: Evidence 3:</p> <p>Justification:</p>	<p>The third reason is</p>
<p><u>Paragraph (6)</u> <u>Conclusion</u> Gives personal opinion and a lesson you have learnt from the character.</p>	<p>In conclusion,</p>

QUESTION 6

You are the **ARCHITECT OF YOUR OWN FUTURE**. Explain how far this is portrayed by **ONE CHARACTER** in the novel you have read with close reference to the text.

<p><u>Paragraph (1)</u> Introduction</p>	<p>The novel that I have read is Sing To The Dawn by Minfong Ho. In this novel, a young Thai girl called DAWAN convinces me that we are actually the architect of our own future. She wins first place in the test and gets a scholarship to pursue her studies in the City.</p>
<p><u>Paragraph (2)</u> <u>Content</u> Give brief description of the chosen characters</p>	
<p><u>Paragraph (3)</u> Reason 1 - Evidence 1: Evidence 2: Evidence 3: Justification:</p>	<p>First,</p>
<p><u>Paragraph (4)</u> Reason 2 - Evidence 1: Evidence 2: Evidence 3: Justification:</p>	<p>In addition,</p>
<p><u>Paragraph (5)</u> Reason 3 - Evidence 1: Evidence 2: Evidence 3: Justification:</p>	<p>The third reason is</p>
<p><u>Paragraph (6)</u> <u>Conclusion</u> Gives personal opinion and a lesson you have learnt from the character.</p>	<p>In conclusion,</p>

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Charge of the Light Brigade (an extract)

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
“Forward, the Light Brigade!
Charge for the guns!” he said.
Into the valley of Death
Rode the six hundred.

“Forward, the Light Brigade!”
Was there a dismayed?
Not though the soldier knew
Someone had blundered.
Theirs not to make reply,
Theirs not the reason why,
Theirs but to do and die.
Into the valley of Death
Rode the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volleyed and thundered;
Stormed at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.

Alfred, Lord Tennyson

Stanza 1

1. How far did the soldiers have to march?
_____ (1 mark)
2. What does the line ‘All in the valley of Death’ indicate?
_____ (1 mark)
3. Which word here tells us that the soldiers were on horsebacks?
_____ (1 mark)
4. How many soldiers were there?
_____ (1 mark)
5. Why were the soldiers told to charge for their guns?
_____ (1 mark)
6. In line 6, who is ‘he’?
_____ (1 mark)

Stanza 2

7. Why does the poet say 'Was there a man dismayed'?
_____ (1 mark)
8. a) Which line tells us that a mistake had been made?
_____ (1 mark)
- b) Did the soldier know about this?
_____ (1 mark)
- c) Which line proves this?
_____ (1 mark)
9. Theirs not to make reply,
Theirs not the reason why,
Theirs but to do and die.
What do these lines tell you about the soldiers?

_____ (2 marks)
10. Why do you think the soldiers were ready to die in the battle? Suggest two reasons.
- a) _____ (1 mark)
- b) _____ (1 mark)

Stanza 3

11. Cannon to right of them,
Cannon to left of them,
Cannon in front of them
_____ (1 mark)
12. Explain 'Stormed at with shot and shell'.
_____ (2 marks)
13. War causes suffering. State two effects of war.
- a) _____ (1 mark)
- b) _____ (1 mark)
14. In your opinion, what quality is important in a soldier? Provide a reason for your answer.
- Quality: _____ (1 mark)
- Reason: _____ (1 mark)

Stanza 1

The Charge of the Light Brigade

Mark Scheme

1. Half a league/ 3 miles
2. That all of them would die in the battle
3. rode
4. 600
5. To attack the enemies
6. The leader/ The commander
7. Whether there was any soldiers worried or afraid when the order was given
8. a) Someone had blundered
b) No
c) Not though the soldier knew
9. They were very obedient to orders even if they had to die doing it (or any similar answers)
10. They had no choice/They were very brave/they very obedient/It was their job (or any other acceptable answers)
11. They were surrounded by cannons/ they were being attacked from all sides
12. The soldiers were attacked with bullets and were fired from the cannons
13. Accept any possible answers
14. Accept any possible answers