

**2012
DIRECTED WRITING
MODULE**

Past Years' Questions (A Review)

Year	Format	Task
1997	An article for school newspaper	To inform students about the nature club and persuade them to join.
1998	A formal letter to the Manager of a factory	To request a visit for your school consumer club.
1999	A report to the Principal	To inform the principal about the poor condition and services of the library.
2000	An informal letter to your mother	To ask for some money to buy a birthday gift for your brother.
2001	An article for your school magazine	How to cope with stress
2002	A talk to other students	Road Safety
2003	A formal letter to your teacher	To state the choice made by your class on a trip after the end-of-year examination and give reasons for the choice.
2004	A report for the principal	To write on matters in your school which could be improved.
2005	A letter to a friend (informal letter)	To describe your experiences at a three-day outdoor camp.
2006	A letter to a friend (informal letter)	To give reasons why he/she would make a good Head Prefect
2007	A talk to students	To give a talk on a reference book that is useful for secondary students
2008	An article for a school magazine	To write an article about your friend.
2009	A report to the Principal	To give reasons for the lack of interest in sports and provide suggestions to overcome the problems.
2010	A letter to your cousin	To tell him/her about the benefits of the National Service Programme and to encourage him/her to go.
2011	A speech to Red Crescent Society members	To inform them on how to manage a sprained ankle .
2012 forecast	An article OR A report	

TOTAL MARKS FOR DIRECTED WRITING

Aspects	Marks
Format	3
Content	12
Language	20
TOTAL	35

CATEGORY DESCRIPTIONS FOR ASSESSMENT**Language 20 Marks**

MARK RANGE	DESCRIPTION OF CRITERIA
A 19 - 20	<ul style="list-style-type: none"> ● The language is accurate apart from occasional draft slips. ● Sentence structure is varied and shows that the candidate is able to use sentence length and type to achieve an intended effect. ● Vocabulary shows some sophistication and is used with precision. ● Punctuation is correct. ● Spelling is correct across the whole range of vocabulary used. ● Paragraphs have unity. ● The tone is appropriate for a talk to students.
B 16 – 18	<ul style="list-style-type: none"> ● The language is almost always accurate but there may be more minor or first draft slips. ● Errors may also arise from more ambitious structures which are imperfectly understood. ● Sentences show some variations in length and type, including the confident use of complex sentences. ● Vocabulary is wide enough to show intended meaning. ● Spelling is nearly always accurate. ● The tone is quite suitable for a talk to students. The reader is satisfied that a genuine attempt has been made.
C 13 - 15	<ul style="list-style-type: none"> ● The language is largely accurate to communicate meaning clearly to the reader. ● Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. ● Vocabulary is adequate to convey intended meaning although it may not be sufficiently developed to achieve precision. ● Sentences shows some variety of length and structures although there is a tendency to repeat some sentence types, giving it a monotonous effect. ● Punctuation is generally accurate although errors may occur in more complex uses. ● The talk is written in paragraphs which show some unity, although links may be absent or inappropriate. ● The tone of the talk lapses into slang or informal language.

<p>D</p> <p>10 - 12</p>	<ul style="list-style-type: none"> ● The language is sufficiently accurate. ● There will be patches of clarity particularly when simple structures are used. ● Mistakes will occur when more complex sentences are used. ● There may be some variety of sentence length and type but this may not be successful in enhancing meaning or arousing interest. ● Vocabulary is adequate but lacks precision. ● Simple words spelt correctly, but errors may occur when unfamiliar words are used. ● Punctuation is generally correct but does not enhance or clarify meaning. ● Sentence separation errors may occur. ● The talk is written in paragraphs which may show some unity in topic. The style may fail to achieve the informality required for this task. Lapse in slang or formal language may occur consistently.
<p>E</p> <p>7 - 9</p>	<ul style="list-style-type: none"> ● Meaning is never in doubt, but single errors are sufficiently frequent and serious to hamper precision and speed of reading. ● Some simple structures will be accurate but accuracy is not sustained for long. ● Vocabulary is limited and either too simple to convey precise meaning or are imperfectly understood. ● Simple words will usually be spelt accurately but mistakes will occur when more difficult words are used. ● The talk will have paragraphs but these lack unity and links are incorrectly used or the speech may not be paragraphed at all. There may be errors of sentences separation and punctuation. ● The tone may be appropriate for a talk to students.

ASPECTS OF FORMAT

a	Formal report	<p><i>To: The principal</i> Addressee</p> <p><u><i>Poor Conditions</i></u> Topic/Title</p> <p>(Paragraphs)</p> <p><i>Reported by,</i> <i>Ereen</i> Writer's name & post <i>Secretary</i></p>
b	Formal letter	<p><i>Alice Tan</i> Sender's name <i>SMK Kuantan</i> <i>25000 KUANTAN</i></p> <p><i>The manager</i> Recipient's address <i>XYZ Sdn Bhd</i></p>

		25000 KUANTAN 2 February 2011 Dear sir, <u>Asking permission to visit ...</u> (Paragraphs) Yours faithfully Alice Tan Secretary	Date Salutation Title Complimentary Close (name & designation)
c	Informal letter	123, Jalan ABC 2500 KUANTAN Dear Sara, (Paragraphs) Yours sincerely,	Sender's address Salutation friend's name Complimentary Close
d	A Speech / Talk	Good morning, The title of my speech is (Paragraphs) Thank you	Greeting Topic/Purpose Ending
e	An Article for school magazine / school newspaper	<u>HEALTHY LIFESTYLE</u> by Suzy (Paragraphs) (sharing&informative)	Title Writer's name Tone

SPM 2009

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

Use the following notes to write your report.

REASONS

- Students
 - attitude C1
 - lack of time C2
- Parents
 - emphasis on academic performance C3

- tuition classes **C4**
- Facilities
- insufficient sports equipment **C5**
- poor condition – field, courts **C6**

SUGGESTIONS

- stress importance of sports **C7**
- dialogue with parents **C8**
- improve facilities **C9**
- employ qualified trainers **C10**
- organize more competitions **C11**
- offer attractive prizes **C12**

When writing the report, you **must**:

- address your report **to the Principal** **F1**
- provide **a title** **F2**
- include **your name** **F3**
- use **all notes** given **C1 – C12**

CONTENT POINTS ELABORATION

C1

Students - attitude

- Among the reasons cited by the 1,800 **students** who did not choose sports as their preferred activity is their own **attitude** towards sports.

Students – attitude (elaboration – reason)

- Many of them assume playing sports involves getting hot, dirty and sweaty as well as being occasionally sunburned.

C2

Students - lack of time

- The **students** also complained about their **lack of time**.

Students - lack of time (elaboration – reason)

- Many of them commented that this was caused by the longer school hours and also because many co-curricular societies, such as uniformed bodies, hold extra meetings on weekends.

C3

Parents – emphasis on academic performance

- Not only that, many of the students complained about parental factors where according to them, their **parents place an excessive amount of attention on academic work**.

Parents – emphasis on academic performance (elaboration –reason)

- Many of them have stated that it has become an obsession with their parents to make them excellent in academics

C4

Parents – tuition classes

- Most of their **parents** send them for **tuition classes** , workshops and seminars at every possible opportunity.

Parents – tuition classes (elaboration – reason)

- With that it has become very difficult for them to make time for leisure, let alone sports.

C5

Facilities - insufficient sports equipment (elaboration – explanation)

- Other students complained that the school field and sports equipment are not at a reasonable level. Since the school field is fully utilised, the students expect it to be at its level best. However, they have said that the opposite is often true.

Facilities - insufficient sports equipment

- There is **insufficient sports equipment** in the school storage room with only two soccer balls.

C6

Facilities - poor condition – field, courts

- The school's hockey equipment is also in very bad condition with several broken hockey sticks that have not been replaced. The **poor condition** of the school **field** and the badminton **courts** have also drawn the anger of the students.

Facilities - poor condition – field, courts (elaboration – explanation)

- Many students submitted complaints that the school field is very wet and muddy after it rains while the badminton courts' floor are heavily damaged.

C7

stress importance of sports

- Due to the overwhelming lack of interest in sports among the students' I have formulated a few suggestions for consideration. Among my suggestions is that the school authorities, such as the Head of Student Affairs, should **stress the importance of sports** to the students.

stress importance of sports (elaboration – explanation)

- The message would have a much greater impact on the students if delivered by a person in authority.

C8

dialogue with parents

- Moreover, the school authorities could hold a **dialogue with the parents** during the next Parent Teacher Association meeting.

dialogue with parents (elaboration – explanation)

- During the dialogue, the school authorities could explain to the parents about the importance of a balanced life for the students through sports.

C9

improve facilities

- On top of that, the school could **improve** he sporting **facilities** for the students.

improve facilities (elaboration – explanation)

- This step would go a long way towards attracting the interest of the students to get involved in sports.

C10

employ qualified trainers

- Other than that, the school could **employ qualified trainers**.

employ qualified trainers (elaboration – explanation)

- The presence of the trainers would be an added bonus for the students because they could receive proper training on the rules and regulations in sports.

C11

organize more competitions

- Last but not least, the school authorities could **organize more competitions** related to sports.

organize more competitions (elaboration – reason)

- This would make the students who have talent in sports to come forth and compete.

C12

offer attractive prizes

- The school authorities also could **offer attractive prizes** to the winners.

offer attractive prizes (elaboration – reason)

- I am sure it could act as an incentive for students who compete in the sports events.

<p>To : The Principal of Sekolah Menengah Kebangsaan Bahagia</p>	<p>F1</p>
<p><u>A report on the Lack of Interest in Sports Among the Students of Sekolah Menengah Kebangsaan Bahagia.</u></p>	<p>F2</p>
<p>I have recently conducted a survey among the students of SMK Bahagia . The results of the survey show that among 2,000 students from form one to form five, only 200 would choose sports as their preferred leisure activity during their spare time. That number is only 10% of the student population.</p>	<p>Introduction</p>
<p>Among the reasons cited by the 1,800 <u>students</u> who did not choose sports as their preferred activity is their own <u>attitude</u> towards sports. Many of them assume playing sports involves getting hot, dirty and sweaty as well as being occasionally sunburned. The students also complained about their <u>lack of time</u>. Many of them commented that this was caused by the longer school hours and also because many co-curricular societies, such as uniformed bodies, hold extra meetings on weekends.</p>	<p>C1</p>
<p>Not only that, many of the students complained about parental factors. According to them, their parents place an excessive amount of <u>attention on academic work</u>. Many of them have stated that it has become an obsession with their parents to make them excellent in</p>	<p>C2</p>
<p>Not only that, many of the students complained about parental factors. According to them, their parents place an excessive amount of <u>attention on academic work</u>. Many of them have stated that it has become an obsession with their parents to make them excellent in</p>	<p>C3</p>

<p>academics. With their parents sending them for <u>tuition classes</u>, workshops and seminars at every possible opportunity, it has become very difficult for them to make time for leisure, let alone sports.</p>	C4
<p>Other students complained that the school field and sports equipment are not at a reasonable level. Since the school field is fully utilized, the students expect it to be at its level best. However, they have said that the opposite is often true. There is <u>insufficient sports equipment</u> in the school storage room with only two soccer balls. The school's hockey equipment is also in very bad condition with several broken hockey sticks that have not been replaced. The <u>poor conditions</u> of the school field and the badminton courts have also drawn the anger of the students. Many students submitted complaints that the school field is very wet and muddy after it rains while the badminton courts' floors are heavily damaged.</p>	C5 C6
<p>Due to the overwhelming lack of interest in sports among the students, I have formulated a few suggestions for consideration. Among my suggestions is that the school authorities, such as the Head of Student Affairs, should <u>stress the importance of sports</u> to the students. The message would have a much greater impact on the students if delivered by a person in authority.</p>	C7
<p>Moreover, the school authorities could hold a <u>dialogue with the parents</u> during the next Parent Teacher Association meeting. During the dialogue, the school authorities could explain to the parents about the importance of a balanced life for the students through sports.</p>	C8
<p>On top of that, the school could <u>improve the sporting facilities</u> for the students. This step would go a long way towards attracting the interest of the students to get involved in sports. Other than that, the school could <u>employ qualified trainers</u>. The presence of the trainers would be an added bonus for the students because they could receive proper training on the rules and regulations in sports.</p>	C9 C10
<p>Last but not least, the school authorities could <u>organize more competitions</u> related to sports. This would make the students who have talent in sports to come forth and compete. The school authorities also could <u>offer attractive prizes</u> to the winners. I am sure it could act as an incentive for students who compete in the sports events.</p>	C11 C12
<p>Reported by, (Khatijah Bt. Rosli) Secretary, Sports Club, SMK Bahagia</p>	F3

Practice 1

SPM 2006

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

Use the notes given below to write your letter.

Personal Qualities:

- friendly C1
- responsible C2
- helpful C3

Academic Performance:

- intelligent student C4
- hardworking C5
- problem solver C6

Co-curricular Involvement:

- Blue House Captain C7
- secretary of English Language Society C8
- school debater C9

Other points:

- lives near school – able to sacrifice time C10
- good study habits – academic performance will not be affected C11
- popular with students and teachers C12

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

- **address** F1
- **salutation/greeting** F2
- **close** F3
- **all the notes** given C1 – C12

.....	F1
.....	(sender's address)
.....	
.....	F2
.....	(salutation)
.....	check audience
.....	
.....	Introduction (asking

.....	condition)
.....	C1 & elaboration (define/ reason/effect/ example)
.....	C2 & elaboration (define/ reason/effect/ example)
.....	C3 & elaboration (define/ reason/effect/ example)
.....	C4 & elaboration (define/ reason/effect/ example)
.....	C5 & elaboration (define/ reason/effect/ example)
.....	C6 & elaboration (define/ reason/effect/ example)
.....	C7 & elaboration (define/

.....	reason/effect/ example)
.....	
.....	C8 & elaboration (define/ reason/effect/ example)
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.....	C9 & elaboration (define/ reason/effect/ example)
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.....	C10 & elaboration (define/ reason/effect/ example)
.....	
.....	C11 & elaboration (define/ reason/effect/ example)
.....	
.....	C12 & elaboration (define/ reason/effect/ example)
.....	
.....	Closing paragraph
.....	
.....	F3 (signing off) Yours sincerely
.....	

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
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Practice 2

SPM 2002

Road accidents have been on the increase with more and more young people becoming victims. Your school has decided to launch a “*Road Safety Week*” to raise awareness among students of the need to be more responsible on the roads. As chairperson of the school’s organizing committee, you have been asked to give a **talk** to other students on road safety. Below are some notes you have made on the reasons why road accidents occur and suggestions to reduce the number of accidents.

Reasons:

- speed C1
- reckless driving C2
- tiredness C3
- racing C4
- poor maintenance of vehicles C5
- bad road conditions C6

Suggestions:

- have strict enforcement of traffic rules C7
- increase fines C8
- use road-worthy vehicles C9
- organize awareness campaigns C10
- increase the age limit for new drivers C11
- suspend driving license of reckless drivers C12

Write out the **talk** that you would give. When writing out what you plan to say, you should remember to:

- **address** the audience F1
- introduce the **topic of the talk** F2
- use **all the notes** given above C1 – C12
- **end** the talk appropriately F3

<p>.....</p>	<p>F1</p>
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.....	F2
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.....	C1
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.....	C11 C12 F3
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**2012
CONTINUOUS WRITING
MODULE**

Past-Year Questions (A Review)

Write a composition of about 350 words on one of the following topics.
(In the examination, you will be given 5 topics to choose from)

2006

1. Describe an enjoyable weekend you have experienced. [*DESCRIPTIVE*]
2. What changes would you like to see in your life in the next ten years?
[*REFLECTIVE*]
3. How can television help students in their studies? [*GIVING AN OPINION*]
4. Write a story ending with:
“.....If only I had been more careful, that wouldn’t have happened.” [*NARRATIVE*]
5. Food [*ONE-WORD TOPIC*]

2007

1. Describe an embarrassing experience in your life [*DESCRIPTIVE*]
2. My early years [*REFLECTIVE*]
3. “Teenagers today are only interested in entertainment.” Do you agree? Support your answer [*ARGUMENTATIVE*]
4. Write a story beginning with:
“Kim was nervous when the door open.....” [*NARRATIVE*]
5. Tomorrow [*ONE-WORD TOPIC*]

2008

1. Write about a person who has worked hard to succeed in life [*DESCRIPTIVE*]
2. Examinations – good or bad? [*ARGUMENTATIVE*]
3. My perfect future husband or wife [*REFLECTIVE*]
4. Write a story ending with:
“.....Now I realize the value of a true friend.” [*NARRATIVE*]
5. Stars [*ONE-WORD TOPIC*]

2009

1. Describe an unforgettable incident that you saw on your way home from school [*DESCRIPTIVE*]
2. School children should not have long holidays. Do you agree? [*ARGUMENTATIVE/OPINION*]
3. My favourite day of the week. [*REFLECTIVE*]
4. Write a story ending with:
“.....We said our goodbyes and went our separate ways.” [*NARRATIVE*]
5. Beauty [*ONE-WORD TOPIC*]

2010

1. Describe the most popular student in your school [*DESCRIPTIVE*]
2. “The Internet is mostly a good thing.” Do you agree? Support your opinion [*ARGUMENTATIVE*]
3. What can we do to save the environment? [*REFLECTIVE*]
4. Write a story beginning with:
“It had been raining all day....” [*NARRATIVE*]
5. Home [*ONE-WORD TOPIC*]

2011

1. A famous person you admire [*DESCRIPTIVE*]
2. Should school students have part-time jobs? Discuss.[*OPINION-BASED*]

3. The best things in life are free [*REFLECTIVE*]
4. Write a story that ends with:
“ ... they looked at each other and smiled meaningfully” [*NARRATIVE*]
5. Peace [*ONE-WORD TOPIC*]

CATEGORY DESCRIPTIONS FOR ASSESSMENT

(Language 50 marks)

MARK RANGE	DESCRIPTION OF CRITERIA
A 44-50	<ul style="list-style-type: none"> • The language is entirely accurate apart from very occasional first draft slips. • Sentence structure is varied and sophisticated – shows that the candidate is able to use various types of sentences to achieve a particular effect. • Vocabulary is wide and is used with precision. • Punctuation is accurate and helpful to the reader. • Spelling is accurate across the full range of vocabulary used. • Paragraphs are well-planned, have unity and are linked. • The topic is addressed with consistent relevance. • The interest of the reader is aroused and sustained throughout the writing.
B 38-43	<ul style="list-style-type: none"> • The language is accurate; occasional errors are either minor or first draft slips. • Sentences show some variation of length and type, including some complex sentences. • Vocabulary is wide enough to convey intended shades of meaning with some precision. • Punctuation is almost always accurate and generally helpful. • Spelling is nearly always accurate. • Paragraphs show some evidence of planning, have unity and are usually appropriately linked. • The piece of writing is relevant to the topic and the interest of the reader is aroused and sustained through most of the composition.

<p style="text-align: center;">C</p> <p style="text-align: center;">32-37</p>	<ul style="list-style-type: none"> • The language is largely accurate. • Simple structures are used without error; mistakes may occur when more sophisticated structures are attempted. • Sentences may show some variety of structure and length but there is a tendency to use one type of structure, giving it a monotonous effect. • Vocabulary is wide enough to convey intended meaning but may lack precision. • Punctuation of simple structures is accurate on the whole but errors may occur in more complex uses. • Simple words may be spelt correctly but errors may occur when more sophisticated words are used. • The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. • The writing is relevant but may lack originality and planning. Some interest is aroused but not sustained.
<p style="text-align: center;">D</p> <p style="text-align: center;">26-31</p>	<ul style="list-style-type: none"> • The language is sufficiently accurate to communicate meaning clearly to the reader. • There will be patches of clear, accurate language, particularly when simple vocabulary and structures are used. • There is some variety of sentence type and length but the purpose is not clearly seen. Punctuation is generally correct but does not clarify meaning. • Vocabulary is usually adequate to show intended meaning but this is not developed to show precision. • Simple words will be spelt correctly, but more spelling errors will occur. • Paragraphs are used but show lack of planning or unity. • The topic is addressed with some relevance but the reader may find composition at this level lacking in liveliness and interest value.
<p style="text-align: center;">E</p> <p style="text-align: center;">20-25</p>	<ul style="list-style-type: none"> • Meaning is never in doubt, but errors are sufficiently frequent and serious to hamper reading. • Some simple structures may be accurate, but a script at this level is unlikely to sustain accuracy for long. • Vocabulary is limited – either too simple to convey precise meaning or more ambitious but imperfectly understood. • Simple words may be spelt correctly but frequent mistakes in spelling and punctuation make reading the script difficult. • Paragraphs lack unity or are haphazardly arranged. • The subject matter will show some relevance to the topic but only a partial treatment is given. • The high incidence of linguistic errors is likely to distract the reader from any merits of content that the composition may have.

TIPS FOR SPM CONTINUOUS WRITING

1. **Write a story** because your **errors** (grammar, spelling, sentence structures and so on) **will not be so glaring** in a story compared to a factual/argumentative essay.
2. **Always write** about **something real** and **close to you**. It is **easier than writing** about **something fictional**, which you have to create and imagine.
3. **Combine description with narration** and you will get a **wonderful story** (see the sample of a narrative story ending with "We had never laughed so much in our lives").
4. **Be positive** (think positively) **about yourself** because **self- confidence** is **important** in writing a creative & interesting story.
5. **Be bold** to create a story based on **personal experience** or **extensive reading** (story books, etc) as it **allows your brain to flow freely** as **ideas can pop up now & then** (feel free to express yourself or your thought). **Jot it down quickly** as the ideas come because **our minds can play tricks on us**.
6. **Be smart** to **evaluate** the **ideas** that pop up in your brain & only choose those are **relevant** to your story.
7. **Be cautious** about **your sentences** (simple, compound & complex) & to be safe, always use simple sentence (for weak students), simple & compound (for average students), compound & complex (for good students).
8. **Be adventurous** in **creating** your **story** either a **real life story** based on your personal experience or a **fictional story** with some adjustments based on your extensive reading.
9. A **good writer keeps** the **examiner guessing** whether the **story** is **real** or just **fiction**.

TYPES OF WRITING

1. **NARRATIVE –**
WRITING A STORY
2. **ARGUMENTATIVE / OPINION-BASED –**
STATING VIEWS
3. **DESCRIPTIVE –**
PLACE / PERSON / EVENT
4. **FACTUAL / REFLECTIVE –**
FACT-BASED
5. **ONE WORD / OPEN RESPONSE –**
NARRATIVE / ARGUMENTATIVE / FACTUAL

TIPS ON WRITING GOOD CONTINUOUS WRITING

- i) **Mind maps** and **outline (table)** help to stimulate the mind to think deeper by using the **“5W1H”** formula :
 - Who is it? (Person/People)
 - What is it? (Objects/Things)
 - Where is it? (Place)

- When is it? (Time)
- Why is it? (Reason)
- How is it? (Method)

Important Questions to Ask

- What is a well-written essay?
 - What do examiners look for in an essay?
1. Fulfilment of task
 - Have you fully answered the question?
 - Have you used all the points given?
 - Have you given enough relevant points?
 - Do your points reflect mature or intelligent thinking on your part?
 2. Cohesion
 - Are all the paragraphs and ideas appropriately linked?
 - Does each paragraph have a main idea and a topic sentence?
 - Have you provided enough elaboration and examples?
 - Have you used transition markers and connectors? Are they correctly used?
 - Have you organised your ideas well?
 - Are your introduction and conclusion interesting?
 3. Accurate grammar
 - Do you have a variety of sentence structures?
 - Are your tenses and other grammatical rules correct?
 4. Accurate spelling
 - Are all the words you have used correctly spelled?
 5. Wide and appropriate vocabulary
 - Are the words used in the essay suitable? Are they precise?
 - Do you use a wide range of simple to difficult words?
 - Are you able to use appropriate idiomatic expressions, figures of speech, proverbs, similes and other linguistic expressions?
 6. The topic
 - Is the topic addressed with consistent relevance?
 7. The interest of the reader
 - Is the interest of the reader aroused?
 - Is the interest of the reader sustained throughout the writing?

GENERAL GUIDELINES

A. Two main pointers in writing :-

- i) Use the right words
 - A wide vocabulary enables you to write better compositions.
 - Add a list of Idiomatic Expressions, Figurative Language, Colour Idioms, Similes, Proverbs, Double Words, Synonyms, Sounds and Homophones.
- ii) Write better sentences

- Use simple sentences, sentences with joining words, longer sentences, sentences with different beginnings and sentences of different lengths – **for variety in sentence structures**.
- Add adjectives to nouns, adverbs to nouns, phrases and clauses; and use figurative language, idiomatic expressions, proverbs, similes, colour idioms, pairs of words and direct speech – **for vivid and interesting sentences**

B. Variety in sentence structures

i) Simple sentences

Examples:

- Youngsters prefer to watch movies.
- Exercise is beneficial for health.

ii) Sentences with joining words

Examples:

- Many activities had to be cancelled **because** there was heavy rain.
- I could not understand the tourists **as** they were babbling away in French.

iii) Longer sentences

Examples:

- On my way home from school, I saw thick black smoke coming from a burning house, and people rushing out with all their belongings.
- It is impossible to make ends meet if we have the habit of spending too much money buying unnecessary luxury goods.

iv) Sentences with different beginnings

Examples:

- Beginning with gerunds
- Beginning with particles
 - **Beaming with pleasure**, Mr Da Silva thanked us for the present.
 - **Standing on tiptoe**, he tried to see what was actually inside the secret room.
 - Beginning a phrase with a preposition
 - **At this moment**, not a single sound could be heard.
 - **After trying hard**, she managed to do the job well.
 - Beginning with other words
 - **Earlier**, one of the students had to reject the offer.
 - **Despite** being the only child in her family, she manages to be independent.

v) Sentences of different lengths – adding other words, phrases and clauses

Examples :

- I turned and fled.
I was so frightened that I turned and fled.
- We went on a tour of Melaka.
We, together with some teachers, went on a **three-day** tour of Melaka.

C. Vivid and interesting sentences

i) Add adjectives to nouns

Examples :

- **monotonous** effect

- **incredible** strength
- ii) Add adverbs to verbs
Examples :
 - drive **recklessly**
 - speak **boastfully**
- iii) Add phrases to nouns and verbs
Examples :
 - The apartment **with expensive furniture** belongs to the young millionaire.
 - The spectators cheered **in an excited manner** when Shahzan Muda scored another goal.
- iv) Add clauses to sentences
Examples :
 - Mount Kinabalu **which is in the state of Sabah** is a popular tourist destination.
 - My neighbour **who composes and writes lyrics** has won the first prize in the Asian song-writing competition.

D. Use of pairs of words, figurative language, idiomatic expressions, proverbs, similes and colour idioms

- i) Pairs of words
Examples :
 - safe and sound
 - black and white
- ii) Figurative language
Examples :
 - howling sound
 - piercing scream
- iii) Idiomatic expressions
Examples :
 - keep a straight face
 - go up in smoke
- iv) Proverbs
Examples :
 - when in Rome, do as the Romans do
 - half a loaf is better than none
- v) Similes
Examples :
 - as quick as lightning
 - as fit as a fiddle
- vi) Colour idioms
Examples :
 - once in a blue moon
 - red-letter day

E. Use of direct speech

- to be used in appropriate situations for more effective writing
- Example :*

A new teacher has just been transferred to the school. One of the students asked her classmate, “Jessica, what does the new teacher look like?” Jessica replied, “You mean Miss Guok? Oh, she’s pretty. Looks like a Japanese doll.”

TYPES OF SENTENCES FOR WRITING PURPOSES

- 1) SIMPLE SENTENCES
- 2) COMPOUND SENTENCES
- 3) COMPLEX SENTENCES

1) **SIMPLE SENTENCES**

A simple sentence contains **a subject and a predicate**, and it expresses a complete thought. In the following simple sentences, subjects are in **BOLD**, and predicate are in *ITALICE*

Examples:

- a) Some pupils like to eat chicken rice.
- b) Upin and Ipin play volleyball every evening
- c) Zack goes to school and studies everyday

The three examples above are all simple sentences. Note that sentence B contains a **compound subject** (*Epin and Upin*), and sentence C contains a **compound verb** (*goes to the school and studies*) in the predicate. Simple sentences, therefore, contain a subject and verb and express a complete thought, but they can also contain a compound subject or verb.

2) **COMPOUND SENTENCES**

We may form Complex Sentences by using one of the two patterns below:

During recess time, I go to the canteen
I go to the canteen during recess time
Before the bell rings, everyone is still in class
Everyone is still in class before the bell rings

Linkers/joining words (subordinating conjunctions): As, As if, Because, Since, Although, Even though, When, While, Until, Unless, Where, etc.

Pattern 1 Linkers, Subject + Predicate, Subject + Predicate

Pattern 2 Subject + Predicate, Linkers, Subjects + Predicate

It is important to know that sentences containing adjective clauses are also complex:

The man whom my dad talked to is my uncle
The bird that Ali found was alive
The city where I grew up is in Malaysia

Subject + Adjective Clause + Predicate

3) **COMPLEX SENTENCES**

We may form Compound Sentences by joining two (2) simple sentences using a punctuation mark and a linker.

1. Using **a Comma and a linker** (For, And, Nor, But, Or, Yet, So, etc)

Examples:

- a) The manager tried to help his employees, **but** they did not listen to him.
- b) The players played well, **for** they feared they might lose the game.
- c) She plans to get a scholarship to further her studies, **so** she will study very hard to get an excellent result in her exam.

Subject + Predicate, **joining word** Subject + Predicate

2. Using **a Semicolon (;)**

Examples:

- a) The manager tried to help his employees; they did not listen to him.
- b) The players played well; they feared they might lose the game.
- c) She plans to get a scholarship to further her studies; so that she will not burden her family

Subject + Predicate; Subject + Predicate

3. Using **a Semicolon (;)**, **a linker** (however, therefore, in fact, on the other hand, nonetheless, besides, instead, then, moreover, similarly, nevertheless, etc.) and **a Comma (,)**

Examples:

- a) The car is sporty; **however** it is expensive.

Subject + Predicate; **transition word**, Subject + Predicate

POPULAR TYPES OF ESSAYS

A) **NARRATIVE WRITING**

1. **What is a narrative?**

A narrative tells a story or describes a sequence of events. It may be about something unusual, for example, a strange encounter or event, a sudden catastrophe, a crisis, a conflict, a victory, an exciting adventure or discovery. However, it may also be about ordinary experiences, the things that happen everyday.

2. **Tips on writing a narrative**

- a. Mind maps and graphic organizers help create an interesting essay.
- b. The essay should be written based on the five senses.
 - Sense of sight – colourful lights, wide variety of food, lush greeneries, dark stormy, tall, dark and handsome man.
 - Sense of smell - smell of coffee brewing, aroma of crisp fried chicken, pungent smell of rotten eggs.
 - Sense of touch – soft silky material, rough surface, warm pot, hot Iron slimy dirty plates.
 - Sense of taste - bitter coffee, sweet and savoury puff, hot and spicy chicken, sour grapes.
 - Sense of hearing - blaring of horns, the sound of footsteps, doors creaking, brakes screeching.

LIST OF USEFUL IDIOMS/PHRASES

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

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

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

B. DESCRIPTIVE ESSAY

General guidelines :-

1. The purpose of writing is to describe the details of a specific event.
2. Since you have no notes to fall back on (not like in Directed Writing), you need to come up with your own details.
3. You can use your **senses** to help you give the details :
 - What do you see?
 - What do you hear?
 - What do you taste?
 - What do you feel?
 - What do you think?
4. When describing an event, you can think of :
 - the purpose of the event
 - the date, time and venue
 - the people/audience/participants/guests involved
 - the sequence of events – the highs and the lows, incidents, etc.
 - everything you see, hear, taste, feel or think
 - other people's views
 - a good introduction and a good conclusion

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

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

A) DESCRIBING AN EVENT / A SCENE

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

Guidelines in writing descriptions of scenes/events

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

B) DESCRIBING A PLACE

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

Guidelines in writing descriptions of places

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

DO'S	DON'TS
1. Have a good grasp of the topic 2. Write about the place/scene only if you have the knowledge about it 3. Describe the activities of the people in it 4. Write about your feelings / impressions of the place or scene 5. Write concluding lines about your description	1. Choose a topic if you don't understand it 2. Try to describe a place/scene if you are not sure about it 3. Leave out the activities of the people in it 4. Leave out your feelings about the place/ scene 5. End your description without a conclusion

Make the writing more vivid by using

- adjectives e.g. panoramic, pollution-free
- adverbs e.g. freely, smoothly
- pairs of words e.g. hustle and bustle
- idiomatic expressions e.g. in all weathers
- similes e.g. as pretty as a picture
- figurative language e.g. rough it out

C. DESCRIBING A PERSON

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

Guidelines in writing descriptions of people

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

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

Make the writing more vivid by using

- adjectives e.g. dynamic, kind, huge
- adverbs e.g. patiently, smoothly
- pairs of words e.g. hale and hearty
- idiomatic expressions e.g. down to earth
- similes e.g. as smooth as silk, as fit as a fiddle
- figurative language e.g. running commentary

USEFUL WORDS & PHRASES TO DESCRIBE FEELINGS AND REACTIONS

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

	I danced in to the room
--	-------------------------

TOPIC VOCABULARY**1. Suggested topic vocabulary for describing people**

Stature	Face	Eyes	Hair
Fat	Fair-complexioned	Bloodshot	Black
Thin	Dark-complexioned	Dark	Thick
Tall	Freckled	Brown-eyed	Curly
Short	Pimpled	Dreamy	Lustrous
Slim	Oval-shaped	Sleepy	Shining
Lanky	Rosy cheeks	Sparkling	Shoulder-length
Stocky		Watery	Healthy-looking
Burly			
Chubby			
Muscular			
Petite			
Well-built			
Frail-looking			
Other useful words			
Accomplished	Efficient	Irritating	Sincere
Adorable	Extravagant	Jovial	Snobbish
Aggressive	Famous	Lazy	Sociable
Arrogant	Fashionable	Meticulous	Soft-spoken
Beautiful	Gentle	Mild-mannered	Sophisticated
Brilliant	Generous	Mischievous	Spiteful
Bold	Glamorous	Narrow-minded	Stubborn
Capable	Good-humoured	Outgoing	Studious
Conscientious	Gorgeous	Popular	Sympathetic
Courageous	Handsome	Proud	Tactless
Cruel	Hardworking	Quiet	Talented
Cunning	Honest	Responsible	Temperamental
Daring	Hot-tempered	Rude	Timid
Diligent	Humble	Selfish	Well-disciplined
Distinguished	Impolite	Sensitive	Well-known
Easygoing	Intelligent	Shrewd	Witty

2. Suggested topic vocabulary for describing places

Places			
Bare	Dusty	Muddy	Sandy
Breathtaking	Exotic	Narrow	Scenic
Bustling	Filthy	Noisy	Serene
Chaotic	Flood-prone	Palm-fringed	Shabby
Cockroach-ridden	Haunted	Panoramic	Shady
Comfortable	Hilly	Peaceful	Spacious
Cosy	Historic	Picturesque	Spectacular

Crammed	Isolated	Pollution-free	Tidy
Crowded	Lonely	Quaint	Tranquil
Dark	Low-flying	Remote	Unique
Dingy	Messy	Renowned	Well-kept
Deserted	Mountainous	Rocky	Windy

EXERCISES

Read the sentences below and expand them to provide better descriptions.

The first sentence is the bare version. The others are expanded versions. The ‘expansions’ are underlined.

Expansion 1

1. She left the room.
2. She rushed out of the room
3. She jumped up, knocking a chair over and rushed madly out of the room.
4. At once, she jumped up, knocking a chair over in her haste and rushed madly out of the room, slamming the door behind her.

Expansion 2

1. Sheng started to cry.
2. Sheng sat down. Then tears began to flow down her cheeks.
3. Sheng sat down on the wooden bench. She looked down. Then tears began to flow down her cheeks. She wiped them away.
4. Sheng sat down on the old wooden bench in the shed. She looked down at her hands. Then tears began to form in her eyes and then rolled down her wrinkled cheeks. She wiped them away hastily.
5. Sheng could not argue anymore. She walked slowly to the old wooden bench in the corner of the shed and sat down quietly. She looked down at the rough palms of her hands. Then tears slowly began to form in her eyes and then rolled down her wrinkled cheeks. She wiped them away hastily with the back of her left hand.

Expansion 3

1. He walked away
2. He walked away slowly
3. He walked away slowly without turning back.
4. He walked away slowly, his head bowed. He did not turn back to look at her.
5. He smiled sadly and sighed. Then he turned around and walked away slowly, his grey head bowed. He did not turn back to look at her. He walked straight on without hesitating or stopping, even when he stumbled on some stones that were in his path.

Practice 1

1. It was a rainy day.
2. The teacher was angry.

Practice 2

- i) when tense or worried – go – jungle near house – go by small jungle path – path follows stream – walk two kilometres
- ii) waterfall – shady trees next to it – nearby rock – lie on it
- iii) what I can see – tall, straight jungle trees – blocking out sun – patches of sky through leaves – birds in sky – shafts of sunlight filter through – half-closed eyes
- iv) hear – birds – call and answer – jungle insects – waterfall – falling water – leaves rustling in breeze
- v) smell – ferns, wet earth – feel – cool breeze. Icy water – feet dipped in stream – a leaf brushing past ankle
- vi) what I do – close eyes – try to think of nothing except beauty of nature and its sounds
- vii) sometimes, float a leaf or tin downstream – watch it sail away – thinking of nothing – dig sand and pebbles with a finger or with toes

SAMPLES OF INTRODUCTORY PARAGRAPHS

NARRATIVE WRITING

TOPIC:

DESCRIBE AN OCCASION WHEN YOU WERE VERY FRIGHTENED

SAMPLE:

The bus was travelling at high speed. I have been to several trips like this before but this time I felt frightened. The driver was a new face, the weather was bad and the traffic was heavy. The passengers were unusually quiet and had looks of anxiety, just as I had.

DESCRIPTIVE WRITING

TOPIC:

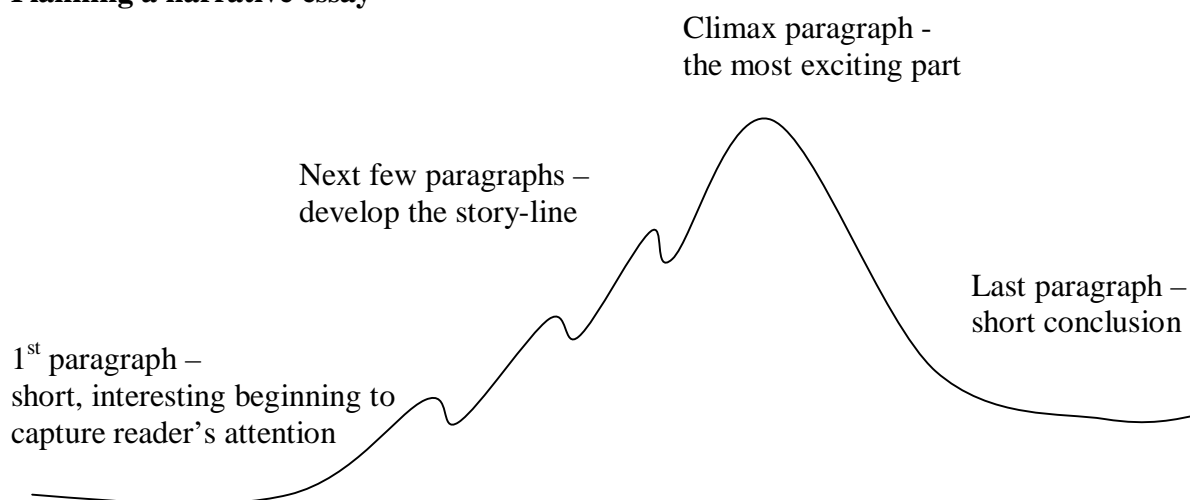
MY NEIGHBOUR

SAMPLE:

The moment Mr Seng is up and about, you cannot miss his cherry “Good morning, Alice”. Practically everyone gets a personalized greeting. Even if you get out on the wrong side of the bed, you are “right” again, with Mr Seng’s cheerful and pleasant disposition. What would people like me do without Mr Seng?

PLANNING AN ESSAY

Planning a narrative essay



Example:

Write a story beginning with:
“Before I arrived at her house ...”

STEP 1 – TENSE

- Past tense

STEP 2 – PLANNING THE STORY-LINE / MAKING SHORT NOTES

- a group of boys playing

- throwing stones at a vacant house
- shattered windows
- shouted and threatened them
- caught one boy, gave him shaking
- discover that he's the landlady's son
- horrified, afraid of eviction
- sudden tea invitation
- feeling uneasy
- twist – request for help
- confidence grew
- unexpected ending
- felt happy and relieved

STEP 3 – WRITING IN DETAILS

- expansion / elaboration

Write a story beginning with:

“Before I arrived at her house ...”

Introduction	<p>Before I arrived at her house, I feared Mrs Lee would say some harsh words to me but to my surprise, she welcomed me warmly. I kept wondering why she was not angry with me. My mind kept going back to the incident that happened the day before.</p>
Developing the story-line	<p>It was a cool evening and I was jogging in the neighbourhood. As I turned a corner, I noticed a group of boys playing. They were throwing stones and pebbles at a vacant house. It was the sound of shattering glass windows that caught my attention first. I shouted at the boys to stop. They ignored me and laughed. Seeing that, my anger rose. I threatened to report them to the police. One of them shouted back, “You don’t even know our names!” As I got nearer, the rest began to disperse in different directions. I managed to get hold the collar of one of the boys, and I shook him hard several times. While doing so, I kept shouting at him.</p> <p>“Don’t you have anything better to do than to destroy people’s property? Who is your father? Who is your mother? I’ll report you to the police; you badly brought up kid ...”</p> <p>In the midst of outrage, one of my neighbours, Encik Hassan, walked by. He asked me what happened. “Just give him a warning and let him go. After all, he is the son of your landlady”, said Encik Hassan after hearing my story. My fingers immediately released the grip, afraid of the possible eviction if my actions were reported to my landlady. Horrified, I let go of</p>

<p>Climax</p> <p>Conclusion</p>	<p>the boy's collar and he ran for his life.</p> <p>It was this morning, while I remained glum sitting in my room, I heard Mrs Lee calling me. I looked out of the window to hear Mrs Lee said "Johan, come over for tea today at 4". Then she drove off. I felt uneasy and kept worrying about what would happen.</p> <p>Standing before the door to the Lee's home, I took a deep breath and knocked softly on the door. Soon, Mrs Lee stood at the door, inviting me in. As I followed her to the dining room, I muttered, "Mrs Lee ... er ... er I can explain. Pl ... please let me tell you how it all happened."</p> <p>"Johan, I have no idea what you're saying but let me tell you what I asked you over for. Then you can tell me what you're trying to say. Will that be alright?"</p> <p>"Yes, ma'am," I answered meekly.</p> <p>Surprise! Surprise! Mrs Lee only wanted my help to replant her ferns! I could smile and enjoy my tea. My confidence grew and I related to her the little incident.</p> <p>To my surprise, she said she had heard about the incident from Encik Hassan and had already reprimanded her boy. Instead of being angry, she commended me for my civic consciousness.</p> <p>I left the Lee's house with happy feelings. From dread and fear, apprehension and anxiety, I felt relief and joy overwhelmed me.</p>
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Practice:

Write a story ending with:

"... that was how we became firm friends"

STORY-LINE / SHORT NOTES

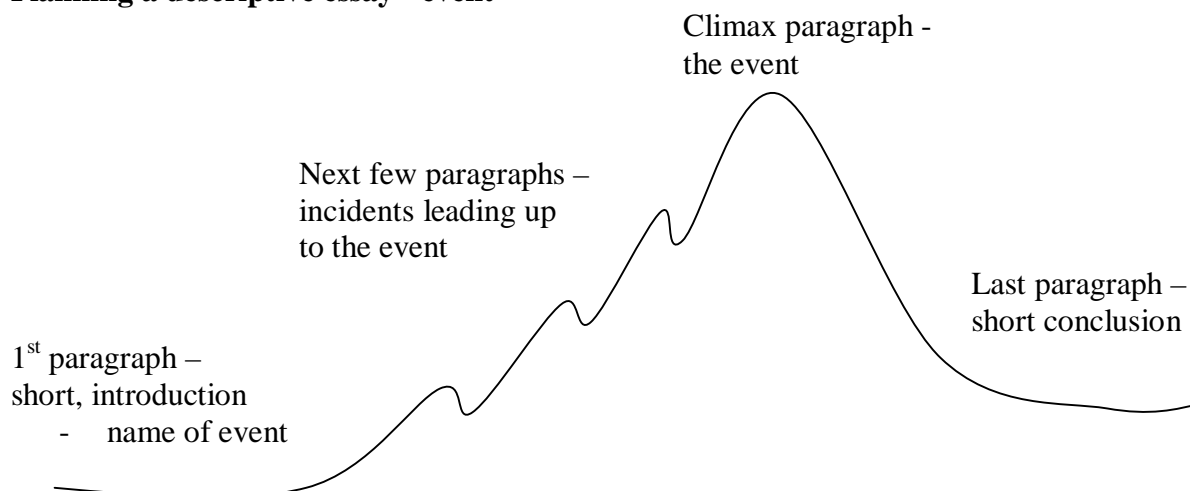
- start of new school term
- a newcomer – bespectacled, serious looking, soft spoken
- intelligent – scores high marks in all subjects and became teachers' pet
- decided to have some harmless fun
- one day – recess – put a rat in his bag
- after recess – came in and sat down
- we sniggered but he was unaware
- take a book from his bag
- saw the rat and screamed
- we burst out laughing expecting him to follow suit
- instead he became hysterical and ran out of the class
- I was stunned – ran after him
- he was shivering, crying uncontrollably

- he explained his father used to lock him up in a shed where there were rats when he did not score A for any subject
- apologized – began to understand him better
- became firm friends

PRACTICE

1. Write a story that ends with....
“I will never forgive myself for what had happened.”
2. Write a story ending with.....
“I was grateful that I had such good neighbours.”
3. Write a story beginning with....
“I never thought I would see her again.....”
4. Write a story beginning with
“The letter I had been waiting for finally arrived...”
5. A farewell party

Planning a descriptive essay - event



Example:

A Memorable Experience

STEP 1 – TENSE

- Past tense
- Present tense

STEP 2 – PLANNING THE STORY-LINE / MAKING SHORT NOTES

- Introduction – Graduation Day
- Activities leading to the day – shopping, messages received
- The day – date, dressed to kill, felt extra special

- In the hall – tried to spot parents
- The moment – receiving scroll, nervous, over in a few seconds
- After the event – photo-taking, celebration, party
- Conclusion – will not forget

STEP 3 – WRITING IN DETAILS

- Expanding and elaborating the notes of story-line

A Memorable Experience

Introduction	I can never forget the day I graduated from university . This was the day my family and I waited for, and it took five years to achieve. It was the day I could formally and officially be called an accountant. I can still recall every moment of that memorable experience.
Activities leading to the day	Weeks before graduation day, my friends and I were busy shopping for clothes, shoes and accessories for the big event. Together with my family, we planned a quiet celebration lunch after the morning ceremony.
The day	Meanwhile, congratulatory cards and messages came pouring in. For sentimental reasons, I put them all in an album entitled ‘My Graduation’. Even today, I often flip through the pages and nostalgia sweeps over me.
In the hall	Finally the day arrived. It was 24 June, 2011 , and my parents, friends and I were dressed ‘to kill’ . I felt extra special in my gown and mortar-board because of all the attention I was getting. Cameras clicked away. I posed for countless photographs with my parents and friends.
The moment	Soon, it was time for us to take our seats in the Great Hall . I still remember looking out to see if I could spot my parents in the vast sea of faces in the hall. This, of course, was impossible.

After the event	<p>Then the long awaited moment arrived. I walked up to the stage in a daze to receive my scroll. There were butterflies in my stomach and I could feel my heart pounding. In spite of my nervousness, I walked boldly and confidently. The short path to the stage seemed to be never ending. It was like a film in slow motion. Finally, I stretched out both my arms for my scroll. It was a great moment for me and for my parents. After all the days spent in preparation for this event, everything was over in a few seconds.</p> <p>After the ceremony, we headed for the photo studio o have some photographs taken by ‘professionals’. Then, my parents treated me to a wonderful lunch in a cosy restaurant.</p>
Conclusion	<p>Later in the evening, I joined my friends for a graduation party at a friend’s house. We had a great time – enjoying the delicious barbecued meat and reminiscing funny and serious moments. We took more photographs. There would probably never be another occasion like this. It was the end to carefree days and the beginning of another chapter in our lives.</p> <p>It was indeed a memorable experience and I don’t think I can ever forget any part of it.</p>

Practice:

A Frightening Experience

INCIDENT: A close encounter with a tiger on a camping trip

SHORT NOTES

- school vacation – went camping with classmates
- on the way – tired – spotted wooden hut – went in to rest – fell asleep
- woke up with a start – heard roar
- peeped through a hole – saw tiger circling hut
- terrified – panic-stricken
- tiger scratched wooden walls occasionally – seemed intend on getting in
- fears grew – sat on floor – huddled together – trembled – as quiet as mice
- tiger roared again and again – aggressive
- waiting to be mauled by the tiger – might break into hut any moment
- suddenly – heard distance voices
- yelled at the top of our voices – “Help! Tiger!”
- gunshots – then silence
- four rangers rushed in
- relieved – happy – tears of joy
- abandoned camping trip – rangers warned of presence of wild animals
- escorted out of jungle by rangers
- will never be able to forget this frightening experience

Planning a descriptive essay – person

1. Describe the person
 - physical features
 - characteristics
 - habits / idiosyncrasies
 - interests / hobbies
 - career / work
 - achievements
 - family

Example:

My Favourite Aunt

STEP 1 – TENSE

- Present tense

STEP 2 – PLANNING PARAGRAPHS

- Paragraph 1 – Alina Kasim – maternal aunt, 35 years old
- Paragraph 2 – height, complexion, physical features
- Paragraph 3 – habits – particular about appearance
- Paragraph 4 – personality – comic side
- Paragraph 5 – characteristics – caring, helpful, dependable
- Last paragraph – conclusion

STEP 3 – WRITING

- expanding the notes

My Favourite Aunt

Introduction	I cannot help but admire the immaculately dressed and beautiful lady. At the age of thirty-five , she holds herself very well and has charm and grace to go with it. I hope to be like her some day. She is Alina Kasim , my maternal aunt . She decided to quit her chambering 3 years ago to pursue her passion and owns a cake shop.
Physical features	Cik Na, as I address her, stands 161 centimetres , with a petite, slim figure and distinguished features to match. She has a fair complexion and smiling eyes . Her face is as smooth as silk with rosy cheeks and pinkish lips . Her hair is always covered with various scarves she so tastefully chooses.
Habits / Idiosyncrasies	She is very particular about her wardrobe, her choice of cosmetics and perfumes. For different clothes, she has shoes, handbags and accessories to match. Always flawlessly well made-up and fashionable , my aunt is really attractive. Her dynamic personality is seen even in her movements and activities. She takes exercise routines and nutrition very seriously and that explains why she is as fit as a fiddle.
Personality	Cik Na also has a comic side to her which really makes her so much fun to be with. She can contort her face into many different expressions which makes both children and adults roar with laughter. Her imagination spills over, especially when she goes to a fancy dress party. She is usually the funniest and the most original . Her witty

Characteristics	<p>comments and sense of humour make her the life and soul of any party or gathering.</p> <p>Although our household has a helper for domestic chores, my aunt knows how very busy Mum is. So, she makes it appoint to bring over home-made cakes, curry puffs and other mouth-watering goodies for us to relish. In addition, every Saturday night, we are guests at her home for dinner. We do not only enjoy the delicious food, but also the exchange of ideas and a running commentary on the week's events. This is really a fun evening. Often during the week, Cik Na is at our home helping us with our homework or ferrying us to piano lessons or swimming trainings.</p>
Ending	<p>A standing order from her is that we are to call her in any crisis or problem. No matter how busy she is, she always listens patiently. She always speaks in a very composed tone, telling us what to do, or she would rush over to our house to help us. She is really as cool as a cucumber at all times.</p> <p>The nomination for 'Model Aunt' will certainly be Cik Na. She is a beautiful, dynamic, helpful, humorous and loving person.</p>

Practice:

My Neighbour

SHORT NOTES

- Pak Bakar
58 years old – retired English Language teacher – widower – lives alone in a house with spacious garden – 2 grown-up children working in other states
- Physical features
Tall, lanky, dark complexion
- Characteristics
Caring – gives free English tuition to poor neighbourhood children
Helpful – coaches boys in badminton – won competition
Friendly – never fails to greet young and old
Generous – gives fruits from his garden to neighbours
- Habits
Gardening – fruit trees, flowers
Goes for evening walks
Reading
- Idiosyncrasies
Sing while gardening
Swinging a walking stick while walking

Planning a descriptive essay – place

1. Describe the place
 - location
 - places to visit / see
 - highlights / unusual attractions
 - things to do
 - people
 - accommodation
 - weather

Example:

A place I would like to go for a holiday

STEP 1 – TENSE

- Present tense

STEP 2 – PLANNING PARAGRAPHS

- Paragraph 1 – ‘Pearl of the Orient’ – N.W. of Peninsular Malaysia – founded by Francis Light – linked to mainland by the Penang Bridge
- Paragraph 2 – Penang Hill – funicular railway – panoramic view – cool weather - peaceful
- Paragraph 3 – beaches – hotels / chalets - swimming
- Paragraph 4 – Botanical Gardens - monkeys

- Paragraph 5 – Butterfly Farm – Kek Lok Si Temple / Snake Temple – Anglican Church / Malay mosque
- Paragraph 6 – variety of food
- Last paragraph – conclusion – ideal getaway

STEP 3 – WRITING

- expanding the notes

A place I would like to go for a holiday

Introduction	<p>Penang, known as the ‘Pearl of the Orient’ is my choice for a holiday destination. It is a small island off the north-west coast of Peninsular Malaysia. Historically, it was founded by Francis Light and was once part of the Straits Settlements. It is linked to the mainland by the Penang Bridge, one of the longest bridges in Asia.</p>
Location	<p>One of the most pleasant places to visit is Penang Hill. For me, a trip to Penang is not complete without a ride up the funicular railway to the top. From there, I can get a panoramic view of twinkling lights of the city below is simply breathtaking. I also like the cool weather and peaceful environment, away from the hustle and bustle of city life. It is a place where I can relax and feel as if I am in another world.</p>
Places to visit / see	<p>On the lowlands, the palm-fringed sandy beaches are a paradise for sea-lovers. I can choose to stay in the luxurious, but expensive five-star beach hotels along Tanjung Bungah or rough it out in the cheaper chalets. Here, I can go swimming in the crystal-clear, pollution-free water or sit under shady trees, sipping refreshingly cool coconut water.</p>
Accommodation	<p>I also look forward to seeing the troops of monkeys in the Botanical Gardens. I cannot resist feeding them with peanuts just like other visitors to this popular place. The monkeys are really not afraid of people and actually roam all over the grounds freely.</p>
Highlights /	

unusual attractions	<p>There are also many other interesting places to visit. Firstly, there is the Butterfly Farm. Situated next to the Forest Recreation Park, it has 5,000 multi-coloured butterflies. The farm also includes a water garden with waterfalls and duck ponds. Another place that is a must is the Kek Lok Si Temple in Air Itam which is reputed to be the largest and finest temple in South-east Asia. It has giant-sized statues of the four heavenly kings in Chinese mythology, who are meant to guard the northern, southern, eastern and western frontiers of the temples in heaven. The next temple to see is the famed Snake Temple where you can see snakes entwined round twigs and branches on the premises. Other famous religious places are the first Anglican Church and the Malay mosque. The former is distinguish by white columns rising from a marble floor whilst the latter resembles Moorish architectural designs.</p> <p>Finally, one of the chief attractions that lures me to Penang is the variety of food – especially hawker food – available. This is the place to savour the unbeatable Penang laksa, char kway teow and nasi kandar. Just mentioning these delicacies makes my mouth water. There really is no other place in Malaysia where you can find food that is as cheap, plentiful and delicious!</p> <p>In short, Penang Island is my ideal getaway for a holiday. There is the the peace and quiet of the hill and beaches. There are the tourist spots to go to, and best of all, the mouth-watering food to enjoy.</p>
Things to do	
Food	
Ideal getaway	

Practice:

A place you would like to take your foreign pen-friend to when he / she visits you.

SHORT NOTES

- Cameron Highlands – popular hill resort – scenic beauty – cool water
- Places to see – flower gardens – vegetables farms – tea estates - waterfalls
- Things to do – buying fresh vegetables, fruits and flowers at the farms
- Nature lovers – jungle treks – catching butterflies
- Sports enthusiasts – golf, morning / evening walks
- Night – read / relax by the fireside
- Food – western and local cuisine
- Accommodation – hotels – bungalows – chalets
- Cool weather – away from humid lowland heat – cool – rejuvenates – fresh and active
- Ideal getaway – idyllic holiday

**2012
RATIONAL CLOZE
MODULE**

PRACTICE 1

In recent months, a number of people have been found preparing and(1) food under poor hygiene conditions. The authorities are taking a very serious view of this matter and have since taken stern actions (2) such irresponsible behaviour. Fines are not the only penalty. In..... (3) cases, imprisonment can be expected.

Among those (4) have been fined or suspended from carrying on their business for not maintaining cleanliness are restaurant owners and stall operators at various food centres..... (5) such as houseflies, cockroaches and mice were found at their premises when officers made spot checks on them.

One of the more severe cases involved a man who..... (6) large quantities of fried fish balls for (7) to food stalls and restaurants all over the city. He operated in an almost deserted village of Sentang. There was no electricity and water in the area and his only source of water was an old well in which the water was found to be polluted!

- 1. A. sell
B. sold
C. selling
D. will sell
- 2. A. on
B. towards
C. for
D. against
- 3. A. big
B. severe
C. major
D. terrible
- 4. A. who
B. whom
C. which
D. whose
- 5. A. Creatures
B. Animals
C. Insects
D. Pests
- 6. A. made
B. makes
C. is making
D. was making
- 7. A. contribution
B. distribution
C. delivery
D. sending

PRACTICE 2

What exactly (1) cavities? Some people say that eating too much sugar leads to cavities, but that is only half true. On.....(2) own, sugar won't hurt your teeth. But when(3) add sugar to the micro-organisms living on your teeth, then you might have a problem. Micro-organisms are (4) bacteria that are so small that you can only see them with a.....(5) . This sticky, slimy colony of micro-organisms is called plaque. They normally live on your teeth, but you need to control the amount of micro-organisms(6) brushing. Plaque that hasn't been removed by brushing can harden into tartar. Plaque (7) begin to form 4-12 hours after you brush your teeth, so it is important that you brush your teeth at least twice a day.

- | | | | |
|----|---------------|----|---------------|
| 1. | A. cause | 5. | A. magnifier |
| | B. causes | | B. binoculars |
| | C. caused | | C. microscope |
| | D. causing | | D. telescope |
| 2. | A. its | 6. | A. through |
| | B. their | | B. by |
| | C. them | | C. with |
| | D. our | | D. from |
| 3. | A. you | 7. | A. could |
| | B. we | | B. may |
| | C. they | | C. would |
| | D. he | | D. should |
| 4. | A. diminutive | | |
| | B. minute | | |
| | C. small | | |
| | D. tiny | | |

PRACTICE 3

In a field one summer's day a grasshopper was hopping about, chirping and singing to(1) heart content. An ant passed by, bearing along with great toil(2) corn he was taking to the nest.

“Why not come and chat with me” said the grasshopper, “instead of toiling and moiling in that way?”

“I am helping to lay..... (3) food for the winter,” said the ant, “and recommend you to do the same.”

“Why worry?” said the grasshopper, “we have got (4) food at present.”

But the ant went on its way and continued its toil. When the winter came, the grasshopper had no food and found..... (5) dying of hunger, while it saw the ants distributing everyday corn and grain from the..... (6) they had collected in the summer. Then the grasshopper..... (7) “it is best to prepare for the days of necessity.”

- | | | |
|----|------------------|---------------|
| 1. | A. its | D. enough of |
| | B. it's | |
| | C. it | 5. |
| | D. the | A. themselves |
| | | B. himself |
| 2. | A. a cob of | C. oneself |
| | B. an ear of | D. itself |
| | C. a cup of | 6. |
| | D. a piece of | A. hoard |
| | | B. reservoir |
| 3. | A. on | C. cache |
| | B. in | D. stores |
| | C. up | 7. |
| | D. down | A. knew |
| | | B. knows |
| 4. | A. lot of | C. had known |
| | B. plenty of | D. would know |
| | C. sufficient of | |

PRACTICE 4

Kerrie and I checked the group's equipment, making sure all the headlamps worked perfectly. Then, I (1) explained all the precautions that needed to be taken and all the dangers that can be found in Devil's Sink. I could tell their attention was waning, so I ended my speech, and started (2) the mouth of the cave.

The small crack (3) the face of the limestone quarry was almost completely covered by thick undergrowth. One by one, they wriggled into the crack and disappeared into the darkness. Kerrie and Marian had gone first, while I (4) the rear.

A thick coat of mud covered the floor of the cave, and cool water (5) from the ceiling. Ahead, an enormous pillar of calcium caught the group's attention. Moving to the pillar, I explained how it had formed. We slowly advanced to the next room and gathered around (6) gallery of stalactites, stalagmites and other limestone formations. Some of the members started (7) photos, knowing that they could not remove anything from the cave. Most of the group were hungry, so I directed them to another room for lunch.

- | | | |
|----|---------------|----------------------|
| 1. | A. completely | C. took up |
| | B. briefly | D. went up |
| | C. thoroughly | |
| | D. exactly | |
| 2. | A. towards | 5. |
| | B. from | A. has been dripping |
| | C. for | B. was dripping |
| | D. to | C. had dripped |
| 3. | A. at | D. dripped |
| | B. in | 6. |
| | C. on | A. magnificent |
| | D. by | B. impressive |
| 4. | A. carried up | C. glorious |
| | B. brought up | D. awesome |
| | | 7. |
| | | A. taking |
| | | B. catching |
| | | C. shooting |
| | | D. snapping |

PRACTICE 5

Our hotel was located on the beach. That morning, after breakfast, we went for a walk on the beach. After we had walked.....(1) about an hour, we realized that the sea water was drawing back out into the sea. We were amazed at this.....(2) and just stood there, wondering what had caused it.

.....(3) we saw a huge splash out by the reefs that lay about two miles off the coast. Then, we saw a wall of water rising high into the sky. People were shouting, "Run!" So we started to run back to the hotel that was behind us. In the gardens, we met people who shouted, "Climb a tree!" So I ran to the nearest tree. As I (4) to climb that tree, I first heard the deafening roar of the wave.

When the wave hit..... (5), I was smashed into a tree branch and then was swept away. The waters carried me (6) the streets of the town. I sank under a few times, but, somehow, each time, I managed to resurface. At one point, a chunk of roof came rushing alongside me. I managed to grab on it and hold onto it for a while, until it crashed into a (7) rubble. At the impact, some of the rubble fell down and half-buried me. The roof segment was jammed tight in the rubble with me on it. I just lay there, for I don't know how long, too terrified and exhausted to try to get out.

1.

- A. for
- B. till
- C. on
- D. in

5.

- A. me
- B. them
- C. myself
- D. themselves

2.

- A. sight
- B. event
- C. incident
- D. phenomenon

6.

- A. along
- B. through
- C. towards
- D. throughout

3.

- A. Immediately
- B. Suddenly
- C. Quickly
- D. Shortly

7.

- A. a heap of
- B. a group of
- C. a pile of
- D. a lump of

4.

- A. start
- B. started
- C. was starting
- D. had started

PRACTICE 6

Littering is illegal in most countries. (1) few countries impose the harsh laws that have been resorted to by our neighbouring country, Singapore. In most other countries, the police forces(2) kept too busy with criminals to spend much energy on litterbugs. Instead, the local government carries out anti-littering campaigns designed to educate the public about this problem. For example, a huge sign was erected along a(3) in one Malaysian town stating, "Cleanliness is Everyone's Responsibility". One wonders if it would stop a passing pedestrian from throwing his cigarette butt on the road.

Yet, the public does need to be educated. People.....(4) realize that the proper thing to do with their litter is to drop it in a bin and, if there is no bin nearby, to hold on to it until they see one. Ideally, of course, litter bins should be available(5) one would expect litter. And these bins should be emptied regularly.

The time has also come for our authorities to start taking serious action against people who litter in public places. In fact, our Minister of Housing and Local Government (6) that efforts are underway to make such litterbugs do community service such as sweeping public places and picking (7) litter, wearing T-shirts with the words "I am a litterbug" on them. Such punishment has been found to be effective in some countries.

- | | | |
|-------------|--------------------|------------------|
| 1. | A. However | D. should |
| | B. Similarly | |
| | C. In addition | 5. |
| | D. On the contrary | A. all over |
| 2. | | B. whenever |
| A. is | | C. wherever |
| B. are | | D. whatever |
| C. was | | 6. |
| D. were | | A. announces |
| 3. | | B. announced |
| A. corridor | | C. is announcing |
| B. pathway | | D. had announced |
| C. walkway | | 7. |
| D. highway | | A. up |
| 4. | | B. off |
| A. might | | C. on |
| B. would | | D. by |
| C. could | | |

PRACTICE 7

When I arrived at 2.30 a.m., (1) area was deserted and the building was dark except for a single light in a ground floor window. I honked twice and waited. But no one appeared. Under such..... (2), many drivers usually drive away. But I had seen too many people who depended (3) taxis as their only means of transportation. Unless a situation smelled of danger, I always went to the door. The passenger might be someone who needed my assistance, I reasoned to myself. So I walked to the door. Just as I approached, the door opened.

“Just a minute,” I heard an elderly voice.....(4), I could hear something being dragged across the floor. After a long pause, the door opened. A woman in her 80’s stood before me. She was very thin and frail looking, and was supporting herself by holding on to the door. By (5) side was a small suitcase. The apartment looked as if no one had lived in it for years. All the furniture (6) covered with sheets. There were no clocks on the wall, no knick-knacks or utensils on the counters. In the corner was a cardboard box filled with photos and glassware. “Would you please carry my bag out to the car?” she said.

I took the suitcase to the cab, and then returned to assist the woman. She took my arm and we walked towards the curb. She kept thanking me for my kindness. “It’s nothing,” I told her. “I just try to treat my (7) the way I want my mother treated.”

- | | |
|---|---|
| <p>1.
A. a
B. an
C. the
D. -</p> <p>2.
A. moments
B. occurrences
C. incidences
D. circumstances</p> <p>3.
A. on
B. in
C. at
D. for</p> <p>4.
A. call in
B. call out</p> | <p>C. call off
D. call up</p> <p>5.
A. my
B. her
C. his
D. it</p> <p>6.
A. was
B. were
C. had
D. have</p> <p>7.
A. buyers
B. clients
C. customers
D. passengers</p> |
|---|---|

PRACTICE 8

Should we get excited and worried (1) the loss of forests? Yes, we should. Healthy trees are a vital part of the environment, and keep the entire balance of the atmosphere agreeable to all life forms. Forests are (2) areas for rainwater, holding the rainwater in the leaves of the trees, so that it will not sink so quickly into the earth's crust. Furthermore, the forests (3) maintain the water cycles in the area. The masses of cloud that provide the rain are formed over the moist forests. Thus, the destruction of forests (4) also lead to a reduction in rainfall over the area, resulting in drought.

Forests also protect and feed the earth's fragile mantle of soil. Trees curb soil erosion. Without the tree cover, the land is totally exposed to the agents of erosion, such as strong winds and heavy rainfall. The strong winds (5) the top layers of the soil and the flowing water carries it away into the rivers, lakes or sea. (6), the once fertile land is converted into a barren wasteland. In addition, denuded hill slopes are vulnerable to landslides, which can be catastrophic disasters, resulting in the loss of homes and lives. Apart from preventing soil erosion and landslides, forests, with their abundant supply of leaves, give compost back to the land, thus helping it to remain fertile. The leaves of the trees and the droppings of the birds, animals and insects which (7) in them, fall to the ground, where they decay and replenish the soil with mulch, minerals and manure

- | | | |
|----|----------------|-----------------|
| 1. | A. in | B. can |
| | B. on | C. will |
| | C. over | D. must |
| | D. about | |
| 2. | A. containment | 5. |
| | B. catchment | A. blow off |
| | C. holding | B. blow out |
| | D. tank | C. blow of |
| 3. | A. help | D. blow away |
| | B. helps | 6. |
| | C. has helped | A. Finally |
| | D. is helping | B. Eventually |
| 4. | A. may | C. Consequently |
| | | D. Subsequently |
| | | 7. |
| | | A. stay |
| | | B. live |
| | | C. put up |

D. dwell

PRACTICE 9

Chee Keong knew that there were gangs in his school.,.....(1), they did not interest him and he never joined them. At fifteen, he (2) for his PMR examination and, not being a very good student, he failed. His school life was over.

Chee Keong was not a lazy person and soon found.....(3) a job in a furniture shop, learning to shellac cupboards, tables and chairs. He loved swimming and film-shows and looked forward (4) his paycheck when he could enjoy those attractions more often. The great day came at last and his hand closed (5) the notes in his pocket, as whistling cheerfully, he left the shop. He had not gone far when he was suddenly surrounded by (6) young men. "Hand it over!" one of them demanded, and the frightened fifteen-year-old knew he (7) no choice. There was the glint of knives in the evening sun and fierce faces around him.

- 1. A. However
B. Therefore
C. Furthermore
D. Consequently
- 2. A. sit
B. sat
C. is sitting
D. was sitting
- 3. A. herself
B. himself
C. oneself
D. ourselves
- 4. A. to
B. for
C. from
D. with
- 5. A. in
B. up
C. over
D. around
- 6. A. a band of
B. a troop of
C. a gang of
D. a bunch of
- 7. A. has
B. have
C. had
D. got

PRACTICE 10

Malaysian Anti-Corruption Company (MACC) officers here yesterday (1) a fisherman’s wife red-handed while allegedly offering a RM1,500(2) to a policeman. The amount is for her husband who has been detained for a drug offence. It is learnt that the 36-year-old woman was detained while handling.....(3) the cash to a police inspector in Cherang Ruku, Pasir Putih, at about 10 a.m.

A source said the woman had (4) to strike a deal for her husband’s release, but police in turn alerted the MACC. “Her 39-year-old husband was detained with several others during (5) anti-drug operation at a house in Pasir Putih on Monday,” the source said.

Kelantan MACC director Nor Rasmi Shaari confirmed(6)arrest and (7) the police for their tip-off.

1.
 - A. catch
 - B. caught
 - C. were catching
 - D. had caught
2.
 - A. bribe
 - B. offer
 - C. gift
 - D. present
3.
 - A. up
 - B. to
 - C. off
 - D. over
4.
 - A. try
 - B. tries
 - C. tried
 - D. trying
5.
 - A. a
 - B. an
 - C. the
 - D. -
6.
 - A. her
 - B. his
 - C. their
 - D. theirs
7.
 - A. commented
 - B. commanded
 - C. recommended
 - D. applauded







2012
INFORMATION TRANSFER
MODULE

PRACTICE 1

Theme: HEALTH

Questions 1 – 10

Read the following brochure and answer the questions that follow.

H E A L T H P R O D U C T S	
<p><u>DHA Emulsion</u></p> <p>Is your child often lacking in focus and concentration? Try DHA Emulsion, a truly delicious orange-flavoured emulsion that provides 200mg DHA per serving. It helps support your child growing minds and builds strong bones and healthy immune system.</p> 	<p><u>Heliocare Oral</u></p> <p>It is the first line of defence against the sun and is widely regarded as the sun protection of the future. It does not need reapplication, acts on the entire skin, prevents photoaging, pigmentation and preserves the immunological system from solar radiations.</p> 
<p><u>100% Natural-Eversweet</u></p> <p>Diabetics, pre-diabetics, weight watchers and those with sugar concerns can now look forward to this all-new sweetener in convenient, easy-to-carry tablet dispensers and sachets. It has the best sweetness taste profile closest to sugar.</p> 	<p><u>Mederma</u></p> <p>It is a combination of 3 active ingredients that supports the skin's natural healing process, effectively reduces redness and itching and makes the skin softer and more elastic. It is suitable for various types of scars even in children as the content is safe and mild.</p> 
<p><u>Audace Extra</u></p> <p>It is a hair reactive and hair fall control tonic and shampoo. It revitalises your hair with its enriched vitamins, protein and anti-oxidants. It also helps rejuvenate and nourish scalp and makes you have a great-looking hair everyday.</p> 	<p><u>OCCUsharp</u></p> <p>It helps to shield the eyes from damaging sunlight, light from computer screens and other forms of lights. It contains 2 essentials anti-oxidant nutrients naturally concentrated in the macula, retina and lens of the eyes.</p> 

Questions 1 – 6

Using the information given, select the most suitable health products for each person below.

Description	Health Product
En. Majid is diabetic and has to control his sugar intake.	1.
Pn. Alisa would like to take her children to the beach. She is worried that they might get sunburn.	2.
Kavitha wants to have beautiful long hair.	3.
Aiman Haqem cannot concentrate while studying. He also lacks focus in class.	4.
Margaret would like a product that makes her skin softer and more elastic.	5.
Ahmad uses the computer almost 24 hours a day. He doesn't want his eyesight to be spoilt.	6.

[6 marks]

Questions 7 – 10

Using the information from the brochure, complete the sentences with short answers.

7. 100% Natural – Eversweet can be used to replace sugar because

 [1 mark]

8. Mederma can be applied on many types of scars even on children as

 [1 mark]

9. Besides making one has great-looking hair, Audace Extra also helps

 [1 mark]

10. The benefit of DHA Emulsion is.....

 [1 mark]

PRACTICE 2

Theme: PEOPLE

Questions 1 – 10

Read the following brochure and answer the questions that follow.

FESTIVE ESCAPADE

RM248.00 nett

Per room per night

PACKAGE INCLUDES:-

- 2 breakfast at Coffee House
- 2 dinner at Coffee House (Buffet Dinner or Set Dinner subject to availability)
 - Valid for Superior Room only
- Applicable on Sunday to Thursday except Eve and Public Holiday

Additional **RM30.00** nett on weekend (Friday/Saturday), Eve and Public Holiday

For reservations, please call us at

06-6487888

**KLANA BEACH RESORT
PORT DICKSON MALAYSIA**

Batu 8 Jalan Pantai Teluk Kemang
71050 Port Dickson, Negeri Sembilan Darul Khusus

For further details:

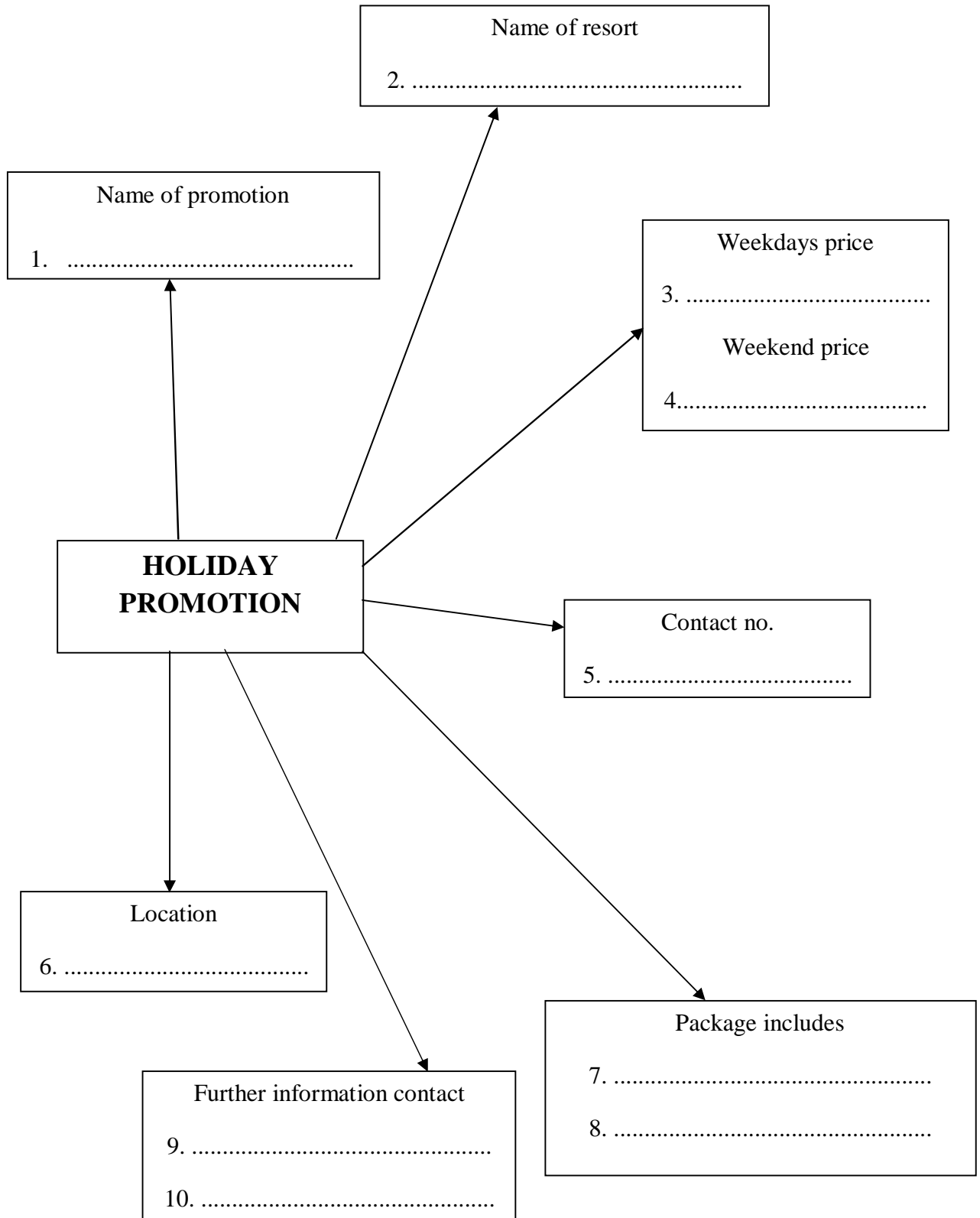
(T) 606 648 7888 (F) 606 648 7999

Email: reservation@klanabeachresortpd.com.my



Questions 1 – 10

Using the information from the brochure given, complete the graphic organiser below.



PRACTICE 3

Theme: HEALTH

Questions 1 – 10

Read the following brochure and answer the questions that follow.

WOW SAVERS 50% DISCOUNT

Half the price, same great quality!
Mondays to Fridays. Limited time offer.

MONDAY



Regular Traditional Crust Pizza & 4 pieces
Honey BBQ Wings
RM 29.90

WEDNESDAY



Regular Stuffed Crust Pizza & Cream
of Mushroom Soup
RM 29.90

TUESDAY



Spaghetti Bolognese with Napolitana sauce
and chicken meatballs & Lime Juice
RM 19.90

THURSDAY



Large Traditional Crust Pizza & Lime Juice
RM 24.90

FRIDAY



Spaghetti with Carbonara sauce and roasted
sliced mushroom & Garlic Bread with
sesame seeds
RM 24.90

Questions 1 – 6

Using the information given, select the most suitable health products for each person below.

No.	Question	Answer
-----	----------	--------

1	How much is the discount for all types of meals?	
2	Which days have the same price meals?	
3	Which day has soup on the menu?	
4	Which day offers the cheapest meal?	
5	Which day is bread served?	
6	Which days offer complimentary drinks with the meals?	

[6 marks]

Questions 7 – 10

Using the information from the brochure, complete the sentences with short answers.

7 Carol’s children love chicken coated with honey. They would enjoy

.....
[1 mark]

8 Sam loves spaghetti but only has RM20 for a meal at Pizza Hut. He can buy

.....
[1 mark]

9 Ramli visits Pizza Hut on Wednesday. The meal on that day is

.....
[1 mark]

10 Rose orders two large traditional crust pizzas and lime juice. He has to pay

.....
[1 mark]

PRACTICE 4

Theme: ENVIRONMENT

Questions 1 - 10

Read the following brochure and answer the questions that follow.



SOURCE REDUCTION

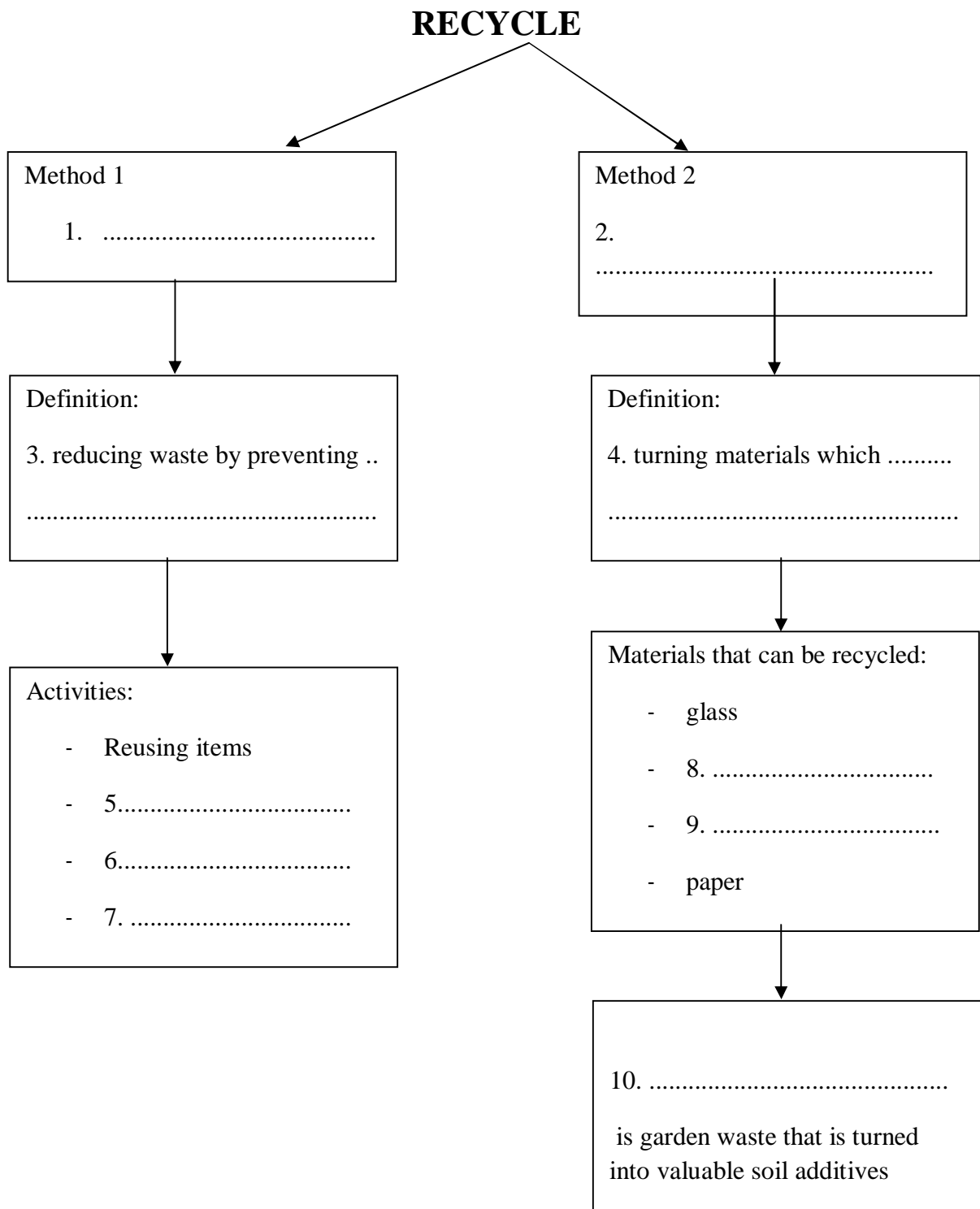
- The most basic way to reduce waste is to prevent it from becoming waste in the first place
- It includes using less material when making a product or using light-weight packaging materials instead of heavy ones
- It also includes reusing items by repairing them, donating them to charity or finding other uses for them

RECYCLING

- It turns materials which would otherwise become waste into something useful
- Materials collected like glass, metal, plastics and paper are separated and sent to facilities that can process them into new materials or products.
- Composting is also a form of recycling in which garden waste is turn into valuable soil additives

Questions 1 – 10

Using the information from the brochure given, complete the graphic organiser below.



PRACTICE 5

Theme: SCIENCE & TECHNOLOGY

Questions 1 - 10

Read the following brochure and answer the questions that follow.

	<p>iPhone 4s - Your wish is its command</p> <p>iPhone 4S lets you use your voice to send messages, schedule meetings, place phone calls, and more. Ask iPhone 4s to do things just by talking the way you talk. iPhone 4s understands what you say, knows what you mean, and even talks back. iPhone 4s is so easy to use and does so much, you'll keep finding more and more ways to use it</p> <p>PRICE : RM1999</p>
	<p>iPad - Technology so advanced, you'll forget it's even there.</p> <p>When you pick up iPad, it becomes an extension of you. That's the idea behind its innovative design. It's just 0.34 inch thin and weighs as little as 1.33 pounds, so it feels completely comfortable in your hands. And it makes surfing the web, checking email, watching movies, and reading books so natural, you'll wonder why you ever did it any other way.</p> <p>PRICE: RM1699</p>
	<p>iPod - Meet your musical icons.</p> <p>Getting where you want to go is simple on iPod nano. The large icons make scrolling and tapping to get to your favorite music, workout, radio station, or clock face easy. View icons one at a time, or display four icons on each screen. And you can change the order of the icons to find your stuff fast.</p> <p>PRICE: RM399</p>

Questions 1 – 6

Using the information given, select the most suitable answer for each question below.

Description	Product	Price
A great companion to bring along. You can easily tap and scroll to get your favourite entertainment.	1.	2.
It is like a laptop in your pocket. Its innovative design makes surfing the web, checking email and even watching movies so naturally.	3.	4.
The latest phone which can imitate the way you talk.	5.	6.

[6 marks]

Questions 7 – 10

Using the information from the brochure, complete the sentences with short answers.

7. The thin and light features of the gadget makes it very portable as it

.....

[1 mark]

8. The on the iPod make scrolling and tapping easy and users can change the icons to find their stuff fast.

[1 mark]

9. The iPhone can talk back as

[1 mark]

10. Everything seems possible with iPad as the,.....

[1 mark]

PRACTICE 6

Theme: SOCIAL ISSUE

Questions 1 - 10

Read the following brochure and answer the questions that follow.

CHARITY MUSICAL

A charity musical in aid of Projek Hati Nurani – Program Sekolah Dalam Hospital – will be presented by Farah Sulaiman & Friends at Auditorium DBKL next month

Titled "*Broadway Bites*", it is produced by Farah, an experienced stage performer, and written – directed by Sabrina Hassan. Scheduled for March 14th to 18th, it will feature 18 songs from 18 different musicals.

The project is a joined initiative between the Education Ministry and Yayasan Nurul Yaqeen, which is under the patronage of Puan Sri Noorainee Abdul Rahman, the wife of Deputy Prime Minister Tan Sri Muhyiddin Yassin.

It provides for structured yet flexible education programmes specially tailored for preschoolers to upper secondary pupils undergoing extensive periods of medical care in hospitals. The project, launched in July last year, is being implemented in Hospital Kuala Lumpur, Hospital Serdang and Hospital Ampang.

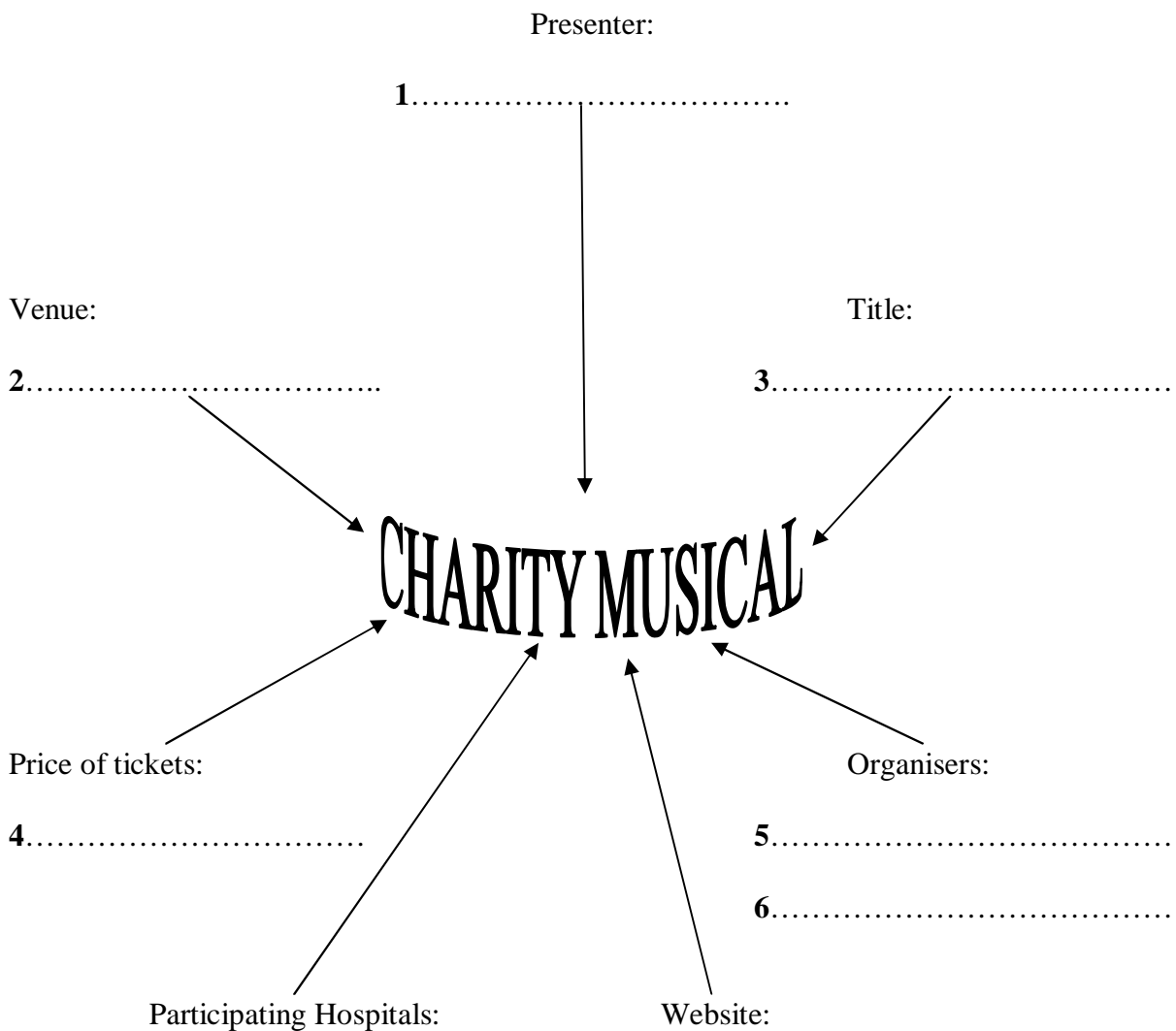
"We hope the public will come and support this stage performance. This will be an unforgettable experience for everybody on many levels, especially the children," says Farah.

Tickets are available at www.ticket2you.biz, from RM53 to RM203. Call 03-41478600.



Questions 1 – 10

Using the information from the brochure given, complete the graphic organiser below.



7.....

10.....

8.....

9.....

**2012
READING COMPREHENSION
& SUMMARY
MODULE**

PRACTICE 1

1	Just like any other modern device, the mobile phone has become an indispensable part of our lives. These days, we trade our phones for newer units, with sharper colour screens, digicams, as well as more polyphonic ringtones. We seem to be getting new phones faster than we get new clothes.	5
2	However, not all old mobile phones go back to the market to be resold when the owner decides to get a new unit. Some are left at home to rot in the drawer while others are sent to the garbage bin, a practice which, at the end of the day, adds to the growing volume of toxic waste in our country's landfills. The fear by environmentalists is that as millions of mobile phones are disposed of with other trash, the possibility exists for their toxins to be released into the air and even ground water.	10
3	Mobile phones are full of pollutants such as lead (primarily from soldering), arsenic, antimony, beryllium, copper, nickel, mercury and brominated flame retardants. Older phones use nickel-cadmium batteries which contain cadmium, a toxin and suspected carcinogen. Therefore, the fear of the environmentalists is genuine and reason enough to worry.	15
4	Even if Malaysians want to do the 'right thing', most are just too engrossed to figure out the right way to get rid of their phones. A private college student, who likes to follow the latest trends when it comes to mobile phones, disclosed that when she buys a new one, the old one goes to her favourite charity.	20
5	The managing director of the Petaling Jaya Community Centre's Environment Centre, said that unfortunately it is not often that his	25

	office gets unused or old mobile phones from the public. The few times that it does receive mobile phones, the units are totally unusable and irreparable and there's nothing that can be done apart from tossing them into the centre's 'scrap metal' bin to be sold for their weight. If there are any that can be used, they are sent to the shop to be repaired.	30
6	Nokia Malaysia offers a wide range of electronic waste management services including recycling, processing and refining. According to Nokia, a typical mobile phone recycling process involves the material being shredded into scrap. Metal and plastic parts are then separated. The metals are sold to metal refineries, where they are melted and purified for reuse. However, the recycling rate of plastics is low, partly because recovered plastics often contain impurities. Fortunately, most recycled plastics are suitable as a fuel replacement for oil. In addition, the plastic scraps can also be turned into plastic benches and fences.	35
7	Nokia encourages its mobile phone users to send mobile phones which are beyond repair to them for proper disposal. If not stored in the correct conditions, old and unused phone batteries may leak and toxic chemicals will be released into homes. Even if stored in the best conditions, what happens to these phones eventually? One day, they will probably be discarded with the trash and end up in landfills.	40
8	Nokia encourages its mobile phone users to send mobile phones which are beyond repair to them for proper disposal. If not stored in the correct conditions, old and unused phone batteries may leak and toxic chemicals will be released into homes. Even if stored in the best conditions, what happens to these phones eventually? One day, they will probably be discarded with the trash and end up in landfills.	45
	Mobile phone sales continue to climb, making it unlikely that the number of used phones will decline. All too often the one you used to love and take everywhere with you, is now left at home, in a drawer, unwanted and abandoned. However, attitudes are beginning to change as awareness and education grow. Ongoing campaigns by various governments as well as by companies and organizations within the telecommunications industry can and will help prevent old mobile phones from making their way to landfills. Hence, it is our social responsibility as users to help protect the environment for future generations. Remember: reclaim, reuse and recycle for a greener earth.	50
	(Adapted from <i>The Star</i> , 8 July 2004)	55

Questions 26 – 30

Answer all questions. You are advised to answer them in the order set.

26. (a) In paragraph 1, why do people trade in their mobile phones for newer units?

..... [1 mark]

(b) Not all mobile phones are traded for newer units. What happens to most of them when owners get a new one?

..... [1 mark]
27. (a) Give two reasons why mobile phones are considered dangerous.

(i) [1 mark]

(ii) [1 mark]

(b) From paragraph 3, find a word which has the same meaning as *preoccupied*.
 [1 mark]

28. In paragraph 4, what happens when people donate their handphones to the Petaling Jaya Community Centre's Environment Centre?
 (i) [1 mark]

(ii) [1 mark]

29. From paragraph 5, state one use of recycled plastics.
 [1 mark]

30. In your own words, state how we can educate the public to recycle their mobile phones.
 [2 marks]

Question 31

This article describes the threats posed by mobile phones to the environment and the solutions to the problems.

Based on the text, write a summary of :

- **the dangers posed by improper disposal of mobile phones**
- **how they are recycled**

Your summary must draw material from **lines 6 to 42**

Begin your summary as follows :

<i>Unused</i>	<i>mobile</i>	<i>phones</i>	<i>pose</i>	<i>a</i>

PRACTICE 2

1	Tears flowed down the cheeks of my daughter when she called after spending her first night at the remote National Service training camp in Tambunan, located in the Interior division of Sabah.	
2	My daughter, Melizarani, left home on December 29 and for the first time in 17 years. She stayed away from the family and underwent a transformation to understand life better. Pampered with comfortable living in the city all her life, she found it difficult to adjust to the dormitory there. She was terrified by the palm-sized rhinoceros beetles, grasshoppers and spiders and she also disliked bathing in the cold water at the foothills of the Crocker Range.	5 10
3	Besides the unknown challenges she had to face as a trainee at the camp, her major setbacks were missing home-cooked food, family and friends as well as losing the golden chance of chatting via the Internet. Among her other trivial challenges were not being allowed to use her mobile phone on weekdays and not allowed to leave the camp. She also had to hand washed her clothes and undertook various responsibilities and followed regimented schedule daily.	15
4	My advice to her was to be focused and strong because life is an adventure and she should view her three-month stint there as a privilege to learn more about life and nature.	20
5	To give her moral support, I visited her with the whole family at the camp's open day on January 19. Indeed, it was an emotional reunion which enhanced family bonding and understanding. She had lost some weight. She looked more tanned as well as trim and fit. She had developed a strong comradeship with other trainees from Sabah and Sarawak. The camp is about two hours' drive uphill from Kota	25

	Kinabalu and I was overwhelmed by the picturesque villages, scenic hills and the pleasing view of Mount Kinabalu on the drive up. Only a handful of parents turned up to visit the 300 odd trainees and participated with them in games and performances. Some trainees were cheerful, several were solemn and many were visibly missing their loved ones and home.	30
6	Their daily routine was to wake up at 5a.m. and they had to stay up until 11 p.m. to complete their activities and chores. My daughter received a monthly allowance of RM150 for participating in the National Service. Daily, the trainees ate six meals. To my surprise, on the day we were there, they were given packed rice with chicken, fried fish and vegetables and a bottle of mineral water for lunch. This was a luxury compared to the meals at the rough and tough Outward Bound camp training which I underwent in Lumut, Perak, in 1989.	35
		40
7	A month later, my daughter no longer feared insects and had adapted well to the environment. She had fallen in love with the charming view of the 4,095m Mount Kinabalu that greeted her every morning. I was pleased with the transformation my daughter went through since she joined the National Service. She appreciated life more and coped with challenges and disappointments positively. She had even reached the summit of Mount Kinabalu which was a great achievement for her. Apart from that, she had improved her self-development skills and showed love and care for others. Above all, she had grown up to be a brave and responsible teenager. Melizarani had developed interest in spirituality and looked forward to her Sundays because she got to travel out of the camp to perform prayers at a Hindu temple in Kota Kinabalu. Her camp experience had made her realize how fortunate she had been in many ways compared to the other trainees.	45
		50
		55
8	On March 11, she called home with confidence and reported the activities she had successfully completed excitedly. She had also learnt some cultural dances, songs and the Kadazan language.	
9	From my daughter's experience, I am sad to note that some parents gave false excuses for their children to escape the National Service Camp, not realising that they are missing a once-in-a-lifetime experience.	60
	<i>(Sunday Metro, February 2008)</i>	

Questions 26 – 30

Answer all questions. You are advised to answer them in the order set.

26. a) From paragraph 1, why did Melizarani leave home?

.....
[1 mark]
b) From paragraph 3, state **two** of Melizarani's biggest challenges as a trainee at the camp.

i)
[1 mark]

ii)
[1 mark]

27. a) From paragraph 5, besides her physical changes, what is a positive improvement in Melizarani after three weeks of training?

.....
[1 mark]

b) From paragraph 5, which phrase suggests that not many people were present on the open day?

.....
[1 mark]

28. From paragraph 6, the word they in line 32 refers to

.....
[1 mark]

29. From paragraph 7,

a) what is the most important change in Melizarani since she attended the National Service?

.....
[1 mark]

b) how do you know that Melizarani's religious belief is stronger?

.....
[1 mark]

30. From paragraph 9, explain in your words why teenagers should not miss the National Service Camp.

.....
.....
[2 marks]

31. Based on the passage given, write a summary on:

- **the positive changes in Melizarani after she joined the National Service training**

Your summary must use materials from lines **18 to 55**

Begin your summary as follows:

--	--	--	--	--

PRACTICE 3

1	<p>Patricia Zahara Ariffin, 71, is a body painter. She paints pictures on people's faces and hands at the National Zoo. Visitors will definitely notice her while waiting to take the train ride at the starting point. She will be there, with her forearm stretched out to show off the various animals she has painted on her skin. "Get your face painted," this sprightly lady will say to persuade the children. "Won't it be cute to have a little dolphin on your hand?" she will suggest to them. Sometimes, she would be mobbed, surrounded by those eager children to have her "masterpiece" on their skins. Sometimes, she sits alone under her large umbrella with her tubes of water-based paints and brushes. Patricia is not a professional artist. Art critics described her paintings of owls, eagles, tigers and fishes as "cute". Nothing more. This is not a big deal to the English native who came here after her marriage to a Malaysian in the 1950s. After all, she only started face-and-hand painting in March when the Malaysian Nature Society needed something novel to attract the crowd to come to their Floral Exhibition in Tanjung Tuan, Melaka.</p>	5
2	<p>Patricia can always be seen at the train ride station, come rain or shine, on most Saturdays, because painting has always been her passion. Besides that, it gives her happiness to see that the fruits of her labour help the animals in the zoo. "It's not so much the money," insisted the former headmistress, who revealed that all proceeds are given to the zoo for the animals' upkeep. "I have seen some of the children jumping up and down after getting their faces painted and that gives me the most satisfaction," she added.</p>	20
3	<p>Patricia never feels bored telling about the awkward moments she has experienced. The challenges as a face-and-hand painting artist also thrill her. "Some people have slippery skin which makes it very</p>	25

	hard for the paint to stick so you have to apply thicker layers. Another problem is hairiness which makes it impossible for any work to be done," she said. "Unless they shave, there is no way the paint would stick. One guy proposed that I do a painting on his neck which was about the only spot that didn't have hair," she laughed.	30
4	Listening to her stories, one may think Patricia has never experienced any sad moment. On the contrary, she spent the last three years of her life grieving. That was when her husband, the late Jamil Ariffin, passed away due to bone cancer. She refused to meet people or take part in social activities. Later, she came to her senses and realised that this was not the way to live. "Being old does not mean that you should give up an active life. Many old people lose their flexibility when they are not active for a long period of time." she added. She later joined the Malaysian Nature Society.	35
5	As a member of the Malaysian Nature Society, Patricia tries to take part in as many activities as she can. She goes bird-watching, looks out for frogs, snakes and other reptiles and follows the marine group for snorkelling trips in Pulau Tioman. She also supports the World Wildlife Fund For Nature, Recently, she went to Terengganu and Melaka to patrol parts of the beaches which have been declared turtle sanctuaries.	40
6	Patricia is asthmatic and uses an artificial hip. Despite that, she is an active volunteer with the National Association of Strokes of Malaysia. According to her, "being old helps" as the stroke patients at the physiotherapy class she attends, feel encouraged with her around. This golden girl who goes line dancing to keep fit has visited many countries. In the near future, she plans to visit India to see the Taj Mahal. "I want to see the monument of love before it crumbles." she said.	45
	(Adapted from Sunday Metro. December 2008)	50
		55

Questions 26 – 30

Answer all questions. You are advised to answer them in the order set.

26 From paragraph 1, what does Patricia Zahara Ariffin do at the National Zoo?

.....
[1 mark]

27 From paragraph 3,

(a) what does Patricia do with all the money she gets from her paintings?

.....
[1 mark]

(b) which word has the same meaning as a strong feeling to do something?

..... [1 mark]
 28 From paragraph 4, describe two challenges that Patricia faces as a body painter.

i) [1 mark]

ii) [1 mark]

29 From paragraph 6,
 (a) state two activities that Patricia does with the Malaysian Nature Society members.

(i)..... [1 mark]

(ii)..... [1 mark]

(b) why is it necessary to guard parts of the beaches of Terengganu and Melaka?

..... [1 mark]

30 In your own words, give two reasons why Patricia is considered active.

(i) [1 mark]

(ii) [1 mark]

31 Based on the passage given write a summary on

- **why Patricia enjoys face-and-hand painting and**
- **her other activities after her husband's death.**

Your summary must use material from **lines 18 - 49**

Begin your summary as follows:

<i>Patricia</i>	<i>enjoys</i>	<i>doing</i>	<i>face-and-hand</i>	<i>painting</i>
<i>at</i>	<i>the</i>	<i>zoo</i>	<i>because</i>	<i>painting</i>

PRACTICE 4

1	Hotels in Kuala Lumpur are selling them at about RM100 a piece and local Chinese restaurants are cashing in on them as well. It is that time of the year again when connoisseurs and common folks in China, Hong Kong, Singapore and Malaysia go crazy over a Shanghainese delicacy in the form of a small, hairy-legged, green crustacean. We are talking about the seasonal Hairy Crabs which are widely available in Shanghai from October to November. You can even get them in 7-Eleven stores there!	5
2	So what's so great about these crabs? In ancient China, it was regarded an elite activity to enjoy the crab delicacies, watch the blooming chrysanthemums and compose lyrical poems. The secret lies with the roe – a sinfully rich and creamy orange substance that has melted the resistance of even the most cholesterol conscious.	10
3	Dragon-O Restaurant which serves Shanghainese cuisine has also jumped on the bandwagon to bring these tiny delicacies to Malaysia. To make it more affordable, they import the crabs direct from the source – Tai Lake in Jiangsu Province, China. The ecology around Tai Lake is the reason why Hairy Crabs are reared there. Tai Lake's ideal depth of two metres allows sunlight to reach the bottom of the lake, causing seaweed, the crabs' food, to flourish.	15
4	According to Raymond Cheung, a Hairy Crab farm owner, wild crab fries are purchased every March from local fishermen who catch them by the kilos from the mouth of the Yangtze River. There would usually be about 160,000 fries in a kilo. These two-week-old fries are then put into a small pond to mature. Come December when the crabs are nine months old, they are relocated to an enclosed pen by the lake in preparation for the cold winter months. During this time, the crabs will bury themselves in the mud at the	20 25

5	<p>bottom of the lake to hibernate.</p> <p>When they are more than a year old, the crabs are relocated again in May to bigger pens in the middle of the lake. These are crucial months as the food and temperature during this period determine the quality of the harvest in the fourth quarter of the year. The crabs are considered mature after they have moulted 21 times. They usually moult when the temperature drops to 20°C. During this time, they are fed small fishes, corn, spirulina and garlic.</p>	30
6	<p>Their shells are yellow during their growing months and will turn green once they mature.</p> <p>Hairy crabs are best harvested in the months of October and November. They are caught with nets placed at the bottom of the lake. The crabs are then taken to the factory for packaging and exporting. At the factory, workers bind them so that they will not move and pack them in styrofoam boxes before placing them in a huge chiller for a day to hibernate. CCTVs are installed all around the factory. The government is concerned about the quality of China’s exports and they conduct stringent monitoring through live feed CCTVs. The cameras also allow them to keep track on the number of crabs being exported.</p>	35
7	<p>The boxes are then filled with ice before being exported to other countries. Each box is individually tagged so customers can trace the source if any problems arise. It takes two days for the live crabs to arrive in Malaysia and another day to the respective restaurants. The crabs can survive for about a week.</p> <p>The Dragon-O Restaurant is offering Malaysians a taste of this Shanghainese delicacy at a reasonable price. The owner has this to say, “We have always kept in mind that value for money is the way to go if we want our customers walking out of the restaurant to come back some day soon.”</p>	40
8	<p>Adapted from The Star, November, 2008</p>	45
		50

Questions 26 – 30

Answer all questions. You are advised to answer them in the order set.

26 From paragraph 1,

(a) what are being sold at about RM100 a piece?

..... [1 mark]

(b) which sentence tells you that Hairy Crabs are widely available in Shanghai?

..... [1 mark]

27 From paragraph 2, which is the most delicious part of the crab?

..... [1 mark]
28 (a) From paragraph 3, what causes seaweed to flourish in Tai Lake?

..... [1 mark]
(b) From paragraph 4, which word means ‘sleep the whole winter’?

..... [1 mark]
29 (a) From paragraph 5, what will influence the quality of the crabs?

..... [1 mark]
(b) From paragraph 6, how does the China government show its concern about the export of Hairy Crabs?

..... [1 mark]
(c) From paragraph 7, why is it important to tag the boxes?

..... [1 mark]
30 From paragraph 8, explain in your words what the owner of the restaurant meant when he said “ that value for money is the way to go”?

..... [2 marks]

31 Based on the passage given, write a **summary** of:

- **how Hairy Crabs are reared and**
- **how they are packed for export**

Your summary must use materials from **lines 20 – 43**

Begin your summary as follows:

<i>The</i>	<i>wild</i>	<i>crab</i>	<i>fries</i>	<i>caught</i>
<i>by</i>	<i>the</i>	<i>local</i>	<i>fishermen</i>	<i>are</i>

**2012
POEM MODULE**

IN THE MIDST OF HARDSHIP

STANZA	POEM	MEANINGS
1	At dawn they returned home their soaked clothes torn and approached the stove their limbs marked by scratches their legs full of wounds but on their brows there was not a sign of despair	It had been raining the whole day and the couple had been out the whole night, searching for their son's albino buffalo . They returned home soaked and bruised. The couple headed straight to the stove for warmth and some food. Although the search was unsuccessful, they never felt sad or dejected.
2	The whole day and night just passed They had to brave the horrendous flood In the water all the time Between bloated carcasses And tiny chips of tree barks Desperately looking for their son's Albino buffalo that was never found	The couple braved the fierce flood and searched through the dead animals and floating debris. Unfortunately, the buffalo was not found although they tried their best.

3	They were born amidst hardship And grew up without a sigh or a complaint Now they are in the kitchen, making Jokes while rolling their cigarette leaves	The couple accepted difficulties as part of their lives. They had grown up in poverty and had learnt to accept the challenges in life. At the end of the day, they enjoy each other's company, feeling neither sad nor sorry for the lost. It was part and parcel of life. That is what their lives are all about, with its up and downs.
---	---	---

1. (REFER TO STANZA 1)

- a). When did they return home?
[1 mark]
- b). Describe their physical appearance.
- i.[1 mark]
- ii. [1 mark]
- c). Would you be able to accept the difficulties in life like the villagers. Give a reason for your answer.

[2 marks]

2. (REFER TO STANZA 2)

- a). What does 'bloated carcasses' refer to?
[1 mark]
- b). State two phrases in the poem that refer to the flood.
- i. [1 mark]
- ii.[1 mark]
- c). Would you go out in the rain to look for something just like the couple in the poem? Give a reason for your answer.

[2 marks]

3. (REFER TO STANZA 3)

- a). Whom do 'they' refer to?
[1 mark]
- b) What did they do in the kitchen?

.....[1 mark]
 c). Which line tells you that the villagers have accepted their fate?

.....[1 mark]
 d). In your opinion, why did they go to the kitchen as soon as they returned home?

.....
[2 marks]

4. (REFER TO THE POEM)

a). Why were their clothes wet and torn?

.....[1 mark]
 b). State the reason why they went out in the flood?

.....[1 mark]
 c). What is the meaning of the phrase 'born amidst hardship'?

.....[1 mark]
 d). In your own words, explain the meaning of the last two lines of the poem

.....
[2 marks]

5. (REFER TO THE POEM)

a). How long were they out looking for the lost buffalo?

.....[1 mark]
 b). State two things that were floating in the flood water?

i.[1 mark]

ii.[1 mark]

c). In your opinion, were the couple sad when they failed to find the buffalo? Give a reason for your answer.

.....
[2 marks]

HE HAD SUCH QUIET EYES

STANZA	POEM	MEANINGS

1	He had such quiet eyes She did not realise They were two pools of lies Layered with thinnest ice To her, those quiet eyes Were breathing desolate sighs Imploring her to be nice And to render him paradise	The persona is taken up by the man's quiet eyes which seems lonely and miserable. She feels sorry and is made to believe that she can offer him happiness that his eyes lack. Unfortunately, she is not aware that she is being cheated.
2	If only she'd been wise And had listened to the advice Never to compromise with pleasure-seeking guys She'd be free from "the hows and whys"	Now, she regrets not following the advice given by others who have warned her not to get involved with men who are smooth talkers and seductive. Then, she would not have to experience the heartache of breaking up
3	Now here's a bit of advice Be sure that nice really means nice Then you'll never be losing at dice Though you may lose your heart once or twice	The poet gives a strong advice to all the ladies. She asks them to be sure that whoever they meet is really and truly a gentleman. In the process of finding a life partner, one may face some failures but in the end, you will be a winner in the game of life

1. (REFER TO STANZA 1)

a).The phrase 'two pools of lies' refers to [1 mark]

b). What does 'the quiet eyes' tell her to do?

i. [1mark]

ii.[1 mark]

c). In your opinion, what attracted the lady to the man?

.....
[2 marks]

2. (REFER TO STANZA 2)

a). What is the meaning of the phrase 'the hows and whys'
[1 mark]

b). State one advice given to the lady.
[1 mark]

c) Do you think she should have listened to the advice? Give a reason for your answer.

.....
.....[2 marks]

3. (REFER TO STANZA 3)

a). What should the lady be sure of?

.....[1 mark]

b). Explain the line ‘ you’ll never be losing at dice’

.....[1 mark]

c).Do you think the advice given in the poem would be helpful to ladies nowadays?

.....
.....[2 marks]

4. (REFER TO THE POEM)

a). Whom does the ‘pleasure-seeking guys‘ refer to?

.....[1 mark]

b). State two valuable advice given in the poem.

.....[1 mark]

c). If you were the lady in the poem, what would you do when you realise your mistake?

.....
.....[2 marks]

5. (REFER TO THE POEM)

a). ‘To render him paradise’ means.....
[1 mark]

b). State two phrases in the poem that describe the eyes.

i)[1 mark]

ii)[1 mark]

c). In your opinion, do you think you would fall for a person like that? Give a reason for your answer.

.....
.....[2 marks]

NATURE

STANZA	POEM	MEANINGS
	We have neither Summer nor Winter Neither Autumn nor Spring We have instead the days	According to the poet, Jamaica's weather cannot be categorized into four seasons.
	When the gold sun shines on the lush green canefields Magnificently.	There are days of glorious sunshine which helps the canes in the field to grow tall and luxuriant.
	The days when the rain beats like bullets on the roofs And there is no sound but the swish of water in the gullies And trees struggling in the Jamaica winds	However, on wet days, the rain pours down heavily and in torrents. The streams and gullies are full of water. No other sounds are heard as everyone is indoors. Strong winds accompany the rain, beating and bending the sugar canes in the field.
	Also there are the days when leaves fade from	In between the hot and wet days,

	off guango trees And the reaped canefields lie bare and fallow to the sun	nature slows down. The canefields are harvested and wait for the next planting season. Even the leaves on the trees fall off.
	But best of all there are the days when the mango and the logwood blossom When the bushes are full of the sound of bees and the scent of honey When the tall grass sways and shivers to the slightest breath of air When the buttercups have paved the earth with yellow stars	The best days are when . flowers bloom, filling the air with fragrance and vibrant colours. The grass is green, luxuriant, covering the once bare ground.
	And beauty comes suddenly and the rains have gone	Nature comes alive again after a healthy downpour

1. a). Which phrase indicates bright sunny days in Jamaica?

.....[1 mark]

b). State two things that happen during the best days in Jamaica.

i.[1 mark]

ii.[1 mark]

c). Would you like to live in Jamaica? Give a reason for your answer.

.....

.....[2 marks]

2 a). Give a phrase in the poem that describes heavy rain.

.....[1 mark]

b).What happens on a rainy day?

i.[1 mark]

ii.[1 mark]

c). In your opinion, why does beauty come suddenly after the rain has gone?

.....

.....[2 marks]

3. a). When do the canefields lie bare?

.....[1 mark]
 b). Name two weather conditions experienced in Jamaica.

i.[1 mark]

ii.[1 mark]

c). In your opinion, what do the Jamaicans work as? Give a reason for your answer.

.....
[2 marks]

4. a). What does 'yellow star' refer to?

.....[1 mark]

b). State two words that describe the canefields.

i).[1 mark]

ii)[1 mark]

c). Do you love rainy days just like the ones experienced in Jamaica? Give a reason for your answer.

.....
[2 marks]

5. a). Name the four seasons that some countries normally have?

.....[1 mark]

b). What can we smell and hear during the flowering season?

i).[1 mark]

ii).[1 mark]

c). In your own words, explain the last line of the poem.

.....
[2 marks]

ARE YOU STILL PLAYING YOUR FLUTE

STANZA	POEM	MEANINGS
1	Are you still playing your flute? When there is hardly time for our love I am feeling guilty	The persona wonders if the person is still playing the flute. The persona misses and longs to

	O longing for your song The melody concealed in the slim hollow of bamboo Uncovered by the breath of an artist Composed by his fingers Blown by the wind To the depth of my heart	hear the song which brings back memories of the peaceful, tranquil days of her childhood.
2	Are you still playing your flute? In the village so quiet and deserted Amidst the sick rice field While here it has become a luxury To spend time watching the rain Gazing at the evening rays Collecting dew drops Or enjoying the fragrance of flowers	The persona wonders if her beloved is still playing the flute when many have left the village which has become a polluted and lonely place compared to the place where there is no time to enjoy beauty of nature such as the sunset, the rain or the smell of blooming flowers.
3	Are you still playing your flute? The more it disturbs my conscience To be thinking of you In the hazard of you My younger brothers unemployed and desperate My people disunited by politics My friend slaughtered mercilessly This world is too old and bleeding	For the third time, the persona wonders if the person is still playing the flute in this times of trouble. The persona feels guilty thinking of the flutist when there is much sadness around her like unemployment, political unrest and unnecessary killings

1. (REFER TO STANZA 1)

a). Name the musical instrument mentioned in the stanza.

.....[1 mark]

b). What does the poet long for?

.....[1 mark]

c). How does the music reach the poet's heart?

..... [1 mark]

d). Do you enjoy listening to a flute? Give a reason for your answer.

.....
.....[2 marks]

2. (REFER TO STANZA 2)

a). Describe the village.

.....[1 mark]

b). State two things that the poet does not have the time to do.

i.[1 mark]

ii.[1 mark]

c). Would you help a person who has a hard life? How?

.....
.....[2 marks]

3 (REFER TO STANZA 3)

a). What disturbs the poet's conscience?

.....[1 mark]

b). State two problems faced by the country.

i.[1 mark]

ii.[1 mark]

c). What do you do when you face a problem? Give a reason for your answer.

.....
.....[2 marks]

4. (REFER TO THE POEM)

a). What happened to the rice fields?

.....[1 mark]

b). What is being blown in the wind?

.....[1 mark]

c). Which phrase refers to the lovely smell in the air?

.....[1 mark]

d). In your own words, describe the last line of the poem.

.....
.....[2 marks]

5. (REFER TO THE POEM)

a). What is the flute made of?

.....[1 mark]

b). What happened to the poet's brothers and friends?

i.[1 mark]

ii.[1 mark]

c). Do you think war is necessary? Give a reason for your answer.

.....

.....[2 marks]

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CHAPTERS SYNOPSIS

CHAPTER 1 - The news of the death of Madhuri.

Azreen Salleh hurriedly left her studies in London, England to return home to Malaysia after receiving news about her sister's death. She was unwilling to leave as there was an exam. She was hoping not to bump into her coursemate, Julian Ng, but she did anyway. Julian Ng tries to offer his sympathy and condolence but she was not in the mood to talk about the matter. She left in a hurry.

CHAPTER 1

1. What was Azreen Saleh doing in London?
2. Why was she asked to go home?
3. Who is Julian Ng and what kind of a person was he?
4. Why did Azreen try to avoid Julian?
5. How did Azreen feel about going home to Malaysia?
6. What were Azreen's feelings as she was leaving her college?

CHAPTER 2 - Flashback of Azreen's early days with Madhuri.

Azreen was on her flight back to Malaysia. She cringed at the thought of going back home. Flashbacks of her early days with her late sister, Madhuri, and how Madhuri was well-liked by people came back. She hated her sister because she was always compared to her. Everyone thought Madhuri was the better sister – prettier, polite and soft-spoken while she was obstinate, the total opposite of her. She especially hated the fact that she could never be like her. However, she was fond of her and there were happy memories with her sister like cycling together and picking fruits from the neighbours' plantation.

CHAPTER 2

1. What was the age difference between Azreen and Madhuri?
2. In your own words, describe Azreen's sister?
3. Give two differences between Azreen and Madhuri.
4. Name some of the activities that both of them used to do together when they were young.
5. Why did Azreen despise Madhuri?
6. Describe those happy days that Azreen recalled?

CHAPTER 3 - Azreen's arrival & rumours about the death of Madhuri.

Back home, on an island south of Langkawi Island, there was a rumour spreading that Madhuri was dead by murder. This rumour was spread by Puan Normala and it caused unrest among the villagers. According to her, Madhuri was murdered and she bled white blood and Puan Normala believed that the whole village was cursed. Meanwhile, Azreen arrived and was greeted by her aunt and uncle, Datin Sharifah and Datuk Zulkifli at the airport in Pulau Langkawi. They were trying their best not to talk about Madhuri's death.

1. Why was Pn. Kamisah irritated?
2. What news was Noor spreading in class?
3. What gossip was Pn. Normala passing around?
4. Why did Pn. Normala say they were cursed?
5. Who are Datin Sharifah and Datuk Zulkifli?
6. Why did Datin Sharifah warn Datuk Zulkifli not to talk about Madhuri's death?

CHAPTER 4 - Madhuri's Funeral.

At her house, mourners gathered at Azreen's house to pay their last respects to Madhuri before burial. The women folk gossiped among themselves that Madhuri was murdered and she had put a curse on everyone on the island. Azreen arrived late to pay her last respects to her late sister. However, she returned home, only to be gossiped and judged by her nosy neighbours. In her house with Datin Sharifah, she begged her to tell what actually happened to her sister. Datin Sharifah could only tell her that her sister was found at the rubber plantation. Azreen's father kept her from the fact of how she died. Azreen believed her father did that to spite her.

Azreen met her mother whose dementia worsened. She had no idea of Madhuri's passing. Azreen was about to bring her mother to the funeral, but was ordered to go back home by her father, Saleh Abdullah. He didn't want his wife to know about the death of Madhuri. Azreen

CHAPTER 4

1. How did Siti know Madhuri?
2. Why did Pn Normala consider Azreen rude?
3. When did Azreen first meet Datin Sharifah and Datuk Zulkifli? What was their relationship?
4. Where was Madhuri's body found?
5. Give two reasons why Azreen was angry with her father.
6. Why did Siti's parents forbid her from being friends with Azreen?
7. Did Azreen's mother recognise her when Azreen spoke to her? Why?
8. Why wasn't Azreen's mother informed of her daughter's death?
9. In your opinion, why was Azreen's father angry at her for bringing her mother to the graveyard?
10. Who is Haji Ghani?
11. Name two things about Madhuri that was remembered fondly by Haji Ghani?
12. Who is Asraf and what does he work as?
13. Where did Azreen first meet Asraf?
14. Describe Asraf during his school days?
15. During her school days, Azreen felt that everybody hated her? Why did she feel that way?
16. Who is Haji Ghani's first wife?
17. Why did Pn. Fatimah hate Madhuri?
18. How did she show her hatred towards Madhuri?

CHAPTER 5 - The meeting with Mohd Asraf and Awang, (the Bomoh) and Encik Mohan's farm fiasco.

Azreen went to the market and bumped into Asraf. She enquired about Madhuri's death but was only given vague details of the incident. Normala, the rumour monger, spread rumours about what had happened to Madhuri. Awang, the bomoh, made an appearance as he dreamt that a disaster was about to hit the village soon. Awang recalled the incident when he stole a chicken at Encik Mohan's farm causing a bull to escape. Asraf was blamed for the fiasco but Azreen bravely took the blame on his behalf. Outside, Saleh was busy chopping wood when he heard something or someone crying in the bushes. He went to pounce on it but there was nothing. Azreen went to visit the Old Lady, a villager who was cast out from her village, to catch up on old times. The villagers thought her to be a witch, but Azreen thought otherwise. In fact, she got along just fine with her. She also begged the Old Lady to tell her what had exactly happened, and finally it was the Old Lady who revealed to her that

CHAPTER 5

1. Describe the house that she visited in the jungle.
2. Whom did she meet at the market?
3. According to Asraf, what had happened to Madhuri?
4. Describe the recollection that Azreen's mother had when she saw Azreen cooking the meal.
5. According to Azreen's mother, who was in danger?
6. Describe Awang, the village bomoh.
7. Whom did Awang see on his way home?
8. According to Awang, who actually left the gates of the farm open and who was blamed for it?
9. Why do you think Azreen told the farm owner that it was she who left the gate open?
10. Why were the villagers afraid of the Old Lady?
11. Based on Azreen's recollection, describe Azreen's first meeting with the Old Lady? What did Azreen do to win the Old Lady's heart?
12. According to the Old Lady, what had happened to Madhuri?

CHAPTER 6 - The murder cover up. Puan Fatimah's recollection of her husband's infatuation with Madhuri and the incident that had caused Azreen's mother to become paralysed.

Awang the bomoh believed something terrible was going to fall upon his village. He had seen a Pontianak which looked like Madhuri. He suspected Madhuri had turned into one. The Old Lady related to Azreen that Madhuri was attacked with a knife. There was no investigation though, as she thought it would be better for the village since an investigation would reveal more secrets.

Puan Fatimah reminisced about the time when Haji Ghani married Madhuri. He fell in love with her beautiful voice, and Puan Fatimah's life changed ever since. She had lost everything. But now that Madhuri was no longer present, she wanted her old life back. Azreen found Madhuri's photographs torn into pieces. Before she could think who would do it, her father chased her out of the room. Azreen started to reminisce on all the things that happened way back. Azreen reminisced during the time when she took the blame for Asraf's carelessness while working at Encik Mohan's. She claimed that she was the one who left the gate open, thus the missing bull. However, her parents were riding on a motorbike when they hit the bull. Her mother's legs were paralysed since then. Still, she remained loyal to Asraf and took the blame, even though she was badly beaten by her father. Azreen went to seek comfort at the Old Lady's, and she revealed to her why she was cast out. She murdered her husband because she was abused and unhappy in her marriage. A year later, Azreen received a scholarship to

CHAPTER 6

1. Why did the Old Lady suspect Madhuri was murdered?
2. Whom did the Old Lady accuse of covering up Madhuri's death?
3. Where did Haji Ghani first see Madhuri? What captivated him?
4. When Azreen entered the room, she saw a picture of her sister and began to recall her childhood. Based on the above childhood incident, describe
 - (i) Azreen's character
 - (ii) Madhuri's character
 - (iii) their father's character
5. How did Madhuri's mother lose the use of her leg?
6. Why did Azreen feel it was her fault that her mother was involved in the accident?
7. Where did Madhuri meet Asraf for the first time?
8. Why was the Old Lady treated as an outcast by the villagers?
9. What letter did Azreen receive?
10. What programme did Azreen join? Where did she go and what was the effect on her?
11. Who helped finance her studies in London?

CHAPTER 7 - Mohd Asraf struggles with Nek's deteriorating health. The discovery of Madhuri's letter.

Asraf was worried about Nek, his grandmother. Her fever was getting worse. Haji Ghani was mourning for Madhuri at her tombstone. Suddenly, he saw a woman who looked like Madhuri in a flowing white dress but she ran away.

Azreen was reprimanded by her father for being careless when latching up the chicken coop. There was a dead chicken with a broken neck right outside the coop. Azreen was shocked and wondered how the chicken could break its neck. When she was about to clean up the mess, the carcass was gone. One day, when Azreen was checking her mail, she saw a letter from Julian. Enclosed in the letter was a letter from Madhuri which was sent before she died. According to her letter, there was a secret that she wanted to share with Madhuri.

Siti was stopped by Puan Normala with more gossips – on how the bad weather was one of the signs of the curse, the spotting of a Pontianak and the argument between Haji Ghani and Puan Fatimah.

Then, Azreen read Madhuri's letter of her marriage and relationship with Kak Fatimah (Haji Ghani's first wife). The letter also hinted that Madhuri had a secret to be revealed to Azreen when she returned home for her holidays.

CHAPTER 7

1. Why was Asraf worried about his grandmother?
2. Whom did he see at his wife's grave?
3. Describe Azreen's relationship with her father.
4. What did Azreen find outside the chicken coop?
5. Why did Asraf feel that black magic was present in the village?
6. What was the content of Julian's letter?
7. Based on Madhuri's letter to Azreen, state two things that you learnt about Madhuri?
8. List the three reasons given by Pn Normala on why she believed the village was cursed?
9. What were Haji Ghani and his wife fighting about?
10. Who was Asraf fighting with? Why were they fighting?
11. What were Azreen's feelings towards Asraf?

CHAPTER 8 - The death of Azreen's mother. Mohd Asraf's visit to the Old Lady's house.

Azreen's mother passed away peacefully. She mourned her dead mother and sister in her sister's room. Suddenly, she saw someone outside the window. She went outside the house and called out to that person but it was in vain. At the same moment, she smelt smoke coming from Madhuri's room. Fortunately, her father appeared in time to put out the fire.

Puan Fatimah was about to go see the village witchdoctor for a charm for Haji Ghani when suddenly she saw someone looking like Madhuri reaching out to her. She passed out as soon as the woman touched her.

Saleh Abdullah found a yellow cord where part of the house was burned. He charged straightaway to Awang's house to have a word with him. Azreen went to the Old Lady's house for comfort.

Asraf's grandmother's condition was getting worse. When he ran out of options, he sought out the Old Lady. He begged the Old Lady to go see his grandmother.

The Old Lady hesitated at first but after much persuasion from Azreen and Mohd. Asraf, she finally agreed to go over to Mohd Asraf's house to help his grandmother.

CHAPTER 8

1. Based on the basket incident, what can you conclude about Azreen's sister and her mother?
2. Why did Azreen run out of the house?
3. What happened to the house?
4. In your opinion, why do you think Pn Fatimah wanted to visit the bomoh?
5. Asraf wanted to send his grandmother to the hospital in the mainland but he couldn't do so. Why?
6. Who is Saleh Abdullah and why was he angry at Bomoh Awang?
7. What did the Old Lady witness as she was in the jungle, collecting herbs and roots?
8. Why did Asraf go to the market on that rainy day?
9. What happened to the crops in the village?
10. What did the Old Lady advise Azreen about life?
11. How did the Old Lady treat Asraf who came for her help?
12. After much persuasion, Azreen finally convinced the Old Lady to go to Asraf's house.
 - a. How did Azreen persuade her?
 - b. Why was the Old Lady reluctant to go?

CHAPTER 9 - The mob at Mohd Asraf's house. Nek's health recovery.

Siti kept an eye on Mohd. Asraf's grandmother (Nek) while he went out to get her medicine. He finally came back with the Old Lady. The Old Lady examined Asraf's grandmother and went out to get herbs for her. Pn. Kamsiah and Normala were curious at the Old Lady's presence at Mohd. Asraf's house. They planned to get rid of her. The Old Lady made a mixture of herbs and gave it to Asraf's grandmother. The condition of Asraf's grandmother improved, to the delight of the Old Lady, .

Azreen was puzzled to discover a university prospectus that revealed Mohd. Asraf's intention to pursue his studies in Kuala Lumpur. When Azreen returned home, she saw the bomoh scampering behind the bushes. He came to tell her that there was a big crowd on the way to Asraf's house.

Azreen hurriedly went to Asraf's house and saw the angry crowd headed by Puan Normala. Normala blamed Azreen for bringing the Old Lady to Mohd. Asraf's house and causing heavy downpour to hit the village. An argument started and Azreen's father intervened to stop the commotion. Azreen then made her way to Asraf's house and was told that Nek was beginning to recover. They thanked the Old Lady for bravely coming over to cure Nek and the rain finally stopped.

CHAPTER 9

1. Describe the Old Lady from Siti's point of view.
2. Why was Pn Kamsiah worried about Siti when she saw the Old Lady entering Asraf's house?
3. What were the reasons given by Pn Normala for chasing the Old Lady away?
4. What did the Old Lady do to help Asraf's grandmother?
5. In your opinion, why do you think Pn Fatimah cooked a delicious breakfast for her husband?
6. What happened at Asraf's house when Nek passed away? Why were the villagers gathering in front of Asraf's house?
7. Why were the villagers angry with Azreen? Who broke up the crowd?
8. What was Saleh Abdullah's opinion of his daughter?

CHAPTER 10 - The death of Nek. Mohd Asraf's confession about his affair.

The disclosure of Madhuri's secret by Awang.

Azreen awakened to a flurry of knocks on her door. She found out that Nek had passed away suddenly. Asraf's neighbours convinced him that the Old Lady had poisoned her. Fuelled with anger and loss, Asraf and the mob of people went over to the Old Lady's with torches for revenge. Azreen tried to stop him and in a struggle, his torch fell and it set the house on fire. Azreen ran inside to try to save the Old Lady but found her trapped under a pillar. Barely alive, she advised Azreen to learn to forgive before it was too late. Azreen's father saved her before the whole house collapsed. Asraf came to apologise to Azreen. He was distraught about his grandmother and Madhuri's death. He confessed to Azreen that he loved Madhuri and they were planning to run away together when he was offered a teaching course in Kuala Lumpur. Madhuri wanted to confess to her husband, parents and Azreen about her affair with Mohd. Asraf. However, Madhuri was found dead at a rubber plantation. Azreen couldn't stomach the revelation so she ran to a cliff. Then she decided to go to the rubber estate where her sister had died. Azreen then met Awang, the bomoh, who told her that Madhuri was not her real sister. He informed her that Madhuri's birth mother had gone mad when her husband left her. Madhuri was left in the paddy field for hours when her mother was looking for scraps. That's when Saleh found Madhuri, took her home and raised her as his own. Her mother left the village, but came back after Madhuri's death. Awang warned her that Madhuri's mother was

CHAPTER 10

1. Why did Siti go to Azreen's house in the middle of the night?
2. Did the villagers enter the Old Lady's house? Give reasons for your answer.
3. Why do you think Asraf dared to go nearer, compared to the other villagers?
4. Describe what Azreen did to stop Asraf from hurting the Old Lady.
5. How did the Old Lady die?
6. Who pulled Azreen out of the burning house?
7. Why do you think Asraf decided to attack the Old Lady?
8. Based on Asraf's confession, describe the relationship between Asraf and Madhuri.
9. Give two reasons why Asraf wanted to move to Kuala Lumpur.
10. Describe what Azreen saw and whom she met at the plantation.
11. What was the shocking news she heard from Awang?
12. Where did Saleh find the baby whom he named Madhuri?
13. What happened to Madhuri's biological parents?
14. Why was Awang indebted to Azreen?
15. Name two things that Awang did to help and protect Azreen.
16. In Awang's opinion, why did Haji Ghani cover up his wife's death?

CHAPTER 11 - The truth behind Madhuri's death. The death of Saleh.

Azreen was on her way back home when she heard footsteps following her behind. She saw a shadow of the woman whom Awang said was Madhuri's mother. She pointed at something near the woodpile. At the same moment, Saleh appeared. Azreen and her father walked towards the woodpile and saw a "parang" that Saleh used to chop wood. Madhuri's mother was actually pointing at the parang. There was some white and sticky stain at the edge of the parang. Azreen immediately recalled Normala's words "She had white blood" and she stared at her father in disbelief. The white blood that the neighbours claimed to see was actually latex that spilt on Madhuri when she was killed. Azreen then realised that it was her father who had killed Madhuri. Saleh recalled how fond he was of Madhuri and how he had found her as a baby at the paddy field. He stumbled upon Madhuri and Mohd Asraf together at the rubber plantation. In his fury, he killed Madhuri and her body knocked over the latex-filled container. Upon hearing this revelation, Azreen ran away from her father. Saleh realised he had lost both his daughters. Suddenly, he saw Madhuri's mother coming towards him with

CHAPTER 11

1. What was Azreen’s reaction when she learnt about Madhuri’ background?
2. Whom did Azreen see standing outside her house?
3. What was the woman pointing at?
4. Describe the parang found behind the woodpile and describe the substance found on it.
5. What came to Azreen’s mind when she saw the white sap?
6. Describe what he saw when he entered the plantation?
7. Did Saleh kill his daughter on purpose? Give reasons for you answer.
8. What was Azreen’s reaction after realising that her father was a murderer?
9. Describe what happened to Saleh after Azreen left the place?

CHAPTER 12 - Azreen’s final respect at the burial site.

Azreen Azreen visited her family members’ graves. She put a flower on each grave and left quietly. She left a flower at the hillside where the Old Lady was buried, too. As Azreen was leaving, she saw a figure whose smile resembled Madhuri’s.

CHAPTER 12

1. What happened to Azreen after the death of her father?
2. Why do you think the woman smiled at Azreen?
3. What happened to Asraf at the end of the novel?

NOVEL: MARKING SCHEME

MARKING METHOD

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

Content	-	10 marks
Language	-	5 marks
Total	-	15 marks
2. Read the script and decide which band it fits well. If the script fits all or nearly all the descriptors given in the band, the answer should be on the top of the band.
3. Next, evaluate the quality of writing using the Language band.
4. No answer will fit perfectly thus examiners must judge which fits the best.

Content and Language Descriptors

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

SAMPLE QUESTIONS AND ANSWERS

* Notes: The highlighted and underlined words are content points.

***ADVICE / SUGGESTIONS:**

In order to answer novel question, candidates are encouraged to have the following in their answer.

- a. Opening
- b. Three main content points that are supported by explanations and textual evidence from the novel.
- c. Closure / Conclusion

SPM 2011 (NOVEL)

Which part of the story do you like most?

Give reasons for your choice with close reference from the text.

The novel the Curse is written by Lee Su Ann. The part of the story that I like the most is its *climax*.

In this novel, *the climax of the story is the death of the Old Lady*. The villagers confronted the Old Lady *and blamed the Old Lady for the death of Nek, Mohd Asraf's grandmother*. Asraf took part in the attack of the Old Lady's house with the villagers. When Azreen heard that the villagers were confronting the Old Lady, Azreen quickly went to the forest where the Old Lady lived. She saw the villagers and Asraf were there and Azreen asked him what had happened. Asraf told her that the Old Lady had killed his grandmother; therefore he *wanted to seek revenge for Nek's death*. He wanted to kill her. Azreen tried to stop Asraf but unfortunately *the torch* that was held by Asraf dropped and rolled towards the Old Lady's house. *The house began to burn*. Azreen rushed into the house to save the Old Lady but the old Lady was trapped underneath a fallen pillar. Before she died, she advised Azreen to learn to forgive the others.

The reason *why* I like this part the most is because I love *the courage shown by Azreen*. It was shown when Azreen asked Asraf the reason why he was confronting the Old Lady. She also bravely entered the burning house to save the old Lady even though she failed to do so. From the value of the courage shown by Azreen, I do not think that anyone could be like her. If she did not have courage, she would not be able to stop Asraf and Asraf would become a murderer and she would not enter the burning house. Azreen was also advised by the old Lady to learn to forgive others.

Another reason I love this part is because *if the Old Lady had not died* in the burning incident, *the mystery* surrounding the problems that happened in the novel *could not be solved*. With the death of the Old Lady, Azreen learnt that Mohd Asraf had a secret relationship or affair with Madhuri and they planned to elope to Kuala Lumpur where he would be taking a teaching course there. She also learnt that Madhuri was not her real sister. And ultimately, she found out that Madhuri was killed by her own father although it happened accidentally. If the incident in the climax did not occur, Azreen would not be able to know the secrets that were being kept or hidden.

Apart from that, I also learnt many lessons from that part. One of the lessons is *to forgive*. In this novel, Azreen learnt to forgive other people when the Old Lady advised her before her death in the fire. Due to that, Azreen learnt to forgive Mohd Asraf for the burning of the Old Lady's house that took away her life and for having a secret affair with Madhuri behind Haji Ghani. She learnt to forgive her father for the death of her sister, Madhuri. She also learnt to forgive Awang the bomoh who was the actual culprit in causing the accident that had paralyzed her mother. In my opinion, if the death of the Old Lady had not occurred, Azreen would not have learnt to forgive other people.

In conclusion, there are many interesting reasons that made me choose the climax as the part in the novel that I like most. As we can see the problems faced by the villagers and Azreen were solved. From the climax too, I learnt many valuable lessons that can be practiced in daily life. That is why I like this part.

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NOTES AND QUESTIONS ACCORDING TO TOPICS:

CHARACTER TRAITS

1. Azreen

The main character of the novel who studied in England. She was happy to be away from her village because she did not have good relationship with her parents especially her father due to her defiant behaviour and tomboyish outlook.

She was an outspoken and independent girl and was envious of her adopted sister, Madhuri. She was a helpful friend especially when she claimed responsibility for letting the bull run loose in order to save Mohd. Asraf's skin. She was caring for her sick mother and Old Lady and also intelligent as she managed to further her studies in the United Kingdom.

2. Madhuri

She was a beautiful and polite lady and a submissive wife and daughter. She was religious and good at reciting Quranic verses. She was more conservative compared to her sister, Azreen. When they were young, Madhuri was protective of her sister. She was a polite and caring daughter and was deeply concerned about her sick mother.

3. Mohd. Asraf

He was a dedicated and popular teacher in a local school on the island. He had been independent since young. He became good friends with Azreen when they were in school. Mohd Asraf was a caring grandson who was concerned about his grandmother's well-being. He loved Madhuri and wanted to take her with him to Kuala Lumpur.

4. Old Lady

An educated woman as she had knowledge of herbal medicine to treat illnesses. Her house was always neat and situated by the hillside. She was a caring and concerned woman as she took Azreen in and gave her food and shelter whenever she had fights and problems. She was also a resourceful person and a good cook and her recipes and secret ingredients were very much sought after.

5. Saleh Abdullah

He was Madhuri's and Azreen's father who was active and strong for his age. Pak Saleh was a stern father to Azreen since when she was young. He was not on good terms with Azreen since the motorcycle accident which paralysed Azreen's mother. He was a manipulative father who made Madhuri become Haji Ghani's second wife in order to protect his personal interests. Pak Saleh was an egoistic person who could not accept Madhuri's love affair with Mohd. Asraf and in the end accidentally killed Madhuri in a fit of anger at the rubber plantation.

6. Haji Ghani

He was the village headman who fell for Madhuri and took her as his second wife. He neglected his first wife, Fatimah in the process. Being an influential man on the island he hid the cause of his wife's death in order to protect his reputation. He knew of Madhuri's affair with Mohd. Asraf. He was obsessed with Madhuri and could not forget her even after her death.

7. Siti

She was an obedient daughter of Pn. Kamsiah and helped Mohd. Asraf to look after his grandmother while he looked for some medicinal plants. She was also a responsible girl as she warned Azreen about the mob led by Mohd. Asraf to the Old Lady's house. She was

gullible as she liked to ponder over the gossips and rumours told by Normala, the village gossip.

8. Puan Normala

She was the rumour monger of the village and her topic of interest was on Madhuri and how she died. She was sneaky and malicious when she coaxed Mohd. Asraf to confront the Old Lady, accusing her as the reason why his grandmother's health deteriorated and she finally died. She was also superstitious when she blamed the Old Lady's visit to Mohd. Asraf's house as the reason for the continuous rain.

9. Datin Sharifah and Datuk Zulkifli

Azreen's rich foster parents whom she stayed with during a two-month foster programme in Penang. Datuk and Datin helped her financially in her studies in the UK. Even though she only stayed with them for a short period of time, she still maintained a good relationship with them. Even though they were her foster parents, they treated Azreen as their own child. Azreen called her Mak Cik which signified their close relationship.

10. Bomoh

The Bomoh was the person whom the villagers sought for traditional cure. It was through the Bomoh that the mysterious happenings that took place in the village were uncovered. The truth behind the death of Madhuri and her adoption were also finally revealed by him.

11. Fatihah

She was Haji Ghani's first wife and pretended to adore Madhuri. However, she secretly held grudges against her husband's young wife. She felt that her husband favoured the young wife more than herself. She tried her best to win her husband's heart after the death of Madhuri.

QUESTIONS ON CHARACTERISATION

CHARACTERS

Based on the novel you have read, write about one character that you admire. Support your answer with close reference from the text.

SKELETON OF IDEAS

Content points:

- the protagonist , Azreen
- studied in London
- returned to Malaysia because of her sister's death
- **smart and educated**
 - > won a scholarship to further study
 - > a student exchange programme
- **true and loyal friend**

- > took the blame for Asraf when he was accused for the escaped bull incident
- > stood up for the old Lady from the mob
- **very vocal, brave and courageous**
 - > spoke up against Pn Normala
 - > risked her life to save the Old Lady from fire
 - > confronted Asraf when the Old Lady died
 - > confronted her father for the truth of Madhuri's death
- **intelligent , sharp and observant**
 - > put missing bits to solve her sister's death
 - > discovered latex-stained parang
 - > identified the ghostly appearance of a woman

SAMPLE ANSWER:

WHICH CHARACTER DO YOU LIKE THE MOST?

'The Curse' is a novel with many mysterious events. As for me, the character that I admire most is of course, the pretty and charming Madhuri.

Madhuri is Azreen's elder sister and she is about 24 years old. Madhuri is liked by everyone in the village and also by her parents because she was very filial and obedient. As a good and obedient daughter, she helped her parents in household chores. Madhuri used to cook chicken porridge for her mother and fed her. Besides, she had never gone against her father's wish when she married the man that her father chose for her. She was married to Haji Ghani who was the village headman as his second wife. Even though she knew that Haji Ghani was married, she just obeyed her father's wishes and married him. The sense of obedience in Madhuri's character really attracted me and I learnt to love my parents more after reading this novel.

The second reason why I admire Madhuri is because she was very pretty and charming. She was introduced to the readers when Azreen recalled her sister's beauty during her journey back to Malaysia from London. Madhuri was featured in many photos and in school concerts when she took the role of the beautiful Puteri Gunung Ledang. Madhuri was very graceful and elegant in her costume during the concert. Azreen herself admired her sister's beauty when she took part in the concert. All these prove that Madhuri was a very beautiful and elegant daughter and I too admire her for that.

The third and final reason why I admire Madhuri's character is because she was a kind and thoughtful person. She was very kind to Fatihah, Haji Ghani's first wife when she wrote about her to Azreen. She even praised Fatihah and called her 'Kak' because she looked up to her as an elder sister. Each time when her father, Encik Saleh, scolded or caned Azreen, Madhuri took it in a positive way that is, her father trying to educate her younger sister. I feel that Madhuri is always thinking positively to each and every incident that happens around her. This is what inspires me that is to think positively in my life in order to achieve success.

Above are all the reasons why I admire Madhuri, the most beautiful lady in this novel. I wish I could be like her and be an obedient daughter to my parents.

SAMPLE ANSWER:

WRITE ABOUT A CHARACTER THAT SHOWS RESPONSIBILITY IN HER OR HIS ACTIONS

Based on the Novel “The Curse” by Lee Sue Ann, the character that shows responsibility in her actions is **Azreen** Saleh. Azreen is not only **a responsible sister** and daughter but also a responsible student and friend .

Firstly, Azreen as a responsible sister **returns to her hometown immediately** when she hears of her sister’s death although at that time she is about to sit for an important examination. She **postpones her examination** in order to give her sister the last respect.

Secondly, as a daughter she **shows her responsibility**, firstly, when she spent the whole night trying to **repair her mother’s favourite rattan basket** that was broken by the heavy durians that she and Madhuri had brought in. Subsequently, with Madhuri’s help she made a new rattan basket that looked like the one that she and Madhuri had broken. In addition to that, Azreen **accepts the offer to further her studies** in London **for the sake of upgrading her family social status**.

Thirdly, as a friend and a student, Azreen shows her responsibility when **she agreed to join the school hockey team as a substitution** to Hock Seng who was injured. She did that even though she knew that she would be the only girl in the team. In fact she played very well and almost scored a goal. In addition to that, Azreen shows that she is a responsible friend, when she brought **a basket of fresh vegetables and tomatoes to the Old Lady** of the forest to replace the ones that she had trampled earlier when she came to the Old Lady’s house for the first time.

In conclusion, throughout the story, Azreen shows that she is very responsible towards her actions. In fact, I would like to have her as a friend because such a friend is hard to come by.

SAMPLE ANSWER:

WRITE ABOUT A CHARACTER THAT SHOWS GOOD EXAMPLES

In the Curse by Lee Sue Ann, the character whom I think is exemplary is **the Old Lady of the forest**. Throughout the novel, she **shows strength of character and wisdom**.

When she first moved to the village as a newlywed, she was **popular among the villagers** and she **enjoyed a blissful marital life**. Everything changed as **her husband who became an alcoholic** started to physically **abuse her** and finally **she retaliated and killed him**. From then on, the villagers treated her like an **outcast**. She was forced to move out of the village and made an abandoned house her home. She **lived alone for years until she befriended Azreen** and became her mentor and would console her whenever she fought with her parents.

When Asraf approached the Old Lady for help, she was hesitant about going back to the village. Yet **she agreed and did so, putting her life at risk**. When she was trapped in the burning house, she told Azreen to save herself and she perished in the fire. Even at death’s door, she reminded Azreen about the importance of forgiveness and told her to heed all the advice she had given her. The Old Lady is therefore an exemplary character as she is **strong, wise and honourable**.

SAMPLE ANSWER:

WRITE ABOUT A CHARACTER THAT YOU DISLIKE / MOST ANNOYING IN THE NOVEL. SUPPORT YOUR ANSWER WITH TEXTUAL EVIDENCE.

The character that I dislike in the novel is **Puan Normala**, the **gossip monger of the village**. She likes to gossip and her biggest gossip in the novel was how Madhuri had died.

She finds it fitting as if it is a joyous occasion. Many people in the village despise her as shown by some of the characters in the novel.

Siti and her mother Pn Kamsiah called her ‘ a slimy cobra with a three forked tongue’ because she was **spreading poisonous and malicious lies about many things**. She also created a scandal when she claimed that Madhuri was murdered and spilt white blood.

Datin Sharifah also finds her annoying. She called Pn Normala a rotten durian. This happened when Pn Normala **literally jumped in front of Datin Sharifah and her husband** and growled like a rabid dog telling them to go home and save themselves because everyone had been cursed.

I also find her annoying as **she influenced the villagers with the fear of unknown and her superstitious**. She organised a mob to get rid of the Old Lady as she said that the Old Lady was a witch and brought bad luck to the village. Her action led to the death of the Old Lady when Asraf accidentally burned the Old Lady’s house when he sought revenge for his grandmother’s death.

THEMES

These are some of the themes found in the novel:
(WITH EVIDENCE AND REFERENCE FROM THE TEXT)

LOVE
<p>The message of love is reiterated throughout the story.</p> <p>Parental Love:</p> <ul style="list-style-type: none"> • Both Saleh Abdullah and his wife love Madhuri dearly like their own biological child. • Azreen’s inner conflict to garner her father’s love and affection. She always perceives the father as having greater love towards her sister, Madhuri. <p>Forbidden Love:</p> <ul style="list-style-type: none"> • Mohd. Asraf and Madhuri secretly love each other that eventually led to Madhuri’s death. <p>Unrequited Love:</p> <ul style="list-style-type: none"> • Azreen had a crush on Mohd. Asraf during school days. While Asraf looked upon her as a good friend.

FORGIVENESS
<p>Before the Old Lady drew her last breath, she advised Azreen to forgive others. When Azreen discovered that it was her father who had murdered Madhuri, she felt no anger or resentment towards him.</p>

VIOLENCE AGAINST WOMEN
<p>The story portrays how some men believe women to be the weaker sex and they are violent towards them. For instance, the Old Lady’s husband was abusive towards her and repetitively abused her. He hit and kicked her.</p>

GENDER STEREOTYPING
<p>Through the novel, gender stereotyping is portrayed through how females should behave. This could be seen especially through Azreen. For example, Azreen’s school friends started to cast suspicious eyes towards her when she behaved unlady-like.</p>

She played hockey with the boys and even “laughs like a bunch of hyenas” with them. To them, as a woman, Azreen should not be tomboyish and hang out with the boys.

BELIEF IN THE SUPERNATURAL

The villagers seem to believe in supernatural. For example, many villagers called upon Awang, the village shaman to avert disasters. In another instance, Puan Normala tried to convince the villagers that the village was cursed since Madhuri’s blood was white.

FEAR OF THE UNKNOWN

The villagers were puzzled about how Madhuri died. However, no one actually investigated the incident which was covered up well by Haji Ghani and his followers. In another instance, the villagers assumed that the Old Lady was an evil witch that could turn anyone into squirrels or rats. Due to this assumption, the Old Lady was outcast.

FRAMEWORK / SKELETON IDEAS AND SAMPLE ANSWER ON THEMES

THEME:

WRITE ON THE THEME OF LOVE BASED ON THE NOVEL YOU HAVE READ

‘The Curse’ written by Lee Su Ann touches on many aspects of life. Basically, all the aspects revolve around our own community and can be used as guidance in our life.

In this essay, I am going to write about the theme of ‘love’ which is actually **the main conflict in this whole novel**. Firstly, we can see this theme **between mother and child** when we read how loving Azreen was towards her mother when she came back from London. She realized her mother still did not know about the death of her sister, Madhuri. Azreen took over the duty to **take care of her mother** who was suffering from Alzheimer’s disease. Azreen cooked porridge for her mother like Madhuri used to do and fed her. This shows that Azreen loves her mother very much and **feels responsible to take care** of her after her sister’s death.

The concept of ‘love’ can also be seen through **Encik Saleh who loves his daughters very much but does not know how to show it**. He kept his love within him and was **always looking fierce and angry** towards his daughters and wife. He loved his family very much and that is why he **worked hard** on the farm. He also repaired chicken coop, mended fence and roofs and chopped wood in order to earn a living for his family. As a hard-working man, **he wanted to give his family the best** out of him due to his love towards them. Here, I admit that I admire Encik Saleh as a loving father towards his family but he should have shown his love in a more appropriate way.

Lastly, the concept of love can be seen in the characters of **the Old Lady and Azreen**. Azreen was very lucky to find a meaningful and comfortable relationship with the Old Lady of the forest. She was very close to the Old Lady until she told her all her secrets. She always went and visited the Old Lady whenever she felt bored, angry or happy. This shows that Azreen really loves the Old Lady and **does not give a single thought to what the villagers say about the Old Lady**. Azreen’s love towards the Old Lady was very strong until **she was willing to go into the burning house in order to save the Old Lady**. But, faith

won. The Old Lady died in the fire while Azreen was saved by her father due to his love towards his daughter.

As we can see, the concept of 'love' is very strong throughout the novel. Each and every character in this novel has the desire to love and to be loved.

Skeleton of Ideas

Content points:

1. There are 3 types of love
 - a) Love between family members
 - b) Love between friends
 - c) Love triangle

Elaboration:

- a. Love between family members
 - Father's love- Salleh rescued Azreen a few times –from two incidents of fire – from a fight with Puan Normala
 - Mother's love- Azreen's mother did not scold her for breaking her rattan basket – taught her how to make new one – did not blame her for the accident
 - Sister's love – Madhuri- protected Azreen a few times from beatings – helped to weave rattan basket to replace the damaged basket – wrote many letters to Azreen when she was in London
- b. Love between friends
 - Azreen and the Old Lady –consoled each other- Azreen is the Old Lady's only friend – sacrificed for the Old Lady- tried to rescue the Old Lady when the house was on fire
- c. Love triangle
 - Azreen /Mohd.Asraf/ Madhuri – Azreen played hockey for Mohd Asraf's team - spent a lot of time together after school- sacrificesdfor Mohd Asraf-made false confession about letting the gate of the farm opened – unrequited love – Mohd.Asraf loved Madhuri – Madhuri returned his love.
 - Hj Ghani/ Madhuri/ Puan Fatiha – Hj Ghani loved Madhuri – pampered her- bought things for her- Fatiha-first wife-jealous- Madhuri loved Mohd.Asraf – married Hj Ghani –because she was forced by Salleh, her father.

THEME:

WRITE ON THE THEME OF FORGIVENESS

Lee Su Ann, the writer of the novel 'The Curse' had brought up many themes in her writing. One of the themes that I liked very much in this novel is '**forgiveness**' which was clearly **portrayed in Azreen's character.**

As we know from the beginning, **Azreen was a very outspoken, aggressive and stubborn character** but towards the ending of the story **she had learnt to forgive others.** Azreen was very much **influenced by the Old Lady** who begged Azreen to learn to forgive others at the time of her death. We could see very much that Azreen kept her promise when **she forgave Mohd Asraf** who had deliberately played with her emotions. All the while Azreen thought Asraf liked her but, Asraf was actually falling for Madhuri and when he admitted that to Azreen, she was speechless at first. Azreen hid herself from Asraf by

running away until she reached the cliff of the hills when Asraf confessed his love towards Madhuri. But as time passed, her anger melted away slowly and she forgave Asraf as the Old Lady had told to her just before she died.

Azreen too learnt to **forgive her father who had murdered Madhuri**. Even though she felt sad at first but she did not feel angry or resented him but she realized that she had lost her only father that she used to know as a very hot-tempered man. Slowly Azreen forgave her father but she could not see him eye to eye so she left him alone and that was the time when Encik Saleh had a heart attack and collapsed. But if at all Azreen had not promised the Old Lady to forgive others, I do not think that she would forgive her father for murdering Madhuri.

Azreen too **forgave Madhuri** for all the hurt and resentment she had caused in Azreen's life. Azreen was jealous of Madhuri's beauty and genteel behavior. She was the favorite daughter. She also resented Madhuri as Madhuri was able to captivate Asraf who eventually fell in love with her. But, when Azreen discovered that Madhuri was adopted and the truth about Madhuri's murder at the hands of her own father, she felt nothing but pity for poor Madhuri. Finally she forgave her sister, Madhuri.

Last but not least, **Azreen also forgave Asraf and wished him luck from the bottom of her heart when he left Langkawi to take a teaching course in KL**. When she read a note from him, she did not feel angry but smiled and also questioned herself whether she had learnt to forgive others. From Azreen's character, I too learnt to forgive others in my life if they hurt my feelings. Being revengeful will not give us anything in life except the negative value.

From all the evidence above, the theme of 'forgiveness' had been portrayed very well in this novel through the protagonist, Azreen. I hope each and every human will learn to forgive others in their life.

VALUES

These are some of the values and evidence found in the novel:

CARING
Madhuri shielded her sister, Azreen, from being punished by her father. Madhuri helped Azreen to mend their mother's favourite rattan basket which Azreen had broken while carrying durians.

STANDING UP FOR WHAT YOU BELIEVE IN
Being persistent in getting to the truth is highlighted especially through Azreen. She refused to believe that Madhuri's death was merely an accident. She found clues that solved the puzzle.

RESPONSIBILITY
Azreen repaired the trampled bed of vegetables and brought back fresh vegetables and seeds to replace the ones destroyed vegetables that belong to the Old Lady.

HELPFUL

Siti was obliged to help Mohd. Asraf take care of his sick mother while Mohd. Asraf went out to get some traditional medicine. Siti kept an eye on the sick woman whom she was quite fond of.

COURAGE

Azreen was very courageous for accepting the Old Lady for what she was. We should learn not to judge others by listening to rumors and to think practically. Azreen took the blame for the bull's escape in order to save Mohd Asraf. Azreen challenged her father to reveal the truth behind Madhuri's death.
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SKELETON OF IDEAS: MORAL VALUES

Based on the novel you have read, write about one moral value that is depicted in the novel. Support your answer with close reference to the text.

Content points:

1. Courage

- > A character display this value in the novel.
- > Azreen
- stood up for her friend, Asraf
- befriended with the mysterious Old Lady
- dared to protect the Old Lady from the villagers' attack
- tried to save the Old Lady from the fire
- confronted Asraf and her father for truths
- Enabled Azreen to solve the mystery behind Madhuri's death

2. Rationality

- >The Old Lady unfortunate experiences is an irrational action
- > Encik Saleh accidental killing due to irrational thinking
- > Pn Normala and Asraf attacking the Old Lady's house
- >Must not be influenced by emotions in handling a crisis
- > Make wise judgement

3. Perseverance

- > Madhuri and Azreen worked hard to repair their mother's rattan basket
- > Asraf's effort to look for her grandmother's sickness
- > Never gave up in life when facing difficulties and hardships

4. Forgiveness

- > Do not live in anger and denial
- > free from pain, misjudgement and unfair punishment
- > Azreen learned to forgive Asraf and her father.

VALUE:

WRITE ON THE VALUE OF CARING

The novel 'The Curse' by Lee Su Ann touches on many values that are useful in our daily lives. As for me, I am touched with **the value of caring which is shown through mother's love in this novel.**

Azreen's mother was forever seen talking nonsense since her Alzheimer's disease was becoming worse. She was not given a name in this novel but always referred to as 'Mak'. Azreen felt guilty because she was the one who was responsible for her mother to lose the use of one of her legs. Even though, we know that Azreen admitted leaving the gate of the farm open, actually she was only helping Mohd Asraf from being blamed. Her parents met with an accident when her father's motorcycle hit the bull. **Azreen's mother never hated Azreen for what had happened and she always loved Azreen.** She even told Azreen that it was not her fault that she became paralysed in the accident. This proves that 'Mak' was never angry towards Azreen and she accepted what had happened to her as fate. This shows the true love that a mother has for her child.

Another incident that showed a mother's true love is **when Madhuri's mother, the mad lady who ventured into the village always watched over her daughter.** Even though Madhuri was raised by Encik Saleh and his wife from a baby, the mad lady always kept herself close to Madhuri. She used to watch Madhuri and Azreen when they came back from school. This showed that she still loved her daughter even though she gave up when her baby was lost. She knew she could not raise Madhuri in a proper way so she just kept quite when Encik Saleh took the baby and decided to raise the child. But as a mother, **she still loved Madhuri and always saw how her daughter was living with her adopted parents from far.** This is what we call mother's love. Even if the child is not with the real mother she always prays for her child to lead a happy life and that is why **she took revenge against Encik Saleh who killed Madhuri.**

From these two mothers, the readers are shown the value of love that a mother has for a child. Both mothers in this novel are not normal in certain ways but their love for their children did not fade but they loved their daughters very much in their own different ways.

LESSONS LEARNED FROM THE NOVEL

Based on the novel you had read, write one lesson that you have learned. Support your answer with close reference to the text.

SKELETON OF IDEAS

Content points:

1. must not listen to rumours
 - > Rumours that the village was cursed
 - > Madhuri spilt white blood
 - > Old Lady was a witch and killed her husband
2. learn to persevere to seek the truth.
 - > Madhuri was murdered
 - > The white blood was actually latex
 - > The Old Lady killed her husband as an act of self defence

EXAM FORMAT QUESTIONS

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

1. Write about a character that you dislike. Give textual evidence to support your answer.
2. Describe one event in the novel that you find interesting. Give reasons for your answer.
3. What is the significance of the title to the novel?
4. Explain some conflicts that the main character had to face. How did the character cope with them?
5. Compare and contrast two different characters in the novel with reference to the text.
6. Choose an incident in the novel which changes the lives of the characters. Elaborate with close reference to the text.
7. Choose an event which is sad or happy. Explain how this event has affected a character in the story.
8. Based on the novel you have read, describe one event that has touched your feelings. Give reasons for your choice. .
9. Based on the novel above, write about an interesting relationship between two characters.
10. Based on the novel, write the positive and negative qualities of a character found in the novel.
11. Write about how the characters help each other in times of difficulties.
12. Using the details from the novel, describe what happened at the end of the novel. Explain why you find the ending happy or sad.
13. Write about one moral value that is portrayed in the novel you have read.
14. Based on the novel write about some of the challenges faced by a character in that novel.
15. Write about the superstitions found in the story and how they affected the villagers
16. Write about any character that you admire
17. Which character do you sympathize with in the novel you have studied?
Give reasons for your answer.
18. "Learning to forgive is important in life". Do you agree this is true in the novel you have read? Give textual evidence to support your answer.
19. What important lesson did you get from the novel you have studied?