**SECTION A** – Guided Writing

* 25 marks
* *You are advised to spend about* ***40 minutes*** *on this section.*

**STEPS TO WRITE THE ESSAY**

* **Identify the verbs**
  + action verbs
  + non – action verbs
* **Construct sentences using the pictures and notes as your guidance**
  + write in **paragraphs**
  + **elaborate** the notes given and **use** the pictures as your guidance
  + use **interesting expressions** if possible
* **Use a variety of sentence patterns**
* SIMPLE SENTENCE
  + - We **cut** the grass.
* COMPOUND SENTENCE

- We **cut** the grass and **swept** the compound.

* COMPLEX SENTENCE

- We **cut** the grass, **which was long**, and **swept** the compound, **which was dirty.**

**TYPES OF ESSAYS**

**ARTICLE**

* Remember to write the TITLE & the WRITER
* Use:
  + SIMPLE PRESENT TENSE
  + MODALS
  + CONNECTORS
    - Sequence Connectors
    - Sentence Connectors
* When making suggestions:
* give LOGICAL REASONS
* Make sure your article is INTERESTING
  + able to interest readers’ arouse

**REPORT**

* Remember to write the TITLE & the REPORTER
* Use SIMPLE PAST TENSE
* Descriptive writing
* FORMAL language
* make sure your report is INTERESTING
  + able to interest readers’ arouse

**NARRATIVE / RECOUNT**

* A story
* Relate an incident as it happened or seen
* Narrate the events in order as they appear using the notes and pictures given
* Involve PERSONAL POINT OF VIEW
  + “I”, “me”, “my”, “we”, “our”, “us”
* Use appropriate TENSE
* Past Tense
* Use INTERESTING EXPRESSIONS to make the story interesting
  + idiomatic expressions
  + proverbs

**NOTE EXPANSION**

* Sets of notes with pictures which give an outline of
  + *story, situation, description, recount*
* Elaborate the notes to the required length according to the sequence
* Use interesting expressions to arouse the readers’ interest
* idiomatic expressions and proverbs
* verbs, adjectives, adverbs or dialogues
* USE appropriate TENSE
  + *tense given in the notes*
* LINK the ideas to give continuity and smooth flow to the story
  + use sentence connectors
  + sequence connectors

**PICTORIAL STIMULI**

* Observe details and interpret the pictures given
* Stimuli
* poster, advertisement, article, notice, series of pictures
* Use apprOpriate expressions to arouse the readers’ interest
* vocabulary, adjectives and adverbs
* connectors
* relevant details
* USE apprOpriate TENSE
* PAST TENSE : *recounts & picture series*
* PRESENT TENSE is used when describing scenes, things and characteristics of people who are still exist
* Use PRESENT TENSE when writing an article

**DIRECTIONS / PICTORIAL MAPS**

* A map is given and you are asked to:
* describe what you saw and did during a journey / trip
* describe the places shown on the map
* give directions to certain places in the neighbourhood, town, etc.
* STIMULI:
* poster, advertisement, article, notice, series of pictures
* Use appropriate words or expressions to arouse the readers’ interest
  + vocabulary, adjectives and adverbs
  + connectors
  + relevant details
* Use appropriate TENSE
* PAST TENSE is used when writing *recounts & picture series*
* PRESENT TENSE is used when describing scenes, things and characteristics of people who are still exist
* Use PRESENT TENSE when writing an article

**INFORMAL LETTERS**

* Letters written to friends, family members or relatives
* Tone:
* friendly & informal
* Use appropriate FORMAT
* address, date, salutation
* introduction *– the main purpose of writing the letter*
* body of the letter *– paragraphs*
* complimentary close
* signature and name
* Use appropriate words or expressions to arouse the readers’ interest
  + vocabulary, adjectives and adverbs
  + connectors
  + relevant details
* Use appropriate TENSE when describing a scene or event:
* what you saw, heard, felt, tasted and touched, smelt

the feelings about the scene, event, person and things

**FORMAL LETTERS**

* Written to make:
  + a complaint
  + enquire about goods and services
  + request for permission
  + apply for a job
* Tone and language
  + Formal
  + Avoid colloquial expressions, slang or contractions
* Appropriate FORMAT
* address *(sender’s & receiver’s)*, date, salutation
* introduction *– the main purpose of writing the letter*
* subject matter of the letter
* body of the letter *– paragraphs*
* complimentary close
* designation → signature, name *(in capital letters)*
* Use appropriate words or expressions to arouse the readers’ interest
* vocabulary, adjectives and adverbs
* connectors
* relevant details
* When describing a scene or event:
* what you saw, heard, felt, tasted and touched, smelt
* the feelings about the scene, event, person, things

**GIVING OPINION**

* Written to:
  + make a stand or choice
  + provide logical reasons
* Tone and language
  + Formal
  + Avoid colloquial expressions, slang or contractions
* NO specific FORMAT
* Use appropriate words or expressions to arouse the readers’ interest
* In my opinion, I would prefer to choose….
* I think ….. ; I believe …..

**WHAT SHOULD BE TAKEN INTO CONSIDERATION WHEN WRITING**

**AN ESSAY?**

**1. Format**

* *speech, formal letter, informal letter, article, report, giving opinion, brochure, descriptive essay & recount*
* *familiarize yourself with the format / Task should be fulfilled*

**2. Elaboration**

* elaborate the notes to make it more interesting
* add any other relevant information

**3. Grammar**

* tenses
* SVA
* word forms
* articles
* pronouns
* prepositions

**4. Vocabulary**

* read more English materials’ practices, use thesaurus / dictionary
* memorise common vocabulary

**5. Interesting essay**

**\* Plain / dull essay → INTEREST IS NOT AROUSED**

* Use common
  + - idioms
    - proverbs
    - relevant information
* Use variety of sentence structures

**Layout of an essay**

* + **Paragraph 1** : *Introduction*
  + **Paragraph 2** : *Content point 1*
  + **Paragraph 3** : *Content point 2*
  + **Paragraph 4** : *Content point 3*
  + **Paragraph 5** : *Content point 4*
* *depends on the points / pictures given*
  + **Last paragraph** : Conclusion / Closure

**ESSAY JENIS APE EK? MID YEAR EXAM**

**Question**

Can u please paste the question for our mid-year exam? Question, use calibri. TQVM

**Safety Campaign**

by Afiq Zaki of 3 Intan

Recently, there was a lot of news about people who were kidnapped, murdered and also harassed. The world is no longer a better place for everyone but you can actually avoid these three biggest crimes with some simple tips.

First and foremost, whenever you are in a public or quiet place, do not talk to strangers or take a lift from them. Bring some friends when you are enjoying or having outdoor activities. Strangers rarely approach people who are in groups because they know that they are outnumbered.

Secondly, when walking alone, avoid walking in dark places. Snatch thieves normally lurk and camouflage themselves by wearing black or dark coloured outfits so that you will not notice them in the dark. Find other alternatives to avoid walking in such places. You can always take a public transport like a taxi or bus.

Furthermore, walk in groups is another way to avoid being a victim when you are going somewhere. Having adults to accompany you is the best way because they are physically stronger than the teenagers. They can protect you as they have more experience in handling the alarming situation especially in the case of emergency.

Last but not least, inform your parents of your whereabouts because they will find you if you went missing. Make sure to call or text them whenever you are about to go somewhere so that they will not be worried if anything bad happens to you.

These tips may be simple but they will help you in the future. Spread and share these tips to relatives and friends so that they will not be harmed or be the next victims in the long run. Remember, it is better safe than sorry.

**SPEECH**

**Question 1**

As the president of Cleanliness, Health and Safety Club, you are asked to give a speech during the school assembly regarding what students should do and should not do at school in order to keep the school clean and safe.

|  |  |
| --- | --- |
| **Should do**   1. clean the classrooms 2. throw rubbish 3. use the school facilities with care 4. walk in line to class 5. follow all the safety precautions | **Should not do**   1. dirty the classrooms 2. throw rubbish into the drains /out of the windows 3. damage school facilities 4. run up and down the stairs 5. disobey school rules |

When writing your speech.

* you **may** use all the words or phrases provided
* **elaborate** on the given notes
* **add** more details to make your composition more interesting
* make sure it is **not less than 120 words**.

**A Speech on Cleanliness, Health and Safety**

A very good morning I wish to Encik Supiandi bin Yusof, the principal of SMK Taman Nusa Damai, senior assistants, teachers and students. In this auspicious morning, I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the President of the Cleanliness, Health and Safety Club would like to give a speech on “What Students Should Do and Should Not Do In order to Keep Our School Clean and Safe”.

Ladies and gentlemen,

First and foremost, students should clean their classrooms every day. When the classrooms are clean and tidy, the process of teaching and learning will be conducted effectively and smoothly. It takes a group effort to beautify and tidy up your classrooms. The class monitors should play their roles to make sure that everyone is doing their duties as stated in the class’ duty rosters. Students should make sure that the classes are clean before the lesson starts.

Next, according to the school’s rules, students should not throw rubbish into the drains or out of the windows. Instead, we should throw rubbish into the waste-paper baskets provided by the school. Dirty classrooms are not helping us concentrate in class. Remember, cleanliness is next to Godliness. So please keep your surroundings clean.

Other than that, we should always take a good care of all the facilities in school. The government has spent a lot of money in equipping us with the library, laboratories, and other necessities such as the public phones and water coolers. We must handle all the facilities with care. It will be such a waste if all the facilities can no longer be used simply because they are recklessly vandalised by irresponsible people. I am sure nobody likes to be called a vandal, so please bear in mind to take care of these facilities.

As we all know, this school has implemented a special programme called “two-by-two”. That means, we should walk in line to the classrooms, the laboratories or the library. We should not run up and down the stairs. Avoid pushing or playing when you are at the staircases. This will avoid unwanted injuries. Remember, safety comes first!

Last but not least, to maintain the cleanliness, health and safety is to abide all the rules and precautions drawn by the school authorities. Rules are not meant to be broken. If we disobey the rules, the school will be chaotic. We surely do not want to be notorious and undisciplined students who will then tarnish our school’s reputation.

I hope all of you have will try to follow the suggestions that I have given in my speech. I would like to once again express my deepest gratitude for this opportunity. Thank you for lending me your ears. With that, I thank you.

***A group effort by 3 Delima***

**Question 2**

You have been selected to represent your class in a public speaking contest organised by the English Language Society in your school. The topic you have chosen is **“Tips To Overcome Examination Stress”**. Based on the notes below, write a **speech**. topictopic

**TIP 1**: **Time Management**

* make - weekly planner
* do mind maps - save time
* avoid - unnecessary activities

**TIP 2 : Study Methods**

* form study groups
* ask – teacher - understand well
* revise - difficult chapters or subjects

- early

**TIP 3**: **Relaxing Ways**

* take occasional short breaks - revision
* listen - soft soothing music
* play - game - short while

When writing your **speech**:

* you **may** use all the words or phrases provided
* **elaborate** on the given notes to make it more interesting
* you may add any relevant information
* make sure it is **not less than** **120 words**.

Perak Pre-Trial 2012

**SAMPLE ESSAY**

**Tips to Overcome Examination Stress**

A very good morning I wish to the honourable judges, the most accurate time keeper, fellow contestants, teachers and members of the floor. I, Lailatul Hidayah from 3 Delima, am standing here today to present a speech on “Tips to overcome Examination Stress”. I am sure most of the PMR candidates have started to feel the heat and face the stress as the red letter day is just around the corner. As we all know, the countdown has shown that we only have 21 days before the examination. So, here are a few tips that we can follow in order to overcome examination stress.

First and foremost, candidates of PMR must manage their time well because time is gold. To do so, we can organise a weekly planner so that each day will be filled with necessary activities such as doing revisions and homework. Most of us usually have problems in memorising facts especially in History subject which has abundant of important facts to remember. To save time, we are encouraged to draw mind maps when we study. We must also avoid ourselves doing unnecessary activities like face-booking, chit-chatting and many others.

Another tip to curb examination stress is having good study methods. We are advised to form study groups, hence, we can exchange ideas when we study together. Problems will be solved faster as the saying goes, “two heads are better than one” and “the more the merrier”. Furthermore, we can always ask our teachers if we have problems in understanding the lessons. Teachers know best. We are also encouraged to revise on difficult subjects or topics earlier so that we will understand them better when teachers start to teach those particular topics in class. Do remember not to study at the eleventh hour.

Last but not least, we also need to know the relaxing ways that we can do to avoid examination stress. We are advised to take occasional breaks when we study. It is important to relax our minds from studying continuously. Take a short break of 20 minutes to eat some snack or drink some water after studying for two hours. Look at green trees or blue sky outside our windows because it can relax our eyes. We can also listen to soft and soothing classical music to calm our minds. If you want, you can also play games for a short while after studying. Don’t forget to play sports games too in the evening to make you sweat as all work and no play makes Jack a dull boy.

Ladies and gentlemen,

These tips that I have mentioned are not only meant for PMR candidates but to all students who are sitting for their examinations in general. Every student will feel the stress especially when they are expected to do well. We need to prepare ourselves physically and mentally early. It will definitely benefit us to score on the examination with flying colours. With that, I thank you.

**ARTICLE**

**Question 1**

Write an **article** for your school magazine giving your suggestions on how to manage time. Include the following points.

* Change attitude
* Pay attention in class
* Try to complete as much homework as possible during school hours
* Make a ‘To do’ list
* Set priorities right
* Set a realistic target for examination
* Plan a personal timetable
* Make time for rest and relaxation
* Join study groups
* Seek help from parents, teachers or friends
* Speak to school counsellor
* Stay happy and healthy

When writing the article, you should remember to:

* include the **title**
* Include the **writer’s name**
* Include **all** the points given
* Write in the **format of an article**
* make sure it is **not less than** **120 words**.

**SAMPLE ESSAY 1**

**How to Manage Time**

by Tengku Syahran bin Tengku Ismail

Today many students feel their lives are too hectic that they have to do many things in one day. Many of them really do not manage their time wisely and end up not completing their homework or school projects on time. So, here I would like to give some suggestions to students on **how to manage their time wisely**.

Firstly, students must **change their attitude**. They must remember that sometimes changes may require them to sacrifice a lot. Next, students should **pay attention in** **class.**  Try to focus when the teachers are teaching because it will help them complete their homework. Besides, students **must try to complete as much homework as possible during the school** **hours** and do not procrastinate as **procrastination is the thief of time**. They can also **make a ‘To do’** list to remind them the things that they need to do in a particular day**.**

In addition, students ought to **set their priorities right**. They should also **set a realistic target** for their coming examination. Failing to plan to achieve the target is like planning to fail! Moreover, students can **plan their own personal timetable as a guide**. However, it will be futile if they do not apply them in their routines. Do not forget to **make time for rest and relaxation**. Remember, **all work and no play makes Jack a dull boy.**

**Joining study groups may also be a good idea**. **Seek help from parents**, **teachers or friends** if needed. Students should **speak to the school counsellor** if necessary. Finally, students **might be happy and healthy** if they are able to **spend their time wisely**.

**Question 2**

You recently went for a camping trip at Taman Negara organised by the Ministry of Education. Write a recount of the trip there for your school magazine using the following notes.

 

Pahang River –Taman Negara- chalets hiking – animals- trails- green boa

 

“Orang Asli” – caving trip – dark – bats river rafting – current – excited –

departure- unforgettable experience

When writing your article:

* you **may** use all the notes given
* **elaborate** on the given notes to make it more interesting
* make sure it is **not less than 120 words**

**SAMPLE ESSAY 2**

**A Trip to Taman Negara**

by Serena Abu Bakar

Last 26th May 2012, The Ministry of Education had organised a camping trip to Taman Negara, Pahang. Thirty schools were selected to take parts in the camping and each school had sent three students. The Scouts Movement of SMK Taman Nusa Damai was the only participating school from Johor. Three days before the camping trip, we were given a briefing by our teacher advisor on the itinerary of the camping as well as the things required for the camping.

As early as 7 o’clock in the morning, we waved our goodbyes to our friends and family. We went to Pahang by Encik Zulkifli’s car. He also accompanied us to the trip as our chaperon. When we reached the place, we were excited to see there was a man awaited us with his boat. We had a cruise on a speed boat to Taman Negara. When we arrived at the campsite, we registered ourselves as the participants of the camp. Then we went to put our things at the chalets provided. At the campsite, the commandant of the camp briefed us on the rules and regulations of the camping and then we were allowed to get some rest after taking our dinner.

On the next day, we woke up very early for the first activity. Everyone assembled in the middle of the campsite. We had a hiking activity. The breathtaking view of the place enthralled us. We were excited to see the flora and fauna in the lush green jungle. There were many animals along the trail. We even spotted a large green boa which was coiling around a branch of a tree. It was truly amazing.

On the third day of the camping trip, we were introduced to an “Orang Asli” named Pak Sabok who has been taking care of the cave in Taman Negara. Pak Sabok had guided us in a cave exploring trip to a colossal cave named Gua Tahan. It took only fifteen minutes to reach there. When we were in the cave, we had to use head lamps because it was pitch-black inside. As we entered the mouth of the cave, we could see abundant of bats flying and hanging on the ceiling of the cave. I was petrified by the deafening sounds of the bats but felt excited at the same time.

On the next day, we were awakened by the commandant at the crack of dawn. After performing our prayer, we were all agog as he told us that we were going for a river rafting activity. We were divided into groups of four and given a raft. We felt really excited but before we began the activity, we were told to put on our helmets and lifejackets. It was truly exhilarating as we were rafting against the strong current. No doubt that the activity was arduous for us but we surely had a whale of time in our lives.

On the last day of the camping, we had a scrumptious breakfast. It was time for us to say goodbye to our new friends at the camp. We exchanged phone numbers and e-mail addresses and took a lot of photos together. It was hard for us to say goodbye to the wonderful place of Taman Negara. Along the journey back to Pasir Gudang, everyone could not stop talking about the unforgettable experience that we had there. We promised ourselves that someday we would come back to the place to have another great adventure with our friends.

**INFORMAL LETTER**

**Question**

Your cousin has got an offer to study in a boarding school. He / She has asked you for your opinion regarding the matter. Write a letter to him/her to give reasons why he / she should accept the offer.

Use the following notes to help you:

|  |
| --- |
| conducive learning environment  excellent facilities  many activities  good and ample teachers  only for selected students |

When writing your letter:

* you **may** use all the words or phrases provided
* **elaborate** on the given notes
* **add** more details to make your composition more interesting
* make sure it is **not less than 120 words**

**SAMPLE ESSAY**

295, Persiaran Tiram,

Taman Seri Emas,

85100 Ulu Tiram ,

Johor.

26th June 2012

Dear Zayn,

Thank you for the letter which I received yesterday. How are you getting on? I hope you and your family are always in the pink. Congratulations! I heard that you have been offered to study in Sekolah Sukan Bukit Jalil. I was really surprised when you asked for my opinion about it as you are not sure about going there. Well, if I were in your shoes, I would accept it in a heartbeat!

You should accept the offer because the school offers perfect and conducive learning environment. The number of students in class is very minimal compared to jam-packed students in an ordinary school. There, all the teachers will be able to give extra attention to all students in the class to facilitate their learning.

Furthermore, the school is fully-equipped with excellent facilities. Since you are a star footballer in your present school, you will have the opportunities to polish your skills. It is also built with a complete mini-stadium and Olympic-sized swimming pool. Moreover, the cafeteria, library and language laboratories in this school are fully air-conditioned. I was also told that the dormitories are rated 5-stars and they are in mint condition! If you refuse to go there, I am sure that you will regret it later because this kind of offer only comes once in a blue moon.

Other than that, when you are studying in this school, you will have an ample time to do all the exciting activities. You are also interested in arts, right? I heard that the school provides a Musical and Theatre Club for students other than sports. In this special boarding school too, you will have the golden opportunities to learn something new like archery, squash and fencing. You can also enjoy the sports of diving and water polo. Therefore, being in this school will give you the opportunities to unleash your hidden talents.

Other than that, you should also be glad that you don’t have to worry about their excellent teachers. Sekolah Sukan Bukit Jalil does not have problems of insufficient teachers. The teachers are all experienced. They are not only specialised in sports but also academically. Most of them are the experienced item builders and examination markers. I am sure you will not face any problems if you have to spend most of your time in football trainings because the teachers will be there for you.

Nonetheless, this school is specially opened for selected students. You will surely make new friends who are highly motivated in studies and eager to find knowledge as well as to be excellent in the sports they play. You will definitely enjoy yourself being with them and they will surely bring the best in you as the saying goes ‘good friends define you’.

To put it in a nutshell, studying at the boarding school helps you get a brighter future because of the unlimited advantages that I have mentioned earlier. Remember, opportunity knocks but once. I guess that’s all for now. I have to pen-off as I have a bigger fish to catch. Till we meet again in the next letter. All the best to you and send my regards to your family especially Aunty Mona.

Your cousin,

*Nelly*

SECTION C : SUMMARY

A SUMMARY IS A SHORTER VERSION OF THE ORIGINAL PASSAGE WITHOUT CHANGING THE WRITER’S IDEAS. IT SHOULD BE CLEAR AND CONCISE.

INTRODUCTION

1. What do you know about SUMMARY WRITING?
2. How long must you write? \_\_\_\_\_\_\_\_\_
3. How many paragraphs must you write? \_\_\_\_\_\_\_\_\_
4. Can you write in note form? \_\_\_\_\_\_\_\_\_
5. How are the marks awarded? \_\_\_\_\_\_\_\_\_
6. Can you include your opinions and ideas? \_\_\_\_\_\_\_\_\_
7. Can you give additional information? \_\_\_\_\_\_\_\_\_
8. Do you have to include the examples given? \_\_\_\_\_\_\_\_\_
9. COUNTING THE WORD LIMIT

The number of words allowed in PMR is 60 words, including the 10 words given. So, you are

only required to write another 50 words. Do you know how to count the words in your summary? Let’s do some practice in counting words.

1. Count the number of words of the phrases given below.
2. Zoo Negara \_\_\_\_\_\_\_\_\_
3. Kuala Lumpur City Centre \_\_\_\_\_\_\_\_\_
4. KLCC \_\_\_\_\_\_\_\_\_
5. 88 \_\_\_\_\_\_\_\_\_
6. Twenty one \_\_\_\_\_\_\_\_\_
7. 23 June \_\_\_\_\_\_\_\_\_
8. 9 p.m. \_\_\_\_\_\_\_\_\_
9. Ice-cream \_\_\_\_\_\_\_\_\_
10. Ice cream \_\_\_\_\_\_\_\_\_
11. Cannot \_\_\_\_\_\_\_\_\_
12. Didn’t \_\_\_\_\_\_\_\_\_
13. Should not \_\_\_\_\_\_\_\_\_
14. She is a very friendly person. \_\_\_\_\_\_\_\_\_
15. The fish couldn’t escape the simple-looking trap. \_\_\_\_\_\_\_\_\_
16. He didn’t realize that he wasn’t getting the money. \_\_\_\_\_\_\_\_\_
17. Son-in-law \_\_\_\_\_\_\_\_\_
18. He isn’t well-liked by his classmates. \_\_\_\_\_\_\_\_\_
19. Can’t \_\_\_\_\_\_\_\_\_
20. 8 o’clock \_\_\_\_\_\_\_\_\_
21. In addition \_\_\_\_\_\_\_\_\_
22. He said that a thirty-tree-year old actor can’t play

the role of a teenager. \_\_\_\_\_\_\_\_\_

1. Count the number of words in the three paragraphs given below.

Paragraph 1:

Soil is something which is not man-made. It is made by nature from solid rock and it forms so slowly that a few inches of soil may be the work of hundreds of years. Soil takes long to form but it can be lost very quickly.

Number of words : \_\_\_\_\_\_\_\_\_\_

Paragraph 3:

In 2002 alone, 12 259 plant and animal species were ‘threatened’. There were about 2000 new cases of ‘critically endangered’ animal species. A fine example is the gentle, docile orang-utan.

Number of words : \_\_\_\_\_\_\_\_\_\_

Paragraph 2:

The Interact Club would like to hold a food-and-fun fair to raise funds for the School Welfare Fund. We intend to invite all the clubs and societies to set up stalls. We have to ask the principal for permission. When permission is given we will give you more details.

Number of words : \_\_\_\_\_\_\_\_\_\_

1. HOW TO MINIMISE WORDS?

☺ By grouping or categorizing a group of items

☺ By replacing a phrase with a word

☺ By removing unnecessary words and examples

☺ By linking two or three points together

1. A general term can be used for a group of items.

Write a general term for each group ot items below. Choose the word from the list given.

furniture vehicles nationalities vegetables footwear

birds colours countries flowers weather conditions

|  |  |
| --- | --- |
| tables, chairs, dressing tables, cabinets, wardrobes |  |
| cars, trucks, taxis, buses, lorries |  |
| hornbill, parrot, swallows, kingfisher, seagull |  |
| orchids, roses, hibiscus |  |
| Magenta, amber, turquoise, green |  |
| carrots, beans, cabbage, lettuce |  |
| Malaysia, Japan, Myanmar |  |
| cloudy, rainy, sunny, windy |  |
| Swiss, Malaysians, Japanese, Koreans |  |
| shoes, sandals, boots |  |

1. We can also use ONE WORD to describe occupation.

Replace the underlined phrase with one word.

1. My uncle in Cameron Highlands sells flowers.

My uncle in Cameron Highlands is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. My brother gets to travel because he flies the plane.

My brother gets to travel because he is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. The man who writes reports for the newspaper is my cousin.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is my cousin.

1. A word can be used to replace a phrase.

Substitute each phrase with a word. Choose the word from the list given.

weekly overcooked suddenly whisper shallow

money-minded rewrite fragile children rare inevitable

diverse illegible repeat

|  |  |
| --- | --- |
| Thinks of money all the time |  |
| Week after week |  |
| All of a sudden |  |
| To do again and again |  |
| Easily broken |  |
| Food cooked for too long |  |
| Many and varied |  |
| To write again |  |
| To speak softly |  |
| Little girls and boys |  |
| Not very deep |  |
| Bound to happen |  |
| Seldom found |  |
| Writing that is difficult to read |  |

Rewrite the following sentences using one word in place of the words in bold.

1. The **man** **in charge of the library** fined her for returning the book late.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I must go home **without delay**.
2. Annie **removed the wrapping from** her birthday presents.
3. We visited Pulau Redang **not long ago**.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **All of a sudden**, we heard a loud scream coming from the kitchen.
2. Omission of redundancies/trivial information
3. The bins were full of rubbish: broken bottles, tins, scraps of cloth and other items. (15 )

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He sat in silent, without saying a single word. (8)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He is a small-sized person. (5)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. That red colour blouse is too big in size for you. (11)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. They went to the cheap sale and bought some plates, cups, saucers and bowls. (14)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Substituition
2. He *made up his mind* to work harder. (8)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Sam is *behind the other children* in English. (8)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The coach told the players that the football match was *put off to another day*. (15)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. There are many children in Africa who *cannot read or write*. (11)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. He saw it in *black and white*. (7)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOTES:

All the exercises given above can help you to reduce the number of words in your summary.

TIPS ON SUMMARY WRITING

STEP ONE

First read the question given to find out which aspect of the passage that you have to summarise. You may be asked to summarise, for example:

* The benefits of reading
* The effects of pollution

STEP TWO

Read the passage and underline the relevant information or main ideas that you are asked to summarise. Leave out examples and repetitions.

STEP THREE

Arrange your points in order.

STEP FOUR

Based on the main points, write out a rough summary, which is your first draft. Use your own words where possible without any change in meaning or fact.

STEP FIVE

Link all your points or ideas to one another. REMEMBER not to add unnecessary words. You may use logical connectors or sequence connectors. Here are some examples of logical and sequence connectors:

|  |  |
| --- | --- |
| Logical connectors | Sequence connectors |
| Furthermore | First |
| Moreover | Then |
| Besides | Next |
| In addition | After that |
| Nevertheless | Finally |

STEP SIX

Remember to change the pronouns in your summary.

STEP SEVEN

Write out your summary. It should not be more than 60 words. It must be written in only one paragraph.

NOTES: Now that you know the tips of writing a summary, you should also be aware of how marks are awarded. The band criteria for summary is given below:

|  |  |  |
| --- | --- | --- |
| BAND | MARKS | DESCRIPTORS |
| EXCELLENT | 5 | * Marked ability to use own words * Language is accurate   -use of simple and compound sentences  -appropriate linkers  -use of correct grammar  \* Accurate spelling and punctuation   * First draft slips * No lifting of sentences * No irrelevant details |
| CREDIT | 4 | * Ability to use own words * Language is largely accurate   -use of simple and compound sentences  -appropriate linkers  -use of correct grammar   * Spelling and punctuation largely accurate * Some minor errors * Almost no lifting of sentences * No irrelevant details |
| ACHIEVEMENT | 3 | * Attempt to use own words * Language is sufficiently accurate   -use of simple and compound sentences  -majority of simple sentences  -some serious grammatical errors   * Some serious errors in spelling and punctuation * Selective lifting of sentences * Some irrelevant details |
| WEAK | 2 | * No attempt to use own words * Frequent serious errors in grammar, spelling and punctuation * Linkers are hardly used * Wholesale lifting of text material * Irrelevant details |
| VERY WEAK | 1 | * High density of errors-fractured syntax * Total lifting of text material * Irrelevant details |

In order to get good marks for your language, you can try to paraphrase your ideas.

1. HOW TO PARAPHRASE?

Here are 4 easy ways that you can practice to help you paraphrase better.

1. *LIFTING*

**ORIGINAL TEXT**

Hence, they become more knowledgeable.

**SUMMARY**

Hence, they become more knowledgeable.

**ORIGINAL TEXT**

We saw a wonderful variety of fish.

**SUMMARY**

We saw a wonderful variety of fish.

1. *ONE-WORD SUBSTITUITION*

**ORIGINAL TEXT**

We witnessed the breathtaking sunset.

**SUMMARY**

We witnessed the amazing sunset.

**ORIGINAL TEXT**

The newspaper motivates students to learn.

**SUMMARY**

The newspaper encourages students to learn.

1. *REORGANIZING*

**ORIGINAL TEXT**

Newspapers also encourage students to develop their thinking skills through extensive reading.

**SUMMARY**

Through extensive reading, newspapers also encourage students to develop their thinking skills.

**ORIGINAL TEXT**

We were enjoying a fine barbecue by the seaside with fish that we had freshly caught from the sea.

**SUMMARY**

With fish that we had freshly caught from the sea, we were enjoying a affine barbecue.

1. *REPHARASING*

**ORIGINAL TEXT**

Reading the newspaper also helps them improve their language skills.

**SUMMARY**

They become more proficient in their language by reading the newspaper.

**ORIGINAL TEXT**

We stayed awake till the wee hours of the morning.

**SUMMARY**

We stayed up late.

Let’s now put into practice what you have learnt so far. REMEMBER nothing is impossible as long as you put your mind to it. You should aim to get more than 5 content points even though the full mark for CONTENT is 5. So BE SMART! Do not try to be over ambitious by rephrasing every single sentence.

GOOD LUCK!

PRACTICE 1

Read the passage and complete the following task.

Dear Diary,

I had a fantastic time during the last school holidays. After receiving his bonus, Dad took us to Layang-Layang Atoll, a beautiful coral island, situated north of Sabah.

We checked into the holiday resort late that evening. Then, we immediately rushed out to witness the breathtaking sunset. After dinner, we went early to bed, looking forward to the activities we were going to do the next morning.

Rising early, we went snorkeling in the cool, clear waters off the island. The scene before us was colourful and amazing. The live corals floated along with the movements of the current and we saw a wonderful variety of fish. Among them were puffer fish, clown fish and angel fish.

The next day, we had another wonderful experience. We went scuba-diving under the supervision of an expert. I was glad to be so close to nature. I thanked God for giving me this wonderful opportunity.

On our last night, we stayed awake till the wee hours of the morning. It was because we were enjoying a fine barbecue by the seaside with fish that we had freshly caught from the sea.

It was certainly a memorable holiday.

Nisha

Nisha and her family enjoyed themselves at Layang-Layang Atoll.

Write a summary on **some of the interesting things they did and saw there**.

Your summary must:

* **not be more than 60 words,** including the 10 words given below
* be in **continuous writing** (not in note form)
* be written in **one** paragraph

Use your own words as far as possible without changing its qriginal meaning.

Begin your summary as follows:

*Upon checking into the holiday resort, Nisha and her family…*

**IDENTIFYING SUMMARY CONTENT POINTS**

There are actually two tasks :

**1.** some of the interesting activities that Nisha and her family did

**2.** what they saw at Layang-Layang Atoll

*Fill in the table below with the summary content points.*

|  |  |
| --- | --- |
| PARAGRAPH | CONTENT POINTS |
| 2 | 1. |
| 3 | 2. |
| 3. |
| 4. |
| 4 | 5. |
| 5 | 6. |
| 7. |

AFTER YOU HAVE LISTED ALL THE CONTENT POINTS, NOW TRY TO PARAPHRASE USING THE 4 WAYS GIVEN.

PRACTICE 2

Read the passage and complete the following task.

The newspaper is an extremely useful learning tool to students today. Besides being easily available and affordable, it offers them numerous benefits.

A survey carried out on the benefits of the newspaper clearly shows that students who read the newspapers have better awareness of the world around them. This is because they are better informed of the current issues happening around the world. Hence, they become more knowledgeable.

As language proficiency seems to be a problem amongst students these days, reading the newspapers also helps them improve their language skills. As such, they are able to put into practice what they have learnt.

Meanwhile, once outside the classroom, students can use the newspaper to be a continuous source of education and information. For example, it can be used to obtain reference material or ideas for their school assignments.

The newspaper today also motivates students to learn because it contains educational supplements that help them with their lessons. Besides, they also encourage students to develop their thinking skills through extensive reading.

It is without doubt that the newspaper is beneficial to students. As such, we should encourage them to read newspaper every day.

Write a summary **on** **how the newspaper can be a useful tool to students.**

Your summary must:

* **not be more than 60 words**, including the 10 words given below
* be in **continuous writing** (not note form)
* be written in **one** paragraph

Use your own words as far as possible without changing its original meaning.

Begin your summary as follows:

*The newspaper is a useful tool that helps students to ...*

**IDENTIFYING SUMMARY CONTENT POINTS**

There is a task that you have to fulfill:

**1.** **how the newspaper can be a useful tool to students**

*Fill in the table below with the summary content points.*

|  |  |
| --- | --- |
| PARAGRAPH | CONTENT POINTS |
| 2 | 1. |
| 2. |
| 3 | 3. |
| 4 | 4. |
| 5 | 5. |
| 6. |

AFTER YOU HAVE LISTED ALL THE CONTENT POINTS, NOW TRY TO PARAPHRASE USING THE 4 WAYS GIVEN.

PRACTICE 3

Read the passage and complete the following task.

Collecting coins is an interesting hobby. Most people indulge in this hobby to occupy their free time. Colleting coins is also considered a s a form of relaxation.

Coins come in different shapes, sizes and denominations. Coins also show important landmarks and symbols of a particular country. Thus, this hobby enriches one’s geographical and historical knowledge of countries.

Collecting coins is not just a pastime. We can learn about important personalities such as the kings, queens and leaders of various countries. Collecting coins also enables us to make new friends. We will be able to widen our circle of friends.

It is good if family members also share the interest as they would be able to give you the extra pieces that they have collected from other places and vice versa. This would enhance family ties.

If there is a need, we can always sell the coins. The older and ***rarer*** the coin is, the higher the price it fetches. You may be surprised that one day, you might be the proud owner of the rarest coins.

***Rare –*** uncommon (Adapted from The News Straits Times, 2007)

Write a summary on **the benefit of collecting coins**.

Your summary must:

* **not be more than 60 words,** including the 10 words given below
* be in **continuous writing** (not in note form)
* be written in **one** paragraph

Use your own words as far as possible without changing its qriginal meaning.

Begin your summary as follows:

*Collecting coins is not only interesting but also beneficial because…*

PRACTICE 4

Read the passage and complete the following task.

Although people generally say that television is bad for children, research has proven otherwise.

It has been found that TV is an interactive tool that encourages children to develop their social and communication skills. By watching TV, they are more carefree, open and find it easy to communicate with others.

TV also helps them develop their English language skills through programmes like Sesame Street and Playhouse Disney. It is no secret that their listening abilities are enhanced as well as their speaking and grammar skills.

Ultimately, TV also provides them a cheap avenue to first-class knowledge through channels like National Geographic, Discovery, Animal Planet, TV IQ and the various other educational mediums available.

Clearly, TV has plenty to offer to our children. It is a waste if parents misunderstand the wealth that TV provides to their children and prevent them from watching it on the excuse that it spoils them.

Rewrite **on the advantages of television to our children**.

Your summary must:

* **not be more than 60 words**, including the 10 words given below
* be in **continuous writing** (not note form)
* be written in **one** paragraph

Use your own words as far as possible without changing its original meaning.

Begin your summary as follows:

*Watching TV brings about many advantages to children, such as ...*

PRACTICE 5

Read the passage and complete the following task.

It was the most unfortunate day for me. I woke up late that morning. After a quick shower, I dashed to school. I did not take my umbrella. Soon, it began to pour. I was caught in the heavy rain. Quickly, I took a shelter at the bus-stop. Just then, a speeding car passed by and splashed mud all over my uniform.

After an hour, the rain stopped. I was late for school. I was caught by a prefect on duty. He took me to the discipline teacher who ordered me to detention class after school.

Later, I rushed to my classroom. The English teacher was angry at me for not bringing the homework. He sent me to the Principal but then the bell rang for recess, the Principal let me go. I was saved by the bell! I rushed to the canteen as my stomach was growling. I queued up with the rest of the students, then, I realised I had forgotten to bring some money. So, I had to remain hungry the whole day. After school, I had to go for detention class.

I finally left for home at five. Thinking of the hot coffee, I ran all the way home. There, I was questioned by my parents for coming home late. After a lecture from them I finally managed to drink a cold coffee. As expected, I was punished by my parents. I was grounded for a month!

Write a summary **on the unfortunate events that the writer has to face.**

Your summary must:

* **not be more than 60 words**, including the 10 words given below
* be in **continuous writing** (not note form)
* be written in **one** paragraph

Use your own words as far as possible without changing its original meaning.

Begin your summary as follows:

*It all started that morning when I woke up late ...*

PRACTICE 6

Read the passage and complete the following task.

Examinations have become part and parcel of every student’s life. Sometimes you find that your motivation to study is slipping away. That is why some people prefer to study in groups, which is a more of a means to hang out with friends while getting some information about their study.

How can you make the most of your study group? Select people who share the same motivation to study will make studying more interesting. You will also feel that your group members are a source of encouragement. Students have different styles of studying; some are effective and some are not. As such, you can learn valuable new study habits from the other group members. Target the topics to be covered within the time that you have before the exam. Do not forget to share information with your group members.

Studying is never solid without written notes. You can compare your notes with those of the other group members. So, make sure you jot down important points while you study. Besides, explaining concepts to the other group members will help you understand them better. Let’s face it- studying can sometime be boring. Interacting with the other group members not only makes studying enjoyable but also helps to foster a better relationship.

Write a summary on **why studying in a group is beneficial.**

Your summary must:

* **not be more than 60 words**, including the 10 words given below
* be in **continuous writing** (not note form)
* be written in **one** paragraph

Use your own words as far as possible without changing its original meaning.

Begin your summary as follows:

*Studying in a group is beneficial because group members are ...*

**LITERATURE**

**COMPONENT**

**FORM 1 & 2**

**(POEMS)**

**FORM 1**

**POEM**

**THE RIVER**

**THE RIVER**

The River’s a wanderer,

A nomad, a tramp,

He doesn’t’ choose one place

To set up his camp

The River’s a winder,

Through valley and hill

He twists and he turns,

He just cannot be still.

The River’s a hoarder

And he buries down deep

Those little treasures

That he wants to keep.

The River’s a baby,

He gurgles and hums.

And sound like he’s happily

Sucking his thumbs.

The River’s a singer,

As he dances along,

The countryside echoes

The notes of his song

The River’s a monster

Hungry and vexed,

He’s gobbled up trees

And he’ll swallow you next

***Valerie Bloom***

**INTENSIVE PRACTICE**

**Read the poem ‘The River’ and answer the questions that follow.**

1)Why is the river compared to ‘ a wanderer’?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(1 mark)

2) Why is The River a baby?

a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

3) How does the river move?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(1 mark)

4)What does the river hide? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(1 mark)

5) What happens to the sounds made by the river?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

6) Which word tells you that The River is also angry?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(1 mark)

7) What does the word ‘monster’ illustrate about the river?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(1 mark)

8) To what does the pronoun ‘you’ in the last stanza refer to?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(1 mark)

9) The river is compared to a few people. Who are they?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(1 mark)

10) What do the notes of his songs refer to?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

**FORM 1**

**POEM**

**MR NOBODY**

**MR NOBODY**

I know a funny little man,

As quiet as a mouse

Who does the mischief is done

In everybody’s house!

There’s no one ever sees his face,

And yet we all agree

That every plate we break was cracked

By Mr. Nobody.

‘Tis he who always tears our books,

Who leaves the door ajar,

He pulls the buttons from our shirts,

And scatters pins afar;

That squeaking door will always squeak,

For, prithee, don’t you see,

We leave the oiling to be done

By Mr. Nobody

He puts damp wood upon the fire,

That kettle cannot boil;

His feet are the feet that bring in mud,

And all the carpets soil.

The papers always are mislaid,

Who had them last but he?

There’s no one tosses them about

But Mr.Nobody.

The finger marks upon the door

By none of us are made;

We never leave the blinds unclosed,

To let the curtains fade;

The ink we never spill; the boots

That lying round you see

Are not our boots-they all belong

To Mr. Nobody

***Anonymous*** ***AUTHOR UNKNOWN***

**INTENSIVE PRACTICE**

**Read the poem ‘Mr Nobody’ and answer the questions that follow.**

1)Pick out a word in the poem that describes Mr Nobody?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

2) What does Mr Nobody do in everybody’s house?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

3) What does Mr Nobody pull from our shirts?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

4) State one of the mischievous acts that Mr Nobody did.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

5) Why do you think the door is always squeaking?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

6) Give a reason why the water in the kettle cannot boil.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

7) What happens to the papers in the third stanza?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

8) What will happen if the blinds are not closed?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

9) What lesson can you learn from the poem?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

10) Would you like to have a friend like Mr Nobody?

Yes. Reason :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

No. Reason:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

**FORM 2**

**POEM**

**I WONDER**

**I WONDER**

I wonder why the grass is green,

And why the wind is never seen?

Who taught the birds to build a nest,

And told the trees to take a rest

O, when the moon is not quite so round,

Where can the missing bit be found?

Who lights the stars, when they blow out,

And makes the lightning flash about?

Who paints the rainbow in the sky,

And hangs the fluffy clouds so high?

Why is it now, do you suppose,

That Dad won’t tell me, if he knows?

***Jeannie Kirby***

**INTENSIVE PRACTICE**

**Read the poem ‘I WONDER’ and answer the questions that follow.**

1) Which element in the poem is described as cannot be seen?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark )

2) What do you think “rest” (line 4) means?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark )

3) What time of the day does line 1 of stanza 4 refer to?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark )

4) How are the clouds described?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark )

5) Name three elements that the persona notices in the sky?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

6) Why does the person use the word ‘paints’ when talking about the rainbow?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

7) The person asks many questions about things around him or her? What does this

say about him or her?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark )

8) Why do you think the Dad does not answer the persona’s questions in the end?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

9) What does the poet find puzzling about the birds?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

10) What does the persona wonder about the moon?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

**FORM 2**

**POEM**

**HEIR**

**CONDITIONING**

**HEIR CONDITIONING**

**Grand dad did you breathe**

**before air cons were invented**

**was it hard staying**

**alive without modern inventions?**

**Grandma weren’t you flustered**

**as you fluttered with paper fans?**

**Could you communicate before**

**faxes and long distance calls**

**became basic necessities?**

**Grandchild we lived**

**before your age. Because**

**of our ignorance,**

**we did not know**

**pollution, stress, traffic jams**

**destruction of forests, streams and**

**hills**

**we feared God and nature**

**now nature fears you and**

**money is your new God**

***M SHANmughalingam***

M.SHANmughalingam

**INTENSIVE PRACTICE**

**Read the poem ‘HEIR CONDITIONING’ and answer the questions that follow.**

1)Name two modern inventions mentioned in Stanza 1?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark )

2) What does the word ‘flustered’ (stanza 1) mean?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark )

3) Why did the grandparents not have today’s modern inventions then?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark )

4) Who did the grandparents blame for the destruction of forests?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark )

5) According to the poem, what do people value most nowadays?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark )

6)What is the tone of the persona in the first stanza?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark) 7) Based on the poem, what is the price of progress?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

8) Write down one thing you can learn from this poem?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

9) Explain the meaning of ‘before your age.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

10) What is the tone of the persona’s voice in the last two lines?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

( 1 mark)

**SUGGESTED ANSWERS FOR LITERATURE COMPONENT (FORM 1 AND FORM 2)**

**FORM ONE**

**POEM- The River**

1. It cannot settle down at one place/ It does not stay at one place permanently

2)a) It gurgles

b) It sucks its thumb happily

1. It twists and turns
2. It hides things / treasures
3. They echo
4. Vexed
5. It shows that the river can be dangerous
6. Human beings
7. A wanderer, a nomad, a tramp and a baby
8. The sounds made by the river

**POEM- MR NOBODY**

1. Funny
2. He does the mischief in everybody’s house.
3. Buttons
4. He cracks plates / tears books/ pulls buttons from shirts
5. It is not oiled
6. The wood is damp
7. The papers are misplaced
8. The curtains will fade
9. We must not blame others for our mistakes
10. a) Yes, because he is funny/ he makes me laugh

b) No, because he is a nuisance / he breaks things

**ANSWERS FOR LITERATURE COMPONENT (FORM 1 AND FORM 2)**

**FORM TWO**

**Poem- I Wonder**

1. The wind
2. Sleep
3. At night
4. Fluffy
5. Moon, stars and rainbow
6. The rainbow is colourful / The rainbow has many colours
7. She is curious
8. Perhaps, he does not know how to answer the questions
9. The poet is puzzled how birds know how to build nests
10. What happens to the other half when it is not round

**Poem- Heir Conditioning**

1. Air conditioners and faxes
2. Irritated
3. They did not have enough knowledge
4. The younger generation
5. Money
6. The grandchild’s tone is curious
7. Nature is being destroyed
8. We must not be materialistic/ We must love our environment
9. Long before you were born.
10. Unhappy/ Disappointed

|  |
| --- |
| ***A Fighter’s Lines***  *Marzuki Ali*  **I am old and worn**  **and have lost all my strength**  **sufferings**  **and the history of the fight for independence**  **have forced sacrifices**  **that know no name**  **or life**  **from the wheelchair of the rest of my days**  **I, body and energy crushed**  **see and cannot do much**  **these times are too big a challenge**  **for the remnants of my crippled years**  **the net of deceit spread everywhere**  **disturbs me**  **In the name of justice**  **Wake up and form ranks sons of our ancestor**  **Be brave**  **And erect a wall of people**  **Stand up heirs of our freedom**  **I have no more voice**  **It is you now who should speak!** |

**SET 1**

1. Who is the persona addressing in the poem?

(1 mark)

1. Name two things the persona want the young generation to do?

(2 marks)

SET 2

**A Fighter’s Lines**

1. What is the theme of the poem?

(1 mark)

1. Give two examples of what we can do for our country.

(2 marks)

SET 3

**A Fighter’s Lines**

1. What is the message of the poem?

----------------------------------------------------------------------------------------------------------------

(1 mark)

1. What disturbs the persona?

------------------------------------------------------------------------------------------------------------------

(2 marks)

SET 4

1. What is the condition of the persona now?

(1 mark)

1. Give two moral values that we can learn from this poem.

-----------------------------------------------------------------------------------------------------------------

(2 marks)

**SUGGESTED ANSWERS (A Fighter’s Lines)**

SET 1

1. To the young generation who are able to fight for freedom and justice.
2. A. He wants them to be brave.

B. He wants them to be united.

C. He wants them to continue the work of the freedom fighters.

SET 2

1. Patriotism
2. A. Respect and love our country.

B. Stand united against our enemies.

SET 3

1. Value patriotism
2. The net of deceit

SET 4

1. Old and wheelchair-bound
2. A. We should love our country.

B. We should be united.

C. We should be brave to speak up.

D. We should be sincere.

E. We should be loyal to our country.

|  |
| --- |
| **Leisure**  *William Henry Davies*  What is this life if, full of care, We have no time to stand and stare.  No time to stand beneath the boughs And stare as long as sheep or cows.  No time to see, when woods we pass, Where squirrels hide their nuts in grass.  No time to see, in broad daylight, Streams full of stars, like stars at night.  No time to turn at Beauty's glance, And watch her feet, how they can dance.  No time to wait till her mouth can Enrich that smile her eyes began.  A poor life this is if, full of care, We have no time to stand and stare. |

**SET 1**

1. According to the persona, what kind of life do we lead today?

(1 mark)

1. What is one lesson you can learn from this poem?

(2 marks)

**SET 2**

1. Name **one natural element** the persona mentions in this poem.

(1 mark)

1. What is the persona’s advice for us?

( 2 mark)

**SET 3**

1. State **one** simple activity mentioned in these couplets that we should take time to do.

(1 mark)

1. Why are people so busy today?

(2 marks)

**SET 4**

1. What does the poet wish to emphasise in life?

(1 mark)

1. What does the persona want the people to do?

(2 mark)

**SUGGESTED ANSWERS (LEISURE)**

**SET 1**

1. Life full of care and worry.
2. Take time to rest (Accept any logical answers)

**SET 2**

1. Streams / stars
2. To take time to enjoy and admire

**SET 3**

1. Stand and stare / Observe nature / Stand under the tree
2. People today are so busy working and worrying. They are more concerned with the material aspects.

**SET 4**

1. The poet wishes to highlight the importance of leisure.
2. He wants them to make time to appreciate the beauty of nature.