



**PROGRAM PENSISWAZAHAN GURU (PPG)
MOD PENDIDIKAN JARAK JAUH**

IJAZAH SARJANA MUDA PERGURUAN DENGAN KEPUJIAN

**ENGLISH LANGUAGE PROFICIENCY 1
(WAJ3102)**

**PROGRAM PENSISWAZAHAN GURU
PPG**



**INSTITUT PENDIDIKAN GURU
KEMENTERIAN PELAJARAN MALAYSIA
ARAS 1, ENTERPRISE BUILDING 3,
BLOK 2200, PERSIARAN APEC,
CYBER 6, 63000 CYBERJAYA**

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Falsafah Pendidikan Kebangsaan

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi, dan jasmani berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab, dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat, dan negara.

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Guru yang berpekerti mulia, berpandangan progresif dan saintifik, bersedia menjunjung aspirasi negara serta menyanjung warisan kebudayaan negara, menjamin perkembangan individu, dan memelihara suatu masyarakat yang bersatu padu, demokratik, progresif, dan berdisiplin.

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Hak cipta terpelihara. Kecuali untuk tujuan pendidikan yang tidak ada kepentingan komersial, tidak dibenarkan sesiapa mengeluarkan atau mengulang mana-mana bahagian artikel, ilustrasi dan kandungan buku ini dalam apa-apa juga bentuk dan dengan apa-apa cara pun, sama ada secara elektronik, fotokopi, mekanik, rakaman atau cara lain sebelum mendapat izin bertulis daripada Rektor Institut Pendidikan Guru, Kementerian Pelajaran Malaysia.

MODUL INI DIEDARKAN UNTUK KEGUNAAN PELAJAR-PELAJAR YANG BERDAFTAR DENGAN BAHAGIAN PENDIDIKAN GURU, KEMENTERIAN PELAJARAN MALAYSIA BAGI MENGIKUTI PROGRAM PENSISWAZAHAN GURU SEKOLAH RENDAH (PGSR) IJAZAH SARJANA MUDA PERGURUAN.

MODUL INI HANYA DIGUNAKAN SEBAGAI BAHAN PENGAJARAN DAN PEMBELAJARAN BAGI PROGRAM-PROGRAM TERSEBUT.

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Panel Penulis Modul

Ikon Modul

PANDUAN PELAJAR

Modul ini disediakan untuk membantu anda menguruskan pembelajaran anda agar anda boleh belajar dengan lebih berkesan. Anda mungkin kembali semula untuk belajar secara formal selepas beberapa tahun meninggalkannya. Anda juga mungkin tidak biasa dengan mod pembelajaran arah sendiri ini. Modul ini memberi peluang kepada anda untuk menguruskan corak pembelajaran, sumber-sumber pembelajaran, dan masa anda.

Pembelajaran arah sendiri memerlukan anda membuat keputusan tentang pembelajaran anda. Anda perlu memahami corak dan gaya pembelajaran anda. Adalah lebih berkesan jika anda menentukan sasaran pembelajaran sendiri dan aras pencapaian anda. Dengan cara begini anda akan dapat melalui kursus ini dengan mudah. Memohon bantuan apabila diperlukan hendaklah dipertimbangkan sebagai peluang baru untuk pembelajaran dan ia bukannya tanda kelemahan diri.

Modul ini ditulis dalam susunan **tajuk**. Jangka masa untuk melalui sesuatu tajuk bergantung kepada gaya pembelajaran dan sasaran pembelajaran sendiri anda. **Latihan-latihan** disediakan dalam setiap tajuk untuk membantu anda mengingat semula apa yang anda telah pelajari atau membuatkan anda memikirkan tentang apa yang anda telah baca. Ada di antara latihan ini mempunyai cadangan jawapan. Bagi latihan-latihan yang tiada mempunyai cadangan jawapan adalah lebih membantu jika anda berbincang dengan orang lain seperti rakan anda atau menyediakan sesuatu nota untuk dibincangkan semasa sesi tutorial. Anda boleh berbincang dengan pensyarah, tutor atau rakan anda melalui email jika terdapat masalah berhubung dengan modul ini.

Anda akan mendapati bahawa **ikon** digunakan untuk menarik perhatian anda agar pada sekali imbas anda akan tahu apa yang harus dibuat. Lampiran A menerangkan kepada anda makna-makna ikon tersebut.

Anda juga diperlukan untuk menduduki **peperiksaan bertulis** pada akhir kursus. Tarikh dan masa peperiksaan akan diberitahu apabila anda mendaftar. Peperiksaan bertulis ini akan dilaksanakan di tempat yang akan dikenal pasti.

Tip untuk membantu anda melalui kursus ini.

1. Cari sudut pembelajaran yang sunyi agar anda boleh meletakkan buku dan diri anda untuk belajar. Buat perkara yang sama apabila anda pergi ke perpustakaan.
2. Peruntukkan satu masa setiap hari untuk memulakan dan mengakhiri pembelajaran anda. Patuhi waktu yang diperuntukkan itu. Setelah membaca modul ini teruskan membaca buku-buku dan bahan-bahan rujukan lain yang dicadangkan.
3. Luangkan sebanyak masa yang mungkin untuk tugas tanpa mengira sasaran pembelajaran anda.
4. Semak dan ulangkaji pembacaan anda. Ambil masa untuk memahami pembacaan anda.

5. Rujuk sumber-sumber lain daripada apa yang telah diberikan kepada anda. Teliti maklumat yang diterima.
6. Mulakan dengan sistem fail agar anda tahu di mana anda menyimpan bahan-bahan yang bermakna.
7. Cari kawan yang boleh membantu pembelajaran anda.

Introduction

WAJ3102 English Language Proficiency 1 is a course that is designed as a learning module to develop the English proficiency level of the learner. Using a skill-based approach this module hopes to guide the learner to revise the basic skills in English Language learning and equip him with skills required in his academic endeavor. Going back to basics, this module covers nine topics namely: Parts of Speech/ Word Class; Tenses; Sentence Types; Types of Questions; English Sound System; Listening and Speaking Skills; Reading Skills; Paragraph Writing, and Writing for Different Purposes. Each topic begins with a synopsis, learning outcomes and a framework of the particular unit. Exercises and practice activities are given as reinforcement which can also serve as a form of self- evaluation.



ALLOCATION OF TOPICS

Code & Name of Course : WAJ3102 ENGLISH LANGUAGE PROFICIENCY 1

This module is divided into 9 topics. The list below indicates the distribution of topics in a learning module as well as for the purpose of face to face interaction.

INTERACTION	TITLE/TOPIC	TOTAL NUMBER OF HOURS AS IN COURSE PRO FORMA
1	1 Parts of Speech 2 Tenses	4 hours 2 hours
2	3 Sentence Types 4 Types of Questions	2 hours 2 hours
3	5 English Sound System 6 Listening and Speaking Skills	4 hours 4 hours
4	7 Reading Skills 8 Paragraph Writing	4 hours 2 hours
5	9 Writing for Different Text Types	6 hours
	TOTAL	30 hours

TOPIC 1	PARTS OF SPEECH
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1.1 Synopsis

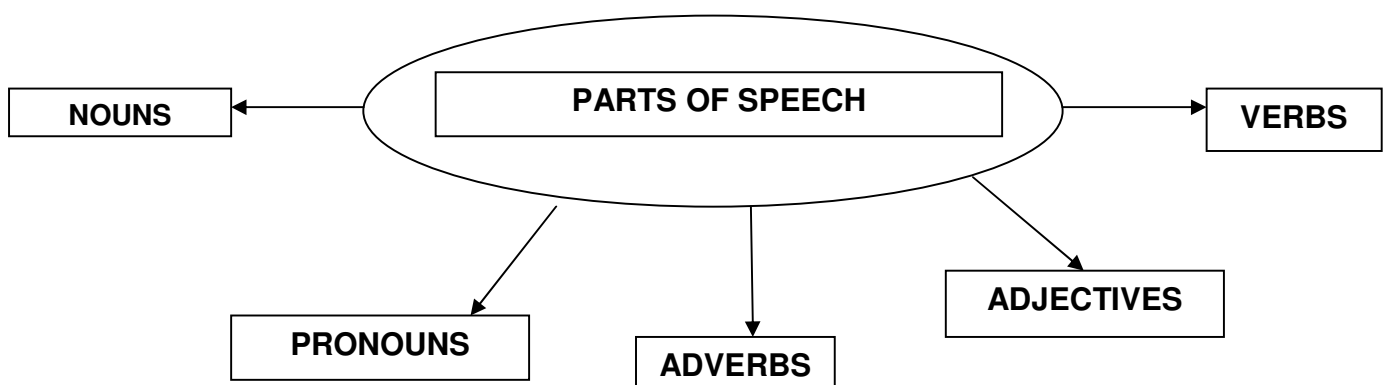
This topic intends to help course participants to revise and analyse the features of the Parts of Speech.

1.2 Learning outcomes

- Speak fluently, correctly and confidently for a variety of purposes using correct parts of speech.
- Use correct nouns, pronouns and adjectives and appropriate language structures in writing.
- Speak fluently, correctly and confidently using verbs and adverbs for a variety of purposes.
- Read and discuss the functions of verbs and adverbs.
- Use correct and appropriate verbs and adverbs in different types of writing.

1.3 Topic Framework

Content



1.4 Parts of Speech in English

“Parts of speech/Word class” are the basic types of words that make up a sentence. The most important parts of speech in English include nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and interjections.

Here are the eight parts of speech and their most common meanings:

Part of speech	function or "job"	examples (words)	examples (sentences)
Noun	is naming a thing, a person, a place, animals, or an idea	Malar, cat, work, music, city, Perlis, teacher, Nurul, tiger, postman, thought	That is my new car . Rita loves to drive my Honda car . I bought it in Penang .
Pronoun	used in a place of a noun	I, you, he, she, we, they, some, several	Meera is my classmate. She is very tall.
Verb	expresses an action or state	jump, move, drink, (to) be, has, does, like	Pepsi is a drink. I like to drink Pepsi with my friends.
Adverb	describes a verb, adjective or adverb	slowly, silently, well, badly, very, really	My son eats slowly . When he is not very hungry, he eats really slowly.
Adjective	describes a noun	a/an, the, some, good, big, well, beautiful, small, interesting	My sister has small eyes. I don't like her small eyes.
Preposition	introduces a noun to another word	to, at, under, after, on, but, through	Zubaidah's family went to London on Sunday.
Conjunction	joins phrases or sentences	and, but, because, or	I like chicken rice and I like fish ball soup. I like

	together		chicken rice and fish ball soup. I like chicken rice but I don't like fried rice.
Interjection	expresses emotion and surprise, usually followed by exclamation marks	hurray! oh!, ouch!, hi! Oops! Wow!	Wow! That's beautiful. Hi! Glad to meet you.

1.5 Classes of Nouns

1.5.1 Proper Nouns

Proper nouns are special names given to persons, things or places

Examples:

Persons: Jafri, Lee Lim Kek, Manoharan, Elizabeth

Things: Honda, Mazda, Acer, Nokia

Places: Negeri Sembilan, Kuala Lumpur International Airport, Museum Negara

1.5.2 . Common Nouns

Names given to person or things of the same kind.

Examples:

Persons: boys, schools, men, females

Things: cars, houses, tables, books

1.5.3 Concrete Nouns

Concrete Nouns are names of things that we can see or touch.

Examples: pens, hammers, spoons, water

1.5.4 Abstract Nouns

Abstract Nouns are names of things that cannot be seen or touched

They can be concepts, ideas and emotions.

Examples: anger, happiness, love, kindness.

1.5.5 Collective Nouns

Collective Nouns refer to collections or groups of people, animals or things

Examples: a flight of birds, a herd of cattle, a bunch of grapes

1.5.6 Countable Nouns

i) Countable nouns can be counted.

Examples: three books, six elephants, cup, chairs, shirts

ii) Uncountable Nouns

Uncountable nouns cannot be counted.

Examples: sugar, milk, oil, water, rice

1.6 Pronouns

A pronoun is used in place of a noun.

1.6.1 Common pronouns: she, he, him, I, it, me, her, they, us

Examples:

1. Muthu is a good footballer.

He is a good footballer. (The pronoun *he* replaces *Muthu*.)

2. The cats and dogs are fighting each other.

They are fighting each other. (The pronoun *they* replaces *the cats and dogs*.)

1.6.2 Possessive Pronouns

A possessive pronoun shows us who is the owner.

Examples: mine, yours, his, hers, its, mine, ours

The yellow car is *mine*.

Yours is parked next door.

1.6.3 Demonstrative Pronouns

A demonstrative pronoun refers to a noun.

Examples: this, that, these, those

That is a lovely painting.

Those are my sister's shoes.

1.6.4 Interrogative Pronouns

An interrogative pronoun is used in a question.

Examples: who, what, whom, which, whose

i) *Who* told you that?

ii) *Whose* stapler is this?

1.6.5 Indefinite Pronouns

An indefinite pronoun does not name particular person or thing.

Examples: nobody, all, any, both, each, everyone, few, many, nothing, several

i) *Something* is burning.

ii) *Several* people like watching horror movies.

1.6.6 Relative Pronouns

A relative pronoun introduces a clause that describes a noun.

Examples: this, that, which, who, whom, whose

- i) This is the bag *which* my brother bought.
- ii) Susan, *whose* uncle is a pilot, is a member of this Lions Club.

1.6.7 Reflexive Pronouns

A reflexive pronoun refers back to the noun or noun phrase.

Examples: herself, himself, itself, myself, ourselves, themselves, yourselves

- i) Roja will learn to cook fried rice by *herself*.
- ii) They built their camp by *themselves*.



Exercise 1

Underline the nouns

Carol is a married woman. She loves Western food a lot, especially hamburgers. She does not like Indian food because she says it is too spicy . However, she likes mutton curry.



Exercise 2

Underline the pronouns

Mr. Smith is a barber. He has his own shop in Seremban town. Many people like to get a haircut from him because he is too good at it. His charges are also very reasonable and he knows how to entertain them.

Nouns and Pronouns



Exercise 3

In each sentence one noun is missing. Write a noun or a pronoun to complete the sentence.

1. Mala can drive _____ father's car.
2. My cat likes to chase a _____.
3. We can watch the last episode of the _____ tonight.
4. _____ baby drank six bottles of milk yesterday.
5. I believe _____ can pass his test tomorrow.
6. Azman and _____ do not like to eat fried chicken.
7. _____ is Malaysia's best badminton player.
8. I managed to cook for my mother, _____ favourite meal today.
9. May I look at your _____ bag?
10. Can you pass me that _____ book?



Exercise 4

Write the correct letter in each box below.

Nouns: A Crossword Puzzle

Across -- Non-Count Nouns

- 4. Giggles
- 5. too many cars
- 7. Funds
- 9. sweet for the sweet

Down -- Count Nouns

- 1. put food on
- 2. big fish
- 3. nasty burp
- 6. penalties
- 7. women's opposite
- 8. aural organ

1			2				3		
4									
5			6						
		7						8	
			9						

(<http://iteslj.org/cw/1/je-nouns.html>)

Words

Laughter Tuna Plate Belch Men Sugar Traffic Fines

1.6 Verbs

A verb is a word used primarily to indicate a type of action.

Examples: jump, read, walk, sing, dance

Main Verbs are also called as Lexical Verbs

a) These verbs inform us of something.

Examples:

i) My classmates admired my new car.

ii) My lecturer cancelled his class just now.

b) These verbs give us an idea of an action.

Examples:

i) I gave Nurul my story book.

ii) The horse hopped quickly over the fence.

1.6.1 Auxiliary Verbs

These verbs have no real meaning

Examples: is, are, was, were, have, will, may

a) They often occur with another verb to help clarify the verb.

Examples:

i) The cat *is* running.

ii) He *will* sing.

b) They help to make a statement, give command or ask question

Examples:

- i) *Will* you come tomorrow?
- ii) She *has* done her sewing.
- iii) *Have* you bought him the rice?

Underline the verbs.

1. My husband watered the plants.
2. She goes to work every day.
3. Mr. Lee reads newspaper every morning.
4. We bought a big house last year.
5. Mary laughed very loudly.
6. My family visited our sickly uncle in Russia.
7. Vito sings very sweetly.
8. They can act well.
9. Miss Molly walks in the garden every evening.
10. The boys washed their teacher's car.

Exercise 2

Underline the verb that best completes each sentence.

1. We shall (leave, left) for the show by 10.00pm.
2. You should (meet, met) my mother.
3. I can't (draw, drew) like my art teacher.
4. Please (watch, watched) that movie tonight.
5. Do you think that girl will (look, looked) at me?

6. My little brother (do, did) not finish his homework because he was playing.
7. Monica (take, took) her sister to the doctor for treatment.
8. The handbag (was, were) given to me by Jeevan.
9. While I (was, were) cooking, the phone rang and I missed it.
10. Diwi (buy, bought) a new dress for her daughter.

Exercise 3

Write the correct letter in each box below.

Across

1. to give someone ideas about what to do
2. to spread a layer of a substance
3. to cause someone to be unsure
4. to be familiar with someone or something
6. to officially list yourself

Down

1. to manage an office or school
3. to take advantage by deception
5. to make a choice

Words

- Administer
- Con
- Register
- Smear
- Advice
- Opt
- Know
- Confuse

(<http://iteslj.org/cw/1/je-verbs.html>)

1.7 ADVERB

Adverbs modify verbs. They describe the verbs.

Example:

i) She *walked* to her room *quickly*.

- *walked* is a verb

-*quickly* is the adverb

1.7.1 Types of Adverbs

Adverb of manner	Adverb of place	Adverb of time	Adverb of frequency	Adverb of degree	Interrogative adverb	Adverb of reason
She drives <i>carefully</i> .	They saw the snake <i>there</i> .	She called him <i>last night</i> .	Mohan will visit <i>again</i> .	We are <i>so</i> happy.	<i>When</i> did he come?	Abu <i>therefore</i> left his job.

Exercise 1

All the words in the box are adverbs. Choose one word to fill each blank.

slowly recklessly quickly awful loudly hurriedly badly careful terribly seriously softly

1. The taxi driver was _____ injured.
2. Our professor drove _____ after a few drinks.
3. This *laksa* tastes _____.
4. Be _____ with the gift, its fragile.
5. Sherin left _____ after college just now. What happened to her?
6. Harish talked _____ over the phone.
7. Our football team played _____ last Saturday.

8. Don't speak _____. My baby is sleeping.

9. The robber _____ opened the door.

10. Walk _____. It's going to rain.

Exercise 2

Find the words in the list hidden in the puzzle grid below.

A	F	S	O	M	E	T	I	M	E	S	B	F	T	T	N
L	Y	E	S	T	E	R	D	A	Y	K	T	B	I	H	W
M	A	L	W	A	Y	S	M	B	U	Y	O	A	E	U	H
O	N	O	W	H	E	R	E	O	N	D	M	C	A	S	Y
S	T	Q	Q	U	I	T	E	N	D	H	O	K	L	N	P
T	O	F	J	O	F	T	E	N	E	O	R	A	S	E	S
S	D	O	N	W	M	D	S	M	R	W	R	O	O	A	O
N	A	G	A	H	A	R	T	N	N	E	O	N	N	R	M
A	Y	K	D	E	N	A	I	N	E	V	W	L	E	B	E
T	H	E	N	N	Y	T	L	O	A	E	W	Y	V	Y	W
I	E	L	S	E	W	H	L	T	T	R	W	K	E	T	H
T	H	E	R	E	H	E	L	S	H	A	G	O	R	J	E
S	O	O	N	B	E	R	J	H	I	T	H	E	R	K	R
T	Y	E	T	K	R	W	N	E	A	R	L	Y	X	E	E
H	E	N	C	E	E	T	O	O	A	L	R	E	A	D	Y
F	A	R	J	E	V	E	R	Y	W	H	E	R	E	U	K

<http://www.educationaltoysplanet.com/adwosepu.html>

Words

Ago	Hence	Quite	Tomorrow
Almost	Hither	Rather	Too
Already	However	Sometimes	Underneath
Also	Nearby	Somewhere	When
Always	Nearly	Soon	Why
Anywhere	Never	Still	Yesterday
Back	Not	Then	Yet
Else	Nowhere	There	
Everywhere	Often	Thus	
Far	Only	Today	

1.8 ADJECTIVES

An adjective is a word that modifies a noun or pronoun.

Examples:

- i) Vino is a *clever* girl.
- ii) I bought *two* shirts yesterday.
- iii) You have to take *great* care of your health.

1.7.1 Adjectives of Comparison

There are three degrees of comparison.

-Positive

-Comparative

-Superlative

1.7.2 Positive used to describe nouns or pronouns.

Examples: *thin* girl, *red* shirt, *good* news

1.7.3 We use comparative adjectives to compare two things.

Example: *taller* than, *cleverer* than, *thinner* than

- i) He is *taller* than me
- ii) I am *cleverer* than her.

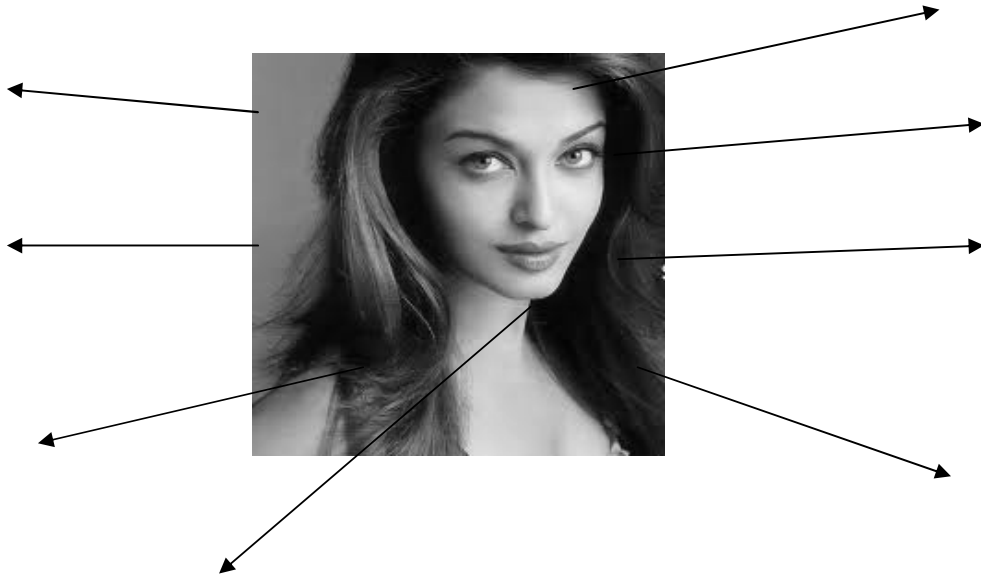
1.7.4 Superlative adjectives are used to compare three or more nouns

Examples: the most intelligent, the prettiest,

- i) Munah is *the prettiest* girl in this room.
- ii) *The most intelligent* boy in this school is our Eric.

Exercise 1

a) Write an adjective on each line to describe Aishwarya Rai.



Write a sentence using the adjectives above

1. _____

2. _____

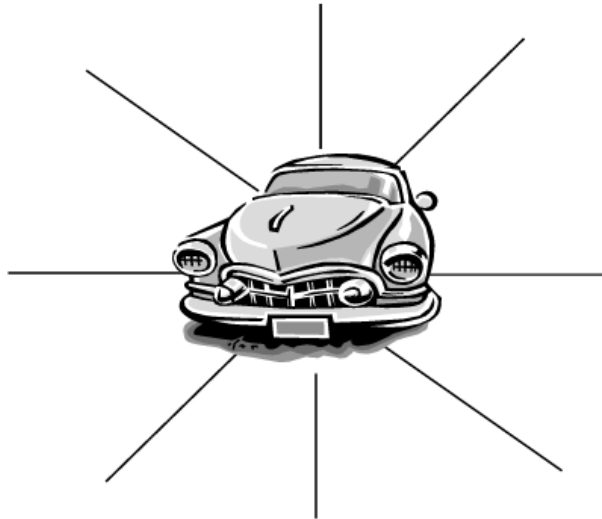
3. _____

4. _____

5. _____

6. _____

b) Write an adjective on each line to describe the car.



Write a sentence using the adjectives above

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise 2

Write the correct letter in each box below.

1						2		3		
						4				
		5								
6										
						7				
		8		9						
				10						
11										

Across

1. To be ____, I did not like your performance.
4. Don't throw the bottle away. It may come in ____.
6. He's so ____. He grasps the concepts so quickly!
7. Don't be ____. You are among friends.
8. How ____ he is! He keeps insisting on that.
10. We must have a ____ discussion about our relationship.
11. This is a ____ piece of writing! It's tidy and carefully done.

Down

2. I'm _____. I'd like a glass of water, please.
3. Why are you ____ with me? I didn't do anything wrong.
5. You look _____. Did you stay up all night?
9. I like ____ music, not loud music.

<http://iteslj.org/cw/1/vm-adj.html>

Words

Handy, angry, honest, thirsty, shy, clever, sleepy, neat, frank

Read the story carefully. List the nouns, pronouns, verbs, adverbs and adjectives found in the text

The Story of the Six Blind Men

Once upon a time, in a faraway land, there lived six blind men. Each of them was very wise. Each of them had gone to school and read lots of books in braille.

They knew so much about so many things that people would often come from miles around to get their advice. They were happy to share whatever they knew with the people who asked them thoughtful questions.

One day these six wise blind men went for a walk in the zoo. That day the zoo-keeper was worrying about all of her many troubles.

The night before she had had an argument with her husband, and her children had been misbehaving all day long. She had so much on her mind that she forgot to lock the gate of the elephant cage as she was leaving it.

Now, elephants are naturally very curious animals. They quickly tried to push the gate to the cage to see if it might open. To their great surprise, the gate swung freely on its hinge. Two of the more daring elephants walked over to the gate. They looked left and right, and then quietly tip-toed out of the cage. Just at that moment the six blind men walked by. One of them heard a twig snap, and went over to see what it was that was walking by.

"Hi there !" said the first blind man to the first elephant. "Could you please tell us the way to the zoo restaurant ?" The elephant couldn't think of anything intelligent to say, so he sort of shifted his weight from left to right to left to right.

The first blind man walked over to see if this big silent person needed any help. Then, with a big bump, he walked right into the side of the elephant. He put out his arms to either side, but all he could feel was the big body of the elephant.

"Boy," said the first blind man. "I think I must have walked into a wall." The second blind man was becoming more and more curious about what was happening. He walked over to the front of the elephant and grabbed hold of the animal's trunk.

He quickly let go and shouted, "This isn't a wall. This is a snake! We should step back in case it's poisonous." The third man quickly decided to find out what was going on, and to tell his friends what they had walked into.

He walked over to the back of the elephant and touched the animal's tail. "This is no wall, and this is no snake. You are both wrong once again. I know for sure that this is a rope."

The fourth man sighed as he knew how stubborn his friends could be. The fourth blind man decided that someone should really get to the bottom of this thing. So he crouched down on all fours and felt around the elephant's legs. (Luckily for the fourth man, this elephant was very tame and wouldn't think of stepping on a human being.)

"My dear friends," explained the fourth man. "This is no wall and this is no snake. This is no rope either. What we have here, gentlemen, is four tree trunks. That's it. Case closed."

The fifth blind man was not so quick to jump to conclusions. He walked up to the front of the elephant and felt the animal's two long tusks. "It seems to me that this object is made up of two swords," said the fifth man. "What I am holding is long and curved and sharp at the end. I am not sure what this could be, but maybe our sixth friend could help us."

The sixth blind man scratched his head and thought and thought. He was the one who really was the wisest of all of them. He was the one who really knew what he knew, and knew what he didn't know. Just then the worried zoo-keeper walked by. "Hi there ! How are you enjoying the zoo today ?" she asked them all. "The zoo is very nice," replied the sixth blind man. "Perhaps you could help us figure out the answer to a question that's been puzzling us."

"Sure thing," said the zoo-keeper, as she firmly grabbed the elephant's collar.

"My friends and I can't seem to figure out what this thing in front of us is. One of us thinks it's a wall; one thinks it's a snake; one thinks it's a rope, and one thinks it's four tree trunks. How can one thing seem so different to five different people?" "Well," said the zoo-keeper. "You are all right. This elephant seems like something different to each one of you. And the only way to know what this thing really is, is to do exactly what you have done. Only by sharing what each of you knows can you possibly reach a true understanding."

The six wise men had to agree with the wisdom of the zoo-keeper. The first five of them had been too quick to form an opinion without listening to what the others had to say. So they all went off to the zoo restaurant and had a really hearty lunch.

(This story is a well-known fable from India. Modernized and re-told by Phil Shapiro)

<http://www.his.com/~pshapiro/elephant.story.html>

Nouns	Pronouns	Verb	Adverb	Adjective

Using listed words above, write 5 sentences for each form of parts of speech.

Nouns

1.	
2.	
3.	
4.	
5.	

Pronouns

1.	
2.	
3.	
4.	
5.	

Verbs

1.	
2.	
3.	
4.	
5.	

Adverbs

1.	
2.	
3.	
4.	
5.	

Adjectives

1.	
2.	
3.	
4.	
5.	

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<http://iteslj.org/cw/1/je-nouns.html>

<http://iteslj.org/cw/1/je-verbs.html>

<http://iteslj.org/cw/1/vm-adj.html>

<http://www.his.com/~pshapiro/elephant.story.html>

TOPIC 2	TENSES
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2.1 Synopsis

This module intends to help course participants to revise and analyse the three main tenses and forms in English.

2.2 Learning Outcomes

- To enable CPs to identify tenses used in texts.
- Use correct and appropriate language structures in different types of writing
- Assess own language progress through self and peer evaluation

2.3 Topic Framework

Forms Tenses	Simple	Progressive	Perfect
Present	eat/s	am/is/are eating	have/has eaten
Past	Ate	was/were eating	had eaten
Future	will/shall eat	will be eating	will have eaten

2.4 PRESENT TENSE

Present tense expresses a general truth, habitual action and talks about something existing at the time of speaking.

Example	Meaning
The Earth is round	A fact. The truth
Every morning, I brush my teeth.	Recurring action / Habitual action
I hear the train coming.	Happens at that particular time frame.

2.5 PAST TENSE

Past tense expresses an action or situation that begins and completes at a particular time in the past. Most past tense verbs end in –ed. The irregular verbs have special past tense forms which must be memorized.

Example	Form
The students arrived in class before the teacher	Regular –ed past form
Shiela went to the hospital yesterday morning.	Irregular form

2.6 FUTURE TENSE

Future tense expresses an action or situation that will occur in the future. This tense is formed by adding will/shall with the basic form of the verb.

e.g The Prime Minister of Malaysia **will speak** at the opening ceremony tomorrow.

Try out this exercise.

A : Complete the sentences with DO,DOES, IS or ARE. Put a (-) in the blank wherever not needed .

1. Jack _____ not work at his father's office.
2. Kate _____ sells flowers at a stall.
3. _____ you plan to get a job, too?
4. _____ a lizard a reptile?
5. A mosquito _____ flying around Sam's head.
6. Denise and Scott usually _____ work together on small construction jobs.
7. _____ mosquito repellent work?
8. Almost all reptiles _____ lay eggs.
9. Look outside!. It _____ raining. I'm feeling cold.

10. They _____ late for class because of the rain.

B: Identify and underline the present tense forms in the following text. Use the following to indicate: SP(simple Present), PProg(Present Progressive) and PP (Present Perfect).

TEXT 1

WAYS TO MAKE WATER TASTE BETTER

Many packaged drinks are quite expensive. The cheapest drink out there is water. The main reason that people don't drink water is that it is tasteless and not very 'fun' to drink. On the other hand, water is definitely healthier than soda, so now there is an entire category of packaged drinks that is basically bottled water with added colouring, vitamins, and flavour. Instead of buying these, there are many things you can add to water at home to make it more exciting to drink.

1. Add herbs such as mint, lemongrass and parsley to the water. If you want to release the flavour, you can crush the plants a little before putting them into your water.

2. Adding vinegar to water is similar to adding citrus. You will get your water that has vitamin C. When I was a kid, I like adding apple cider vinegar to the water before drinking it..

3. I'm sure you've heard of the term "electrolytes" in the marketing for energy drinks. Electrolytes are little more than just ions that can be found in common table salt. Adding a little bit of salt to water helps your body absorb the liquid more quickly. As long as you don't go overboard with the salt, the water should be very quenching. It is great for workouts, since the body loses salt through water.

Readers Digest Nov 2010

B: Identify and underline the present tense forms in the following text. Use the following to indicate: SP(simple Past), PProg(Past Progressive) and PP (Past Perfect).

TEXT 2

They had eaten the barbecued lamb, the grilled steaks and the green lettuce. Through crispy, aromatic smoke which spread thinly across the flood-lit lawn, they had picked at the *satay* with their teeth and sipped glasses of wine and beer. Loud laughter frequently burst forth from a few tables followed by moments of unnatural quiet. The talk at one table was about a bomb explosion outside the house of Wan Nurudin, Secretary-General to Housing Minister a few days previously. His gate was blasted open and a security guard killed. That's why the dinner was being held at Panglima's house and Wan Nurudin, though present, was in the background. The lady who provided the details, Esther fu, had plucked eyebrows which had been painted over in two semi-circular black lines. That's what she had heard. She explained that there had been a top level meeting; a new policy towards the disorder in the town had been drafted. "You'll see, " she said. "We'll soon be able to walk safely in the streets."

Green is the colour – F. Lloyd.



Do visit the following websites for further exercises to try out or as references .

<http://www.bbc.co.uk>

<http://www.englishexercise.com>

<http://www.nonstopenglish.com>

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TOPIC 3

SENTENCE TYPES

3.1 Synopsis

This module intends to help course participants to revise and analyse the features and structures of various sentence types and to compare their functions.

3.2 Learning Outcomes

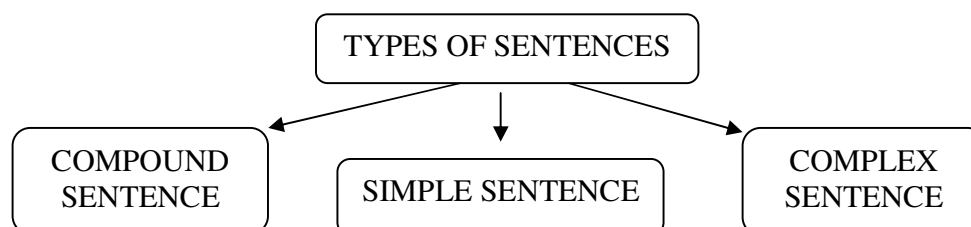
- To enable CPs to identify features of the simple, compound and complex sentence.
- Construct different sentence types
- Assess own language progress through self and peer evaluation.

3.3 Topic Framework

Content

There are three types of sentences which are categorised according to their structural or construction type (Baskaran, 2005). They are:

1. Simple sentence
2. Compound sentence
3. Complex sentence



3.4 What is a Simple Sentence ?

A SIMPLE SENTENCE has only one subject and one predicate. The subject is usually a noun, pronoun or a noun phrase. The predicate is the verb, adjective or adverb.

Examples

Subject	Verb / Predicate
Maria	is intelligent.

The boy and his dog	are their neighbours' favourites.
Going for a movie	used to be her favourite pastime

Other examples:

- i) **Ali** swims:- Ali - subject and swims - predicate
- ii) **He** is the man:- He - subject and is the man - predicate
- iii) Long live **the DYMM Agong**. The DYMM Agong- subject
Long live – predicate

3.4.1 What is the subject of a sentence ?

It is a word or a group of words that name the person or thing being talked about.

- i) **Johan** arrived yesterday
- ii) **My friend** is a good runner.
- iii) Although **he** is big, **he** is not strong.

3.4.2 What is the predicate of a sentence?

It is the story or the content of what is being talked about. The word 'predicate' comes from the Latin word '*praedicare*', meaning '*to assert*'. A predicate asserts or say something about the subject of the sentence.

- i) The students have all passed the test.
- ii) He was punished by his father .
- iii) I cannot go fishing today.

3.5 What is a compound sentence?

When two or more simple sentences are joined by a coordinating conjunction or conjunctions they become a COMPOUND SENTENCE.

3.5.1 A compound sentence can be logically formed by using:

- a comma and a coordinating conjunction;
- Independent clause, **coordinating conjunction** Independent clause

3.5.2 There are seven coordinating conjunctions and they can be represented by the mnemonic **FANBOYS**:

F	-	for
A	-	and
N	-	nor
B	-	but
O	-	or
Y	-	yet
S	-	so

3.5.3 Other examples

yet	nevertheless	however
both...	not only...but also	therefore
neither...nor	either...or	as well as
	still	

Example 1 i) Night came
 ii) The house grew dark
*Night came **and** the house grew dark.* [Compound sentence]

Example 2 i) Sheera was angry.
 ii) She kept quiet.
*Sheera was angry **yet** she kept quiet.* [Compound sentence]

Example 3 i) He is rich.
 ii) He is kind-hearted
 He is both rich and kind-hearted [Compound sentence]



Exercise 1

Identify whether the sentences below are simple or compound sentences.

1. Bill's injured foot still hurts, and he cannot put pressure on it.
2. You should not bully, or tease the little girl.
3. His socks have holes in them, yet he continues to wear them.
4. Robert is usually very active; however, today he seems rather passive.
5. I understand your problem, but I cannot help you solve it.
6. The children were naughty, so they were not allowed to go for a movie.
7. He is a lonely child with no brothers or sisters.
8. Minah was watching television and skyping at the same time.



Exercise 2

Combine each set of simple sentences into a compound sentence.

1. The sea was rough. The wind was cold.

2. The cinematography is good. The acting is bad.

3. You come in. I'll go out.

4. The wedding went well. It started raining.

5. He is a good husband. He is a good father too.

6. Yusni is naughty. He is stubborn too.

7. Ali is a good worker. He is innovative .

8. There is an economic slowdown now. The cost of living is spiralling

9. The waves rolled to the shore. It was a 20 foot tsunami.

10. The villagers were unwilling to move out. The volcano was showing signs of exploding.

3.6 What is a Complex Sentence ?

It is a simple sentence joined by a clause. It consists of one main clause and one or more subordinate clauses.

A Complex Sentence

- can be formed with at least one independent clause and one dependent clause
- is joined by a subordinating conjunction.
- can be constructed in two ways:
 - Independent clause **subordinating conjunction** Dependent clause; or
e.g. They did not attend the function as it was raining heavily.
 - **Subordinating conjunction** Dependent clause, Independent clause
e.g. As it was raining heavily, they did not attend the function.

Examples of subordinating conjunctions:

as	because	provided (that)	since
although	even if	even though	though
in order that	so (that)	after	as soon as
until	while	who	which
whose	how	when	that
unless	if	before	where(ever)



Ali ran as quickly as he could.

Ali ran. – simple sentence.

as quickly as he could – clause

ii) Rita, who cut her finger, cried.

Rita cried. –simple sentence

who cut her finger - clause

iii) He bought a shirt made of Kelantanese silk.

He bought a shirt – simple sentence

made of Kelantanese silk. - clause



Exercise 3

Separate each of the following complex sentences into a simple sentence and a clause.

1. Leong found a wallet which was full of money.

_____ simple sentence

_____ clause

2. The wallet which Leong found belonged to Pak Abu.

_____ simple sentence

_____ clause

3. The boy who jumped over the gate, hurt himself.

_____ simple sentence

_____ clause

4. As he did not study, he failed.

_____ simple sentence

_____ clause

5. The girl who talked to you was his daughter.

_____ simple sentence

_____ clause



Exercise 4 : Combine each pair of simple sentences to make a complex sentence.

The first one has been done for you.

Example 1:

i) You have done well. That is good.

That you have done well is good.

ii) Rina was helpful. We will never forget her.

We will never forget Rina who was helpful.

1. The farmer had a goose. The goose laid a golden egg everyday.

2. She will wait for her boy friend. She will wait till he came.

Muthu is her son. He is a good athlete.

3. The giant came for his magic goose. The farmer stole the goose.

4. Do not eat too much carbohydrates. You will become obese.

5. He will be late. That is certain.

6. Ramu is clever. Halim is equally clever.

7. The team played very well. It did not win.

8. The teacher smiled. She patted my shoulder and congratulated me.



Exercise 3 :- Read the following stories and in the margin indicate whether the sentence is a simple (S), compound (C) or complex (X)

sentence.

Story 1

- One fine morning, the Mouse family were out strolling. 1. _____
- Papa Mouse and Mama Mouse were holding Little Mouse’s hands. 2. _____
- At the corner of the barn they came face to face with Fat Cat 3. _____
- Mama Mouse and Little Mouse squealed with terror. 4. _____
- Papa Mouse pushed them behind him and stepped forward. 5. _____
- He was very brave. 6. _____
- With a loud roar, Papa Mouse said ” *Woof, woof !!! !*” 7. _____
- Fat Cat looked at Papa Mouse in horror. 8. _____
- He turned round and shot off like a bullet. 9. _____
- Papa Mouse looked at Little Mouse and said, 10. _____
- ”It pays to learn a second language”

Story 2

- 1. One day Alia was walking home. S
- 2. She saw a stray kitten. _____
- 3. It was wet and shivering cold . _____
- 4. She piked it up and took it home. _____
- 5. She bathed it clean using warm water and cat shampoo. _____
- 6. The kitten had an annoying habit. _____
- 7. It used the sofa as a scratching post. _____
- 8. Alia’s father offered to train the kitten. _____
- 9. Everytime it scratched the sofa, he put it outside the house. _____
- 10. The kitten learned fast. _____
- 11. For the next five years, everytime it wanted to go out,
it scratched the sofa.

TASK 1

Select a text of about 150 words and identify at least three (3) sentences for each sentence type found in the said text. Categorise these sentences correctly in a table.

TASK 2. Choose two different types of texts and identify the sentence types used in these texts.

2. Compare and contrast the sentence types. Identify the features found in the different sentence types in each text.

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Answers

Exercise 2 Combine each pair of simple sentences to make a complex sentence

1. Leong found a wallet which was full of money.

Leong found a wallet . simple sentence
which was full of money Clause

2. The wallet which Leong found belonged to Pak Abu.

The wallet belonged to Pak Abu. simple sentence
Leong found the wallet clause

3. who jumped over the gate,.

The boy hurt himself _____ simple sentence
who jumped over the gate clause

4. As he did not study, he failed.

He failed _____ simple sentence
as he did not study clause

5. The girl who talked to you was his daughter.

The girl was his daughter _____ simple sentence
who talked to you clause

Exercise 3 : Combine each pair of simple sentences to make a complex sentence

- 1.0 The farmer had a goose. The goose laid a golden egg everyday.

The farmer had a goose which laid a golden egg everyday

1. She will wait for her boy friend. She will wait till he came.

She will wait for her boyfriend till he came.

2. Muthu is her son. He is a good athlete.
Muthu is a good son as well as a good athlete.
3. The giant came for his magic goose. The farmer stole the goose.
The giant came for his magic goose which the farmer had stolen.
- 4 Do not eat too much carbohydrates. You will become obese.
Do not eat too much carbohydrates or you will become obese.
- 5 He will be late. That is certain.
He will be late and that is certain
- 6 Ramu is clever. Halim is equally clever.
Ramu is clever and Halim is equally clever
- 7 The team played very well. It did not win.
Although the team played very well it did not win
- 8 The teacher smiled. She patted my shoulder and congratulated me.
The teacher smiled as she patted my shoulder and congratulated me
- 9 We have all passed the exam. That is good news for everyone.
We have all passed the exam which is good news for everyone.
- 10 Parents nowadays, have to understand their teenage sons. They are rebellious.
Parents nowadays, have to understand their teenage sons who are rebellious.
- 11 I spoke to his father. He was not there.
As he was not there I spoke to his father.

Handout 1

Story 1

- One fine morning, the Mouse family were out strolling. 1. S
- Papa mouse and Mama Mouse were holding Little Mouse's hands. 2. C
- At the corner of the barn they came face to face with Fat Cat 3. S
- Mama Mouse and Little Mouse squealed with terror. 4. C
- Papa Mouse pushed them behind him and stepped forward. 5. C
- He was very brave. 6. S
- With a loud roar, Papa Mouse said " *Woof, woof !!! !*" 7. X
- Fat Cat looked at Papa Mouse in horror. 8. S
- He turned round and shot off like a bullet. 9. C
- Papa Mouse looked at Little Mouse and said,
- "It pays to learn a second language" 10. X

Story 2

1. One day Alia was walking home. S
2. She saw a stray kitten. S
3. It was wet and shivering cold . C
4. She picked it up and took it home. C
5. She bathed it clean using warm water and cat shampoo. X
6. The kitten had an annoying habit. S
7. It used the sofa as a scratching post. S
8. Alia's father offered to train the kitten. S
9. Everytime it scratched the sofa, he put it outside the house. C
10. The kitten learned fast. S
11. For the next five years, everytime it wanted to go out, X
it scratched the sofa.

TOPIC 4	TYPES OF QUESTIONS
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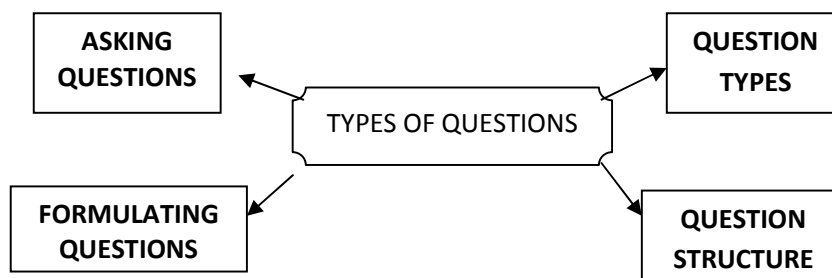
4.1 Synopsis

This topic intends to help course participants to study the basic question types, analyse their structure in order to formulate questions and to use them appropriately in different situations.

4.2 Learning Outcomes

- Analyse the structure of basic question types
- Identify the types of questions in different texts and conversations
- Formulate questions appropriately for various situations.
- Use questions for academic purposes and social interactions

4.3 Framework of Topics



4.4 What is a question?

A question is a request for information or action.

When writing a question you should always end the sentence with a question mark (?).

Basic Question Types

There are 4 **basic types** of question:

1. **Yes/No Questions** (the answer to the question is "Yes" or "No")
2. **Question Word Questions** (the answer to the question is "Information")
3. **Choice Questions** (the answer to the question is "in the question")
4. Tag Questions

4.5. Yes/No Questions

auxiliary verb	subject	main verb		Answer Yes or No
Do	you	want	a drink ?	Yes, I do.
Can	you	sing?		No, I can't.
Has	she	completed	her work?	Yes, she has.
Did	they	go	to school?	No, they didn't.
Exception! verb be simple present and simple past				
	Is	Amin	handsome?	Yes, he is.
	Was	Razif	at home?	No, he wasn't.

4.6 Information questions -'wh' Questions

question word	auxiliary verb	subject	main verb		Answer Information
Where	do	you	live?		In Gemas.
When	will	we	have	lunch?	At 1pm.
Who	did	she	meet?		She met Jaafar.
Why	hasn't	Sara	done	it?	Because she can't.
Exception! verb be simple present and simple past					
Where		is	Bombay?		In India.
How		was	she?		Very well.

4.7 Choice Questions

auxiliary verb	subject	main verb		OR		Answer In the question
----------------	---------	-----------	--	----	--	---------------------------

Do	you	want	tea	or	coffee?	Coffee, please.
Will	we	meet	Johan	or	Roslan?	Johan.
Did	she	go	to Ipoh	or	Taiping?	She went to Taiping.
Exception! verb be simple present and simple past						
	Is	your car	Green	or	silver?	It's silver.
	Were	they	cheap	or	expensive?	cheap.

4.8 Basic Question Structure

The **basic structure** of a question in English is very simple:

auxiliary verb + subject + main verb

auxiliary verb	subject	main verb	
Do	you	like	fried meeoon ?
Are	they	playing	football?
Will	Gopal	go	to Johor ?
Have	you	seen	Kung Fu Panda 2 ?

Yes/no questions with the verb **be** are created by moving the verb **be** to the beginning of the sentence. In other words the subject and the verb change their positions in statements and questions.

Statement: I am from Seremban. Question: Am I from Seremban?

Questions - common mistakes		
Common mistakes	Correct version	Why?
What meant you by saying that?	What <u>did you mean</u> by saying that?	If there is no auxiliary (helping) verb, we put <i>do, does</i> or <i>did</i>

You like this film?	<u>Do you like</u> this film?	before the subject.
Where you are going this afternoon?	Where <u>are you</u> going this afternoon?	We put an auxiliary verb before the subject.
You did read the letter?	<u>Did you</u> read the letter?	
What you did last night?	<u>What did you do</u> last night?	
Who did give you the information?	Who <u>gave</u> you the information?	We don't use <i>do, does</i> or <i>did</i> when we use <i>what, which, who</i> or <i>whose</i> as the subject.
Does he knows your sister?	Does he <u>know</u> your sister?	When there is an auxiliary verb, the main verb is the root word or base form.
Where will she studies?	Where will she <u>study</u> ?	
When did he went to Penang?	When did he go to Penang	
Can you tell me where can I buy a good camera?	Can you tell me where <u>I can</u> buy a good camera?	Word order in indirect question is the same as in a normal sentence: SUBJECT + VERB + ...

4.9 Tag Questions

You speak English, *don't you?*

A tag question is a special construction in English. It is a statement followed by a mini-question. The whole sentence is a "tag question", and the mini-question at the end is called a "question tag".

A "tag" is something small that we add to something larger. For example, the little piece of cloth added to a shirt showing size or washing instructions is a tag.

We use tag questions at the end of statements to ask for confirmation. They mean something like: "Am I right?" or "Do you agree?" They are very common in English.

The basic structure is:

+	-
Positive statement,	negative tag?
Snow is white,	isn't it?
-	+
Negative statement,	positive tag?
You don't like me,	do you?

Look at these examples with positive statements:

positive statement [+]				negative tag [-]			notes:
subject	auxiliary	main verb		auxiliary	not	personal pronoun (same as subject)	
You	are	coming,		are	n't	you?	
We	have	finished,		have	n't	we?	
You	do	like	coffee,	do	n't	you?	
You		like	coffee,	do	n't	you?	You (do) like...

They	will	help,		wo	n't	they?	won't = will not
I	can	come,		can	't	I?	
We	must	go,		must	n't	we?	
He	should	try	harder,	should	n't	he?	
You		are	English,	are	n't	you?	no auxiliary for main verb be present & past
John		was	there,	was	n't	he?	

Look at these examples with negative statements:

negative statement [-]						positive tag [+]	
subject	auxiliary		main verb			auxiliary	personal pronoun (same as subject)
It	is	n't	raining,			is	it?
We	have	never	seen		that,	have	we?
You	do	n't	like		coffee,	do	you?
They	will	not	help,			will	they?
They	wo	n't	report		us,	will	they?
I	can	never	do		it right,	can	I?
We	must	n't	tell		her,	must	we?

He	should	n't	drive		so fast,	should	he?
You			are	n't	English,	are	you?
John			was	not	there,	was	he?

Some special cases:

I am right, aren't I?	aren't I (<i>not amn't</i> I)
You have to go, don't you?	you (do) have to go...
I have been answering, haven't I?	use first auxiliary
Nothing came in the post, did it?	treat statements with nothing, nobody etc like negative statements
Let's go, shall we?	let's = let us
He'd better do it, hadn't he?	he had better (no auxiliary)

Here are some mixed examples:

- But you don't really love her, do you?
- This will work, won't it?
- Well, I couldn't help it, could I?
- But you'll tell me if she calls, won't you?
- We'd never have known, would we?
- The weather's bad, isn't it?
- You won't be late, will you?
- Nobody knows, do they?

Notice that we often use tag questions to ask for information or help, starting with a negative statement. This is quite a friendly/polite way of making a request. For example, instead of

saying "Where is the police station?" (not very polite), or "Do you know where the police station is?" (slightly more polite), we could say: "You wouldn't know where the police station is, would you?" Here are some more examples:

- You don't know of any good jobs, do you?
- You couldn't help me with my homework, could you?
- You haven't got \$10 to lend me, have you?

4.9.1 Intonation

We can change the meaning of a tag question with the musical pitch of our voice. With rising intonation, it sounds like a real question. But if our intonation falls, it sounds more like a statement that doesn't require a real answer:

	intonation		
You don't know where my wallet is,	do you?	/ rising	real question
It's a beautiful view,	isn't it?	\ falling	not a real question

4.9.2 Answers to tag questions

A **question tag** is the "mini-question" at the end. A **tag question** is the whole sentence. How do we answer a tag question? Often, we just say Yes or No. Sometimes we may repeat the tag and reverse it (... , do they? Yes, they do). Be very careful about answering tag questions. In some languages, an opposite system of answering is used, and non-native English speakers sometimes answer in the wrong way. This can lead to a lot of confusion!

Answer a tag question according to the **truth** of the situation. Your answer reflects the real facts, not (necessarily) the question. For example, everyone knows that snow is white. Look at these questions, and the correct answers:

tag question	correct answer		
Snow is white, isn't it?	Yes (it is).	the answer is the same in both cases - because snow IS WHITE!	but notice the change of stress when the answerer does not agree with the questioner
Snow isn't white, is it?	Yes it is!		

Snow is black, isn't it?	No it isn't!	the answer is the same in both cases - because snow IS NOT BLACK!
Snow isn't black, is it?	No (it isn't).	

In some languages, people answer a question like "Snow isn't black, is it?" with "Yes" (meaning "Yes, I agree with you"). This is the **wrong answer** in English!

Here are some more examples, with correct answers:

- The moon goes round the earth, doesn't it? Yes, it does.
- The earth is bigger than the moon, isn't it? Yes.
- The earth is bigger than the sun, isn't it? **No, it isn't!**
- Asian people don't like rice, do they? **Yes, they do!**
- Elephants live in Europe, don't they? **No, they don't!**
- Men don't have babies, do they? No.
- The English alphabet doesn't have 40 letters, does it? **No, it doesn't.**

4.9.3 Question tags with imperatives

Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use *won't* for invitations. We use *can, can't, will, would* for orders.

	imperative + question tag	notes:
invitation	Take a seat, won't you?	polite
order	Help me, can you?	quite friendly
	Help me, can't you?	quite friendly (some irritation?)
	Close the door, would you?	quite polite

	Do it now, will you?	less polite
	Don't forget, will you?	with negative imperatives only <i>will</i> is possible

4.9.4 Same-way question tags

Although the basic structure of tag questions is positive-negative or negative-positive, it is sometime possible to use a positive-positive or negative-negative structure. We use same-way question tags to express interest, surprise, anger etc, and not to make real questions.

- So you're having a baby, are you? That's wonderful!
- She wants to marry him, does she? Some chance!
- So you think that's amusing, do you? Think again.

Negative-negative tag questions usually sound rather hostile:

So you don't like my looks, don't you?

4.10 Exercise 1.

Put in **What, Where, Why, When, How** into the gaps and form meaningful questions.

Example: _____ often do you play netball?

Answer: **How** often do you play netball?

1. _____ do you like best?
2. _____ do they go to every week?
3. _____ does Amy sleep at night?
4. _____ don't you go by bus, Osman?
5. _____ hobbies does Angela have?
6. _____ are my text books?
7. _____ is Auntie May's birthday?
8. _____ are you going tomorrow, Sally?

9. _____ old is En Yusof ?

10. _____ are you from?

Exercise 2. Error Correction

Write the correct question into the gap.

Example: Speak English? - _____

Answer: Do you speak English?

1. What I can do for you ? _____

2. Played you football? _____

3. Where live you? _____

4. From where do you come? _____

5. Understand you the question? _____

6. Does Shiva works in Kuala Lumpur? _____

7. What did you last Sunday? _____

8. Where did Amin went? _____

9. Do like you Traditional Music? _____

10. When you graduate ? _____

Exercise 3.

Asking “ Interview “ questions.

Instructions: In the following, pretend that you are interviewing a member of your class named Aina. Write your name in line (1), and then complete the dialogue with an appropriate question.

1. **ME:** Hi, my name is Our lecturer has asked me to interview you so that I can practice asking questions. Could I ask you a few questions about yourself?
AINA Sure.
2. **ME:** Well, first of all,
AINA Aina.
3. **AINA**
ME: Negeri Sembilan.
4. **AINA**
ME: Seremban.
5. **AINA**
ME: Two weeks ago.
6. **AINA**
AINA Biotechnology.
ME:
7. **AINA** I'm going to stay here for four years until I graduate.
ME:
8. **AINA** I'm living at my aunt and uncle's house.
ME:
9. **AINA** It's quite far. It usually takes me an hour to get here.
ME:
10. **ANNABEL**
ME: Sometimes I take the LRT, but usually I take the bus.
11. **AINA**
ME: Very much. The facilities are good and the lecturers are great!
12. **AINA**
ME: I want to study hard and be the best student in my class.
13. **AINA** Good luck! Anyway, thanks for the interview. I think I have enough information for the assignment. Nice to meet you.
ME: Nice to meet you, too.

Exercise 4.

Yes / No questions with short answers.

Instructions: Complete speaker A's QUESTIONS with DO, DOES, IS, ARE OR DID. Complete Speaker B's SHORT ANSWERS. The first one is done for you.

1. A: I need a flashlight.**DO**... you have one?
B: No, ...**I don't**....
2. A: _____ Semenyih in Selangor?
B: Yes, _____
3. A: _____ snakes have legs?
B: No, _____
4. A: _____ going to be in class tomorrow?
B: Yes, _____
5. A: _____ all snakebites poisonous?
B: No, _____
6. A: _____ Panadol relieve pain?
B: Yes, _____
7. A: _____ Columbus discover New Zealand?
B: No, _____
8. A: _____ Africa the largest continent.
B: No, _____ Asia is.
9. A: _____ you doing a grammar exercise?
B: Yes, _____
10. A: _____ Ants eat other insects?
B: Yes, _____
11. A: Mercury is a liquid metal used in thermometers. _____ mercury have a boiling point?
B: Yes, _____. It boils at 356.58° C.

Exercise 5.

Put in the correct question tags.

1. He sometimes reads novels,.....?
2. You are from Kedah,?
3. Nazmi didn't use the pencil,?
4. Malathy has answered the teacher's question, ?
5. The boy is from Penang, ?
6. Suriah wasn't listening,?
7. Andrew isn't sleeping,?
8. Razak will arrive at KLIA,?
9. He's been to Jelebu,.....?
10. Cats like fish,?
11. There are some durians left,?
12. I'm late,?
13. Let's go,?
14. Don't smoke,?
15. He does sing in the bathroom,?
16. He'll never know,?
17. I think, he's from German,?
18. Lovely day today,?
19. She is collecting stickers,?
20. We often watch TV in the afternoon,?
21. You have cleaned your car,?
22. Johan and Danial don't like Maths,?
23. Roslan played handball yesterday,?
24. They are going home from school,?
25. Mary didn't do her assignment last semester,?
26. He could have bought a new car,?
27. Kamarudin will come tonight,?
28. I'm clever,?

Notes and exercises adapted from:

1. English Club.com: <http://www.englishclub.com/grammar/verbs-questions.htm>

2. Learn English: Simple Guide to Asking Questions in English:
<http://www.learnenglish.de/grammar/questiontext.htm>

3. English exercises.org:

<http://www.englishexercises.org/makeagame/viewgame.asp?id=61>

Online exercises to practise Interrogatives or question forms.

- <http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=interrogatives>
- <http://www.ego4u.com/en/cram-up/grammar/simple-present/form/exercises?04ks>:
- <http://www.ego4u.com/en/cram-up/grammar/word-order/questions>
- http://www.englisch-hilfen.de/en/exercises_list/fragen.htm
- <http://www.perfect-english-grammar.com/present-simple-exercise-6.html>
- <http://www.perfect-english-grammar.com/present-simple-exercise-5.html>
- <http://www.perfect-english-grammar.com/present-continuous-exercise-3.html>
- <http://www.perfect-english-grammar.com/past-simple-exercise-5.html>
- http://www.englisch-hilfen.de/en/exercises/questions/question_tags3.htm
- <http://www.englishexercises.org/makeagame/viewgame.asp?id=5573>

TOPIC 5	English Sound System: Pronunciation, Enunciation, Stress and Intonation
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5.1 Synopsis

This topic intends to assist course participants to be aware of the English sound system with emphasis on special features of English pronunciation such as long/short vowels, final consonants, consonant clusters, diphthongs and triphthongs.

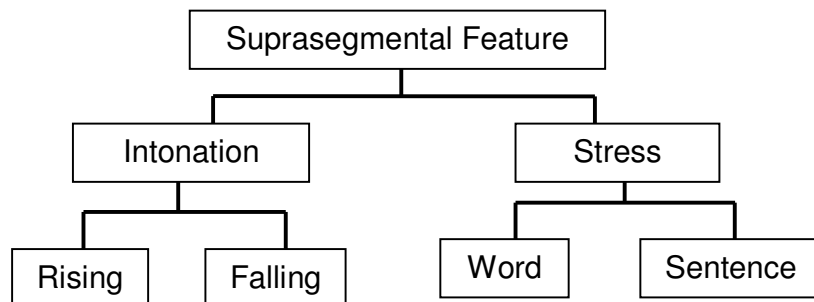
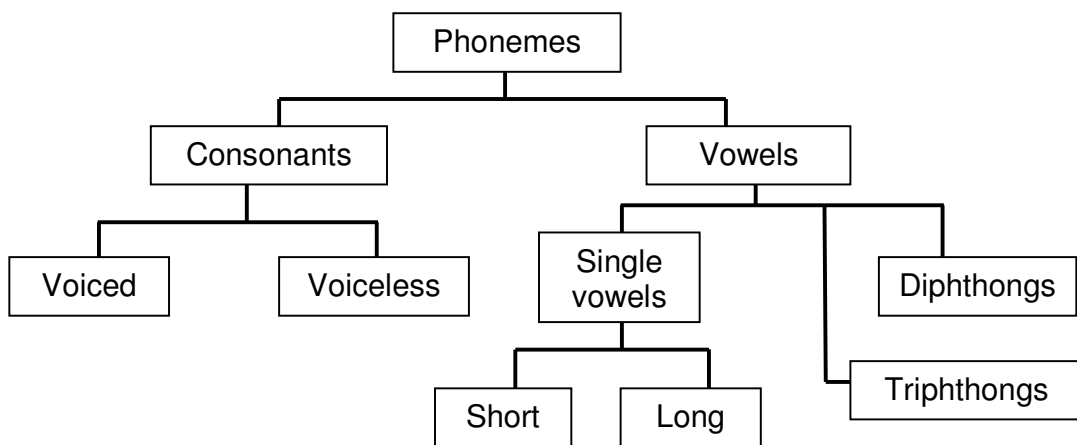
5.2 Learning Outcomes

- Listen critically to various sounds and respond appropriately
- Speak fluently, correctly and confidently for a variety of purposes

5.3 Topic Framework

Content

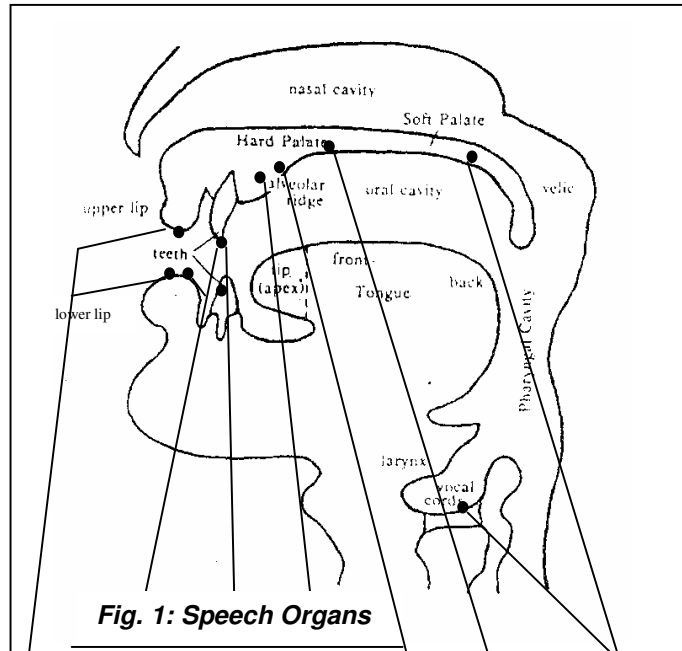
Features of Pronunciation



5.4 Phonology

Phonology is the study of the sound system of a language.

Study the two charts below:



Place→ Manner ↓	Labial	Labio-Dental	Dental	Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
stop	/p/ /b/			/t/ /d/			/k/ /g/	
nasal	/m/			/n/			/ŋ/	
lateral				/l/				
affricate					/tʃ/ /dʒ/			
fricative		/θ/ /ð/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/			/h/
approximant	/w/			/r/		/j/		

Fig. 2: Chart of the consonants used in English (R.P.), showing degree of voicing, place and manner of articulation. Notice that the symbols for voiceless sounds are always placed on the left side of the box and voiced sounds on the right.

(Bogle, 1996)

Why teach pronunciation?

- i. English is not pronounced as it is written.
- ii. Vowels and Consonants can often be pronounced in different ways.
- iii. Incorrect pronunciation is one of the main reasons for breakdown in communication.
- iv. Pronunciation helps students to be more confident when they speak.

Task: List other reasons why pronunciation is taught.

Phonemes are the different sounds within a language. In English, they comprise of two categories:

- i. vowels
 - all vowel sounds are voiced
 - may be single;
 - there are five long vowel sounds; and
/i:/ /u:/ /ɑ:/ /ɔ:/ /ɜ:/
 - seven short vowel sounds
/ɪ/ /ʊ/ /æ/ /ɒ/ /e/ /ə/ /ʌ/
 - may be a combination of two vowels (diphthong);
 - there are eight diphthongs
/eɪ/ /aɪ/ /ɔɪ/ /əʊ/ /aʊ/ /eə/ /ɪə/ /ʊə/
 - may be a combination of three vowels (triphthong)
 - Three most common three triphthongs
/aɪə/ fire, riot
/aʊə/ power, shower
/ɔɪə/ employer, foyer
- ii. consonants - can be either voiced or voiceless (Figure 2)

Exercise 1

Transcribe the phonemic symbols into orthography. Read the words aloud.

bju:təf(ə)l	kləʊð	bɑ:skɪt	pɪknɪk
lʌv	læŋgwɪdʒ	metəfə(r)	sɒnɪt
eksə(r)sɑɪz	pəʊɪtri	pəʊɪm	θi:m
feɪb(ə)l	flaʊə(r)	dɑɪəgræm	kæɪlɪndə(r)

mʌnθ	θɔ:t	tə'mɒrəʊ	θɪŋ
θɪk	freɪz	fɪzɪk	mə'dʒestɪk
meɪdʒə(r)	ɪntrəst	kɒnsə(r)t	hæns(ə)m

Exercise 2

Transcribe these words

mother	island	teacher	correct
pencil	police	table	stop

Suprasegmental Features

Intonation is the way your voice goes up and down in speech, or it is the musical sound of a language. It also expresses grammatical meaning, emotions, attitudes & reactions.

There are two types of Intonation:

- i. Falling intonation
 - accompanies positive statements or is at the end of declarative sentences
 - usually signals confidence and authority
 - is used to gain attention, to make statements or to answer, in commands and in some types of questions
 - in questions the speaker expects an explanation or agreement
 - in three question types:
 - Question type 1 : Wh-questions (Seeking information)
 - Question type 2: Tag questions (Seeking agreement)
 - Question type 3: Choice Questions (Seeking between choices)
- ii. Rising Intonation
 - Accompanies statements expressing doubt, yes or no questions
 - Indicates uncertainty and sometimes politeness

- In three question types:
 Question Type 1: Yes/No questions
 Question Type 2: Echo questions (request for repetition)
 Question Type 3: Informational tag question (seeking for assurance / information)

Practice 1:

Construct two questions for each of the question type under falling intonation and then practise them with a partner.

Practice 2:

Construct two questions for each of the question type under rising intonation and then practise them with a partner.

Stress

Two kinds of stress:

1. word stress
2. sentence stress

A word stress stresses on certain syllables signalling their meaning

- i. Stress on first syllable rule
 - Most 2-syllable nouns
 PRESENT, EXPORT, CHINA,
 - Most 2-syllable adjectives
 PRESENT, LOVELY, CLEVER
- ii. Stress on last syllable
 - Most 2-syllable verbs
 to PRESENT
 to EXPORT
 to DECIDE
- iii. Stress on penultimate syllable (penultimate = second from end)
 - Words ending in **-ic**
 GRAPHic, geoGRAPHic, geoLOGic
 - Words ending in **-sion** and **-tion**
 teleVIision, reveLAtion
- iv. Compound words (words with two parts)
 - For compound **nouns**, the stress is on the **first** part
 BLACKbird, GREENhouse
 - For compound **adjectives**, the stress is on the **second** part
 bad-TEMPered, old-FASHioned
 - For compound **verbs**, the stress is on the **second** part
 to underSTAND, to overFLOW

Sentence Stress

Sentence stress is what gives English its rhythm or "beat". It is accent on certain words within a sentence.

Most sentences have two types of word:

- ▶ content words
- ▶ structure words

Content words are the key words of a sentence. They are the important words that carry the meaning or sense. Basically, stress words are considered **CONTENT WORDS** such as:

- nouns e.g. pantry, Susan;
- (most) principal verbs e.g. prepare, travel;
- adjectives e.g. handsome, fantastic
- adverbs e.g. usually, carefully

Non-stressed words are considered **FUNCTION WORDS** such as:

- determiners e.g. the, a, some, a few
- auxiliary/modal verbs e.g. is, am, can, were
- prepositions e.g. behind, under, against
- conjunctions e.g. but, or, and
- pronouns e.g. they, she, us

If structure words are removed from a sentence, the sentence can still be probably understood. However, if the content words are removed from a sentence, the sentence may not be understood. The sentence has no sense or meaning. For example:

- ▶ SELL CAR GONE FRANCE
- ▶ SELL my CAR I've GONE to FRANCE
- ▶ Will you SELL my CAR because I've GONE to FRANCE?

Not all words in a sentence are stressed. It is important to know which word to stress. When wrong words are stressed, speech can be difficult. For example:

- ▶ Where do you prefer to go on holiday?
The content words are:
WHERE PREFER GO HOLIDAY

Exercise 1

Look at these sentences. Which words do you think are stressed?

1. I'll type the letters and send them to her.
2. Fatimah will call him later.
3. If I'd known she was a vegetarian, I'd have prepared something special for her.
4. The parcel should arrive by Saturday.
5. I loved the meal but it was a bit costly.
6. You'd better take an umbrella. It looks like it's going to rain.

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TOPIC 6	Listening and Speaking Skills
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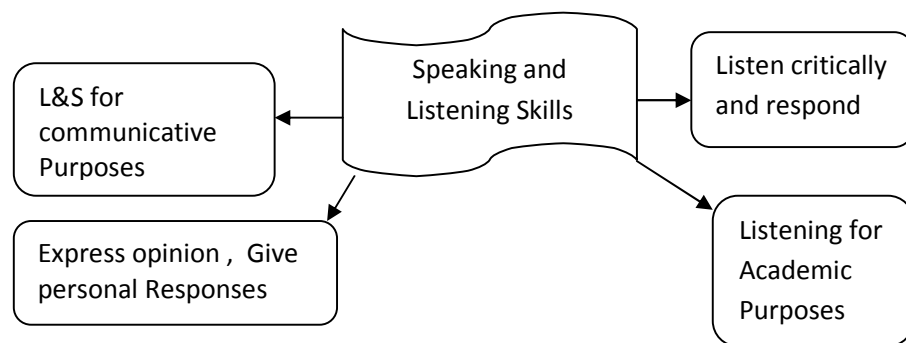
6.1 SYNOPSIS

This topic intends to help course participants to hone their listening skills for academic purposes and for social interactions. It requires the CPs to carry out the activities of listening and speaking in the class.

6.2 LEARNING OUTCOMES

- Listen for a variety of purposes and in different contexts
- Respond to a variety of stimuli
- Express opinions and give personal responses.

6.3 TOPIC FRAMEWORK



6.4 Listen for a Variety of Purposes and Different Contexts

6.4.1 Why do we need to hone our listening skills ?

1. Listening is essential in our daily lives
2. It is a receptive skill but we listen twice as much as we speak
3. We listen four times more than we read,

4. And we listen five times more as much as we write.

(Rivers, 1981)

6.5 Problems in Listening and Speaking

- ❖ Many students are fearful of listening, and can be disheartened when they listen to something they understand very little.
- ❖ It is also harder to concentrate on listening if you have little interest in the topic or situation.
- ❖ Learning to speak a language is very largely a task of learning to hear it.

(Nida, 2007)

- ❖ The fear of making mistakes and being laughed at creates a vicious circle of reluctant listeners becoming reluctant speakers resulting in low self esteem which will create reluctant listeners and speakers.

Task :

Step 1: Form groups and discuss the problems you face in Listening & speaking.

Step 2: Present findings in the form of a round-robin where every member of the group must speak

6.6 Issues in Teaching Listening and Oral Communication

Conduct a class discussion on the difficulties in Listening and Speaking as

1. Greater range of variation in the way different speakers produce the 'same' sound, accent, dialect.
2. May be distorted by various types of noise
3. Listener has little or no control over the speed of input of spoken material
4. External factors may also impede listening .

5. The place of Pronunciation
6. The question of limited vocabulary
7. Accuracy and Fluency
8. Affective Factors such as shyness, fear, & lack of confidence
9. The Interaction Effect
10. The Role of Listening

6.7 Approaches to Promote Listening

- ❖ Total Physical Response (TPR) worked by James Asher (1977) which gives emphasis to comprehension where students were given ample amount of language to listen before they were encouraged to respond orally.
- ❖ Encourage intensive listening using audio materials and video clips - to overcome poor listening ability and lack of vocabulary.
- ❖ Introduce extensive listening of various sources. e.g advertisements, songs, live commentaries of sporting events, radio-deejays, and the news.
- ❖ Create opportunities for hands on activities eg. Skits. role play and advertisements
- ❖ You may try pictureless listening to :
 - language eg. Listen to an authentic dialogue
 - music & songs, -sound-effect

(Harmer, J)

- ❖ Apply top-down and bottom –up approaches to listening

(Chitavelu, 1995)

6.8 Principles for Designing Listening and Speaking Techniques

(Brown, 1994)

❖ Techniques should cover the spectrum of learner needs from language based focus on accuracy to message-based focus on interaction, meaning and fluency. Getting listeners to understand what they hear is most essential .

Activity to do : Listen to a variety of radio programs.

- ❖ Techniques should be intrinsically motivating
- ❖ Techniques should utilize authentic language and contexts
- ❖ Provide appropriate feedback and correction
- ❖ Capitalize on the natural link between speaking and listening
- ❖ Give students opportunities to initiate oral communication
- ❖ Encourage the development of listening and speaking strategies

6.9 Listening Strategies

1. Looking for key words
2. looking for nonverbal cues to meaning
3. predicting a speaker's purpose by the context of the spoken discourse
4. associating information with one's existing cognitive

4.1 Types of Classroom Listening Performance

- ❖ Reactive
- ❖ Intensive
- ❖ Responsive
- ❖ Selective
- ❖ Extensive
- ❖ Interactive

5.0 TYPES OF SPOKEN LANGUAGE (Nunan, 1991)

- ❖ Monologue (planned and unplanned)
- ❖ storytelling
- ❖ news broadcast
- ❖ readings (short stories, poems, etc.)
- ❖ Dialogue (Interpersonal and Transactional)

5.1 Speaking Strategies

- ❖ Asking for clarification
- ❖ Asking someone to repeat something
- ❖ Using fillers and conversation maintenance cues
- ❖ Getting someone's attention
- ❖ Using picture cues to start a conversation e.g picture below



6.0 Assessment

- ❖ Activity-Based
- ❖ Oral Interviews
- ❖ Recorded journals

Tasks Read the following for more information.

1. ELT Methodology – Principles and Practice Chapter 3
2. Principles of Language Learning and Teaching –H. Douglas Brown
3. The Principles of English Language Teaching, - H. Douglas Brown- Chapter 18

TOPIC 7	READING SKILLS
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7.1 Synopsis

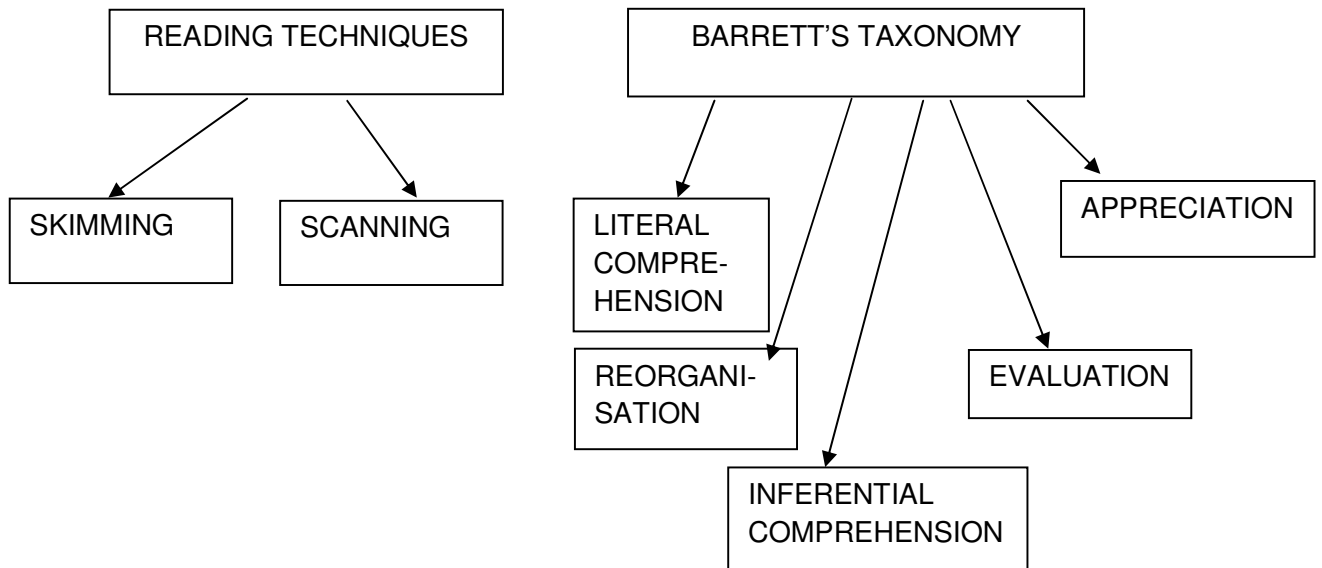
This module intends to help course participants to learn about reading techniques and about the Barrett's Taxonomy of reading comprehension

7.2 Learning Outcomes:

- To read critically for meaning and understanding, and give personal response.
- To recognize and identify different levels of Barrett's Taxonomy.
- To skim and scan a given text
- To locate author's message and intention.
- To identify and justify the choice of word(s),
- To recognize and identify expressions and figure of speech which reflect the message and intention

7.3 Topic Framework

Content:



7.4

SKIMMING AND SCANNING

7.4.1 What is skimming

- Skimming is a quick reading of a text with the purpose of mainly to identify the main ideas of the text.
- It involves glancing through a text to get a general impression or to get an overview of the content.
- Skimming is 3 to 4 times faster than regular reading and it is usually done when there is a lot of material to read and only a short amount of time is available.
- When we skim we skip the details to get the gist of the text.

7.4.2 the purpose of skimming?

What is

To find out:

- Purpose of text
- What needs to be read
- What's important and what's not relevant
- Text organisation

7.4.3 skim?

How to

- Read the first and last paragraph

- Read
headings, subheadings, titles, subtitles, and illustrations
- Read
the first sentence of every paragraph
- Skimmi
ng works well with dates, names and places

7.5 scanning What is

- Scannin
g is a quick reading of a text with the purpose of mainly to search for key terms or to search for a particular information in the text
- When
we already know what we are looking for we can scan through a text to find the information
- It is a
good reading technique to use to determine whether a text will have the answers you are looking

7.5.1 How to scan

- First
look at how the author organizes his information
- Look for
bold faces, italics, or different sized fonts
- The
author may also put key information in the margins of pages
- Scannin
g works well with dates, names and places
- Try to
anticipate how the answer will appear and what clues you might use to help you locate the answer

- Use headings and any other aids that will help you identify which sections might contain the information you are looking for
- Read selectively and skip through sections of the passage

EXERCISE 1:

In the blanks given below, write whether you would most likely skim or scan to do each of the following:

1. _____ I would _____ through a table of contents to see what information a book contained.
2. _____ I would _____ through the glossary of a book to look for a certain topic.
3. _____ I would _____ through the headings of a report before I read it to see if the topic interested me.
4. _____ I would _____ through the first paragraph of a book to see if it was about the same character as a previous book.
5. _____ I would _____ to find a phone number in the telephone directory.
6. _____ I would _____ to search for an unanswered question on an exam.
7. _____ I would _____ to find a location on a map.

8. _____ to find my flight on a schedule at the airport. I would
9. _____ an advert to find out the cost of something. I would
10. _____ to refresh my memory about an article I'd read before. I would

Answers

1. skim 2. scan 3. skim 4. skim 5. scan
 6. scan 7. scan 8. scan 9. scan 10. skim

7.6

THE

BARRETT'S TAXONOMY OF READING COMPREHENSION

The Barrett's Taxonomy of Reading Comprehension was designed to help teachers formulate comprehension questions or to develop test questions for reading. It classifies skills and orders them according to the degree of complexity. It consists of five categories. The first two categories which are literal comprehension and reorganization deal with facts presented in texts and therefore result in closed questions that have a single correct response. The other three categories that include Inference, Evaluation and Appreciation will always involve the student's own background of experience. As a result, it is possible to have as many different but correct responses as there are students present since each brings to school a different background of home, family, friends and learning. These remaining three categories thus lead to the development of open-ended questions.

Below are the five categories of the Barrett's Taxonomy.

7.6.1 Literal Comprehension

Level 1: Recognition

- 1.1 Recognition of Details
- 1.2 Recognition of Main Ideas
- 1.3 Recognition of a Sequence
- 1.4 Recognition of Comparison
- 1.5 Recognition of Cause and Effect Relationships
- 1.6 Recognition of Character Traits

1.2 Recall

- 1.1 Recall of Details
- 1.2. Recall of Main Ideas
- 1.3 Recall of a Sequence
- 1.4 Recall of Comparison
- 1.5 Recall of Cause and Effect Relationships
- 1.6 Recall of Character Traits

2.0 Level 2 : Reorganization

- 2.1 Classifying
- 2.2 Outlining
- 2.3 Summarizing
- 2.4 Synthesizing

3.0 Inferential Comprehension

- 3.1 Inferring Supporting Details
- 3.2 Inferring Main Ideas
- 3.3 Inferring Sequence
- 3.4 Inferring Comparisons
- 3.5 Inferring Cause and Effect Relationships
- 3.6 Inferring Character Traits

3.7 Predicting Outcomes

3.8 Interpreting Figurative Language

4.0 Evaluation

4.1 Judgments of Reality or Fantasy

4.2 Judgments of Fact or Opinion

4.3 Judgments of Adequacy and Validity

4.4 Judgments of Appropriateness

4.5 Judgments of Worth, Desirability and Acceptability

5.0 Appreciation

5.1 Emotional Response to the Content

5.2 Identification with Characters or Incidents

5.3 Reactions to the Author's Use of Language

5.4 Imagery

7.7

Barrett's Taxonomy in detailed

The

Level 1

1.0 Literal Comprehension

Literal comprehension focuses on ideas and information which are explicitly stated in the selection. Purposes for reading and teacher's questions designed to elicit responses at this level may range from simple to complex. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall or a series of facts or the sequencing of incidents in a reading selection. (Or these tasks may be related to an exercise which may itself be considered as a reading selection .) Purposes and questions at this level may have the following characteristics.

1.1 Recognition

Recognition requires the student to locate or identify ideas or information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection.

Recognition tasks are:

1.1.1 Recognition of Details

The student is required to locate or identify facts such as the names of characters, the time of the story, or the place of the story (or just about any other kind of explicit fact or detail requiring literal comprehension.)

EXAMPLES AND PATTERNS:

1. Locate the name of _____
2. Find the following information: date of flight, time in orbit, speed of the space craft, and the height reached.
3. Watch for details as you read.
4. Find the story by using the Contents pages.
5. Read and find out: If _____ thinks _____ ; the time of day _____
6. Add each explorer to your chart telling "Who," "What," "Where," and "When." (This exercise even though it involves the recognition of sixteen separate details is considered on question.)

Skim (or read) for locations, names, or dates.

1.1.2 Recognition of Main Ideas

The student is asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph or a larger portion of the selection. (At times caution and real discernment must be utilized to distinguish a main idea from a detail.)

EXAMPLES AND PATTERNS:

1. Find out what _____ is going to do.
2. What happened when or during _____ ?
3. What important thing did the character find out?
4. What part did the character play in _____ ?
5. Underline the main ideas in this _____ .

1.1.3 Recognition of a Sequence

The student is required to locate or identify the order of incidents or actions explicitly stated in the selection.

EXAMPLES AND PATTERNS:

1. Read to find out : What did _____ do first?
2. What did _____ do next?
3. What did _____ do last?
4. Be prepared to tell how Geraldine changed her white dress to red and yellow and what happened then. (This sentence contains two separate questions: how Geraldine changed her dress requires the recognition of a sequence, Level 1.13; what happened then requires

the recognition of a main idea and is classified at level 1.12.

1.1.4 Recognition of Comparison

The student is requested to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection. (Levels 1.14, 1.24, and 3.4 involve comparisons. Seeing likenesses and differences, seeing relationships, and making comparisons between characters, incidents, and situations are fairly synonymous at these levels. However, when a cause and effect relationship exists, it shall be classified at the next higher level of the taxonomy provided the criteria of some other level are not more nearly met. There is a level for cognition of comparisons, a level for recall of comparisons, and a level for inferring of comparisons. Examples for each of these levels define what constitutes a comparison question.)

EXAMPLES AND PATTERNS:

1. Read to find out the differences between _____ and _____ .
2. Look for ideas which conflict with each other.
3. Are _____ and _____ the same?
4. Find similes; find metaphors.
5. Read to find out how _____ changed.

1.1.5 Recognition of Cause and Effect Relationships

The student in this instance may be required to locate or identify the explicitly stated reasons for certain happenings or actions in the selection. (Cause and effect are not restricted to motivations and interests. For example, there are cause and effect relationships which are inorganic.)

EXAMPLES AND PATTERNS:

1. Find out the reasons for _____ ?
2. What caused _____ ?
3. What were the results of _____ ? (In this example the effect has to be recognized.)
4. Find the sentence that tells why _____ did (or was) _____ .
5. What happened to shorten his stay at _____ ?

1.1.6 Recognition of Character Traits

The student is required to identify or locate explicit statements about a character which help to point up the type of person he or she is.

EXAMPLES AND PATTERNS:

1. Read orally the parts which prove that he was clever, bold, kind, courageous, and intelligent.
2. Find the words and phrases which describe the characters.
(Some of these words and phrases describe character traits. Of course, many descriptive words and phrases do not pertain to character traits.)
3. Find agnomens. (Nicknames)

1.2 Recall

Recall requires the student to produce from memory ideas and information explicitly stated in the reading selection. Recall tasks are:

1.2.1 Recall of Details

The student is asked to produce from memory facts such as the names of characters, the time of the story, or the place of the story.

(Recall of almost any explicit fact or detail from the selection is included. A single detail as well as several details scattered throughout the story are both level 1.21 questions.)

EXAMPLES AND PATTERNS:

1. What hardships were endured?
2. How much land was claimed?
3. Who paid for his journey?
4. Over what kind of land did they travel? (This question requires recall of details from several places in the story; however, no sequencing or reorganization is asked for.)
5. Write a list of all the details you can remember.
6. Recite the _____ listed.

1.2.2 Recall of Main Ideas

The student is required to state the main idea of a paragraph or a larger portion of the selection from memory, when the main idea is explicitly stated in the selection.

EXAMPLES AND PATTERNS:

1. What did the _____ mean to this world?]
2. What important statement did he make?
3. What uses were made of _____ ?
4. What knowledge was gained from _____ ?

5. What did he or she do _____ ?

6. What did he or she say? (This question refers to what Stanley says when he first met Livingston and in this instance constitutes a level 1.22 thought process.)

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happened to _____ ?

What

1.2.3 Recall of a Sequence

The student is asked to provide from memory the order of incidents or actions explicitly stated in the selection. (A sequence will be constituted only when order of occurrence is specifically required.)

EXAMPLES AND PATTERNS:

1. Describe in correct sequence _____ .
2. Look at the illustrations and tell the story in sequence. (The illustrations aid the recall but are not sufficient.)
3. Number these _____ in the order in which they took place in the selection.
4. Make a chart that shows the _____ throughout the selection.
5. Tell in correct order _____ .
6. What happened on the fourth day?

1.2.4 Recall of Comparison

The student is required to call up from memory the likenesses and differences in characters, times, and places that are explicitly stated in the selection. (Questions are classified at this level if they ask for likenesses and/ or differences.)

EXAMPLES AND PATTERNS:

1. Compare and contrast one journey with another journey as to: climate, terrain, natives, length of time, difficulties and successes.
2. How was this _____ different from others?
3. In what ways were _____ and _____ similar? different?
4. Compare and contrast each of the following pairs: (Each pair constitutes a question.)
5. Compare the size of _____ and _____ .

1.2.5 Recall of Cause and Effect Relationships

The student is requested to produce from memory explicitly stated reasons for certain happenings or action in the selection.

EXAMPLES AND PATTERNS:

1. Why did _____ do _____ ?
2. Why was _____ so determined to _____ ?
3. What was the purpose of _____ ?
4. What caused _____ ?
5. Why did _____ decide to _____ ?
6. How did _____ accomplish _____ ? (This action in such instances causes an effect.)

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was the reaction of _____ to _____ ?

What

1.2.6 Recall of Character Traits

The student is asked to call up from memory explicit statements about characters which illustrate the type of persons they are.

EXAMPLES AND PATTERNS:

1. Why are they well suited to _____ ?
2. How did Stanley feel? (The story states that Stanley felt shy.)
3. How had he shown he was _____ ?
4. What was _____ like?
5. Summarize her attitude toward life. (In spite of the use of the word summarize, this question actually calls for no more than the recall of an explicit statement.)

Barrette's Taxonomy - Level 2

2.0 Reorganization

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he or she may paraphrase or translate the author's statements. Reorganization tasks are:

2.1 Classifying

In this instance the student is required to place people, things, places, and / or events into categories. (When pupils are asked to recognize or recall certain kinds of details, relationships, or traits, they are in effect classifying, but at a lower level of the taxonomy. The key to this level is that things must be sorted into a category or a class.)

EXAMPLES AND PATTERNS:

Read each phrase below. Does it tell you "who," "what," "when," "how," or

“where?”

1. “Sank here.” (A phrase taken from a selection)
2. Which of the following are _____ ?
3. Place the following under the proper heading.
4. Classify the following according to _____ .
5. Which of the following _____ does not belong. (Where based upon the selection and not merely a matter of word meaning. Care also has to be exercised in such cases to make sure the inferring of a comparison, level 3.4 is not necessitated.)

2.2 Outlining

The student is requested to organize the selection in outline form using direct statements or paraphrased statements from the selection.

EXAMPLES AND PATTERNS:

1. Organize the facts into main heads and subheads to form an outline.
2. Complete the following outline.
3. Divide the story into _____ parts.

2.3 Summarizing

The student is asked to condense the selection using direct or paraphrased statements from the selection. (This level is interpreted as also being applicable when less than the entire selection is condensed.)

EXAMPLES AND PATTERNS:

1. What has happened up to this point?

2. Tell the story in your own words.

2.4 Synthesizing

In this instance, the student is requested to consolidate explicit ideas or information from more than one source. (The pupil is required to put together information from more than one place. More is required than just a collecting of information for this information must become fused so that information from more than one source provides a single answer to a question. While the taxonomy refers to a single selection, quite often in order to answer a question, information obtained from a previous selection or selections must be utilized. The intent of the taxonomy, despite its restrictive reference to the selection, is not only the reading comprehension questions from review units, lessons, and exercise, but also many other reading comprehension questions.)

EXAMPLES AND PATTERNS:

1. How long did the entire _____ last ?
2. Fill in your time line.
3. What was the speed of the _____ ?
4. Did _____ have enough _____ ?
5. Compute _____ .
6. How many times did _____ take place ?
7. On what day did _____ happen ?
8. Figure out _____ .

7.7 Inferential Comprehension

Inferential comprehension is demonstrated by the student when he or she

uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses. Inferences drawn by the student may be either convergent or divergent in nature and the student may be asked to verbalize the rationale underlying his or her inferences. In general, then, inferential comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page. (Personal experience is interpreted to include formal learning experiences, as well as those things which the reader has personally experienced in a first hand situation. Prior knowledge, regardless of where this knowledge came from, is an integral part of inference. The crucial factor distinguishing inference questions from recognition and recall questions is that their answers are not explicitly stated but must be inferred.)

7.7.1 Inferring Supporting Details

In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing. (Whether or not additional details are indeed "more informative, interesting, or appealing" is largely subjective. If the inferring of a detail is required, the question is to be placed at this level.)

EXAMPLES AND PATTERNS:

1. Did he realize _____ ?
2. Was the discovery planned or accidental?

(The classification of this question at this level is another example of making a debatable decision in

favor of the higher category. The statement in the text says, "He sailed

west toward Greenland, but because of bad storms he went off course and came instead upon an unknown land.”)

3. How did she converse with the natives?
4. What was the weather like?
5. Do you think _____ ?
6. Did _____ believe? (Such a question may go beyond inference and require level 5.2, Identification.)

7.7.2 Inferring Main Ideas

The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection. (Such questions may pertain to part of a selection.)

EXAMPLES AND PATTERNS:

1. What is the main idea of this _____ ?
2. Discuss the significance of _____ ?
3. Read these short workbook selections and then select or write the best title for each. (This question goes beyond synthesis and requires inference.)
4. What is the poem or story saying?
5. Answer this riddle. (Where more than mere word meaning is required.)
6. Read these paragraphs and then write or select the main idea of each.
7. Write a sentence summarizing the main idea of _____ .

7.7.3 Inferring Sequence

The student, in this case, may be requested to conjecture as to what action

or incident might have taken place between two explicitly stated actions or incidents, or he or she may be asked to hypothesize about what would happen next if the selection had not ended as it did but had been extended.

EXAMPLES AND PATTERNS:

1. Many days from _____ through _____ are omitted in her report. Suggest the events that happened in those days.
2. What will happen next?
3. What happened between _____ and _____ ?
4. Place these _____ in logical order.

7.7.4 Inferring Comparisons

The student is required to infer likenesses and differences in characters, times, places, things, or ideas. Such inferential comparisons revolve around ideas such as : here and there, then and now, he and she, and she and she.

EXAMPLES AND PATTERNS:

1. Compare: effectiveness and value to future explorers.
2. Compare _____ as to completeness and importance or detail.
3. How does _____ resemble _____ ?
4. Compare _____ with _____ .
5. Are _____ and _____ related?
6. Complete the following similes or metaphors. (If based on ideas in the selection.)

7.7.5 Inferring Cause and Effect Relationships

The student is required to hypothesize about the motivations of characters and their interactions with time and place. He or she may also be required to conjecture as to what caused the author to include certain ideas, words, characterizations, and action in his or her writing. (“Why” and “Because” are often clues to this category.)

EXAMPLES AND PATTERNS:

1. Why did Marco Polo say, “Take this book and cause it to be read to you?” (The answer requires inferring why people would have to have the book read to them.)
2. Why was it necessary to _____ ?
3. Why would _____ ?
4. How did _____ know _____ ?
5. Why did they _____ ?
6. Why did the author include _____ ?
7. What is the result of _____ ?
8. What might have happened if _____ ?
9. What makes this _____ a _____ ?
10. What makes you think _____ ?
11. Did _____ because _____ ?
12. How could _____ ?
13. Why is it helpful to have a _____ ?

7.7.6 Inferring Character Traits

In his case, the student is asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

EXAMPLES AND PATTERNS:

1. List their character traits.
2. What did _____ prove about their attitudes toward _____ ?
3. What does _____ tell us about her?
4. Is _____ very wise?
5. What kind of person is _____ ?
6. What words will describe _____ ?
7. What was _____ 's attitude about _____ ?

7.8 Predicting Outcomes

The student is requested to read an initial portion of a selection and on the basis of this reading he or she is required to conjecture about the outcome of the selection. (An initial portion of a selection may be no more than the title.)

EXAMPLES AND PATTERNS:

1. Do you think _____ will _____ ?
2. What do you think will happen?
3. Will he help them?
4. Someone may predict _____ ?
5. Read _____ and guess what will happen.

7.9 Interpreting Figurative Language

The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

EXAMPLES AND PATTERNS:

1. What is meant by the phrase, “continue unrolling the map”?
2. Interpret the following figurative expressions:

Source: *The Barrett’s Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension* in

www.vdac.de/vdac/index.php?option=com_docmen&task=doc

EXERCISE 2:

Read the text below and do the task that follows:

Their Right To Safety

With very few exceptions, the birth of a child is greeted with at least some measure of joy. So, it is truly heartbreaking to hear the sad stories of children who called Childline Malaysia, the telephone helpline for children. One cannot but feel enraged by the fate that has befallen them. Abused, neglected and made pawn in the cruel game that separating parents play, these children are helpless to deal with the fate that the cards have dealt them – their emotional health dangling at the end of a telephone line, outsourced to a helpline manned by kind strangers.

Where are the parents? What kind of people are they? These are the questions that should follow every instance in which a child has been hurt or killed. But sometimes, it isn’t. Children are abandoned at orphanages even though they have parents and families.

Three young sisters swept away by strong currents while swimming near a waterfall – allowed to stay in the water even though it had started raining. A 3-year-old girl suffocates in a hot locked car because her father forgot about her.

We reinforced this commitment by an act of Parliament, when we enacted the Child Act 2001, which promises to protect the child and has specific provisions that can be used against anyone, including parents, who ill-treats, neglects, abandons, exposes a child to danger or leaves a child without adequate supervision.

Yet what does it have to take before we throw the book at these irresponsible parents? At what point do we stop looking at the negligent parent as if he or she is a victim just because his or her child is dead? What does it have to take for us to look at a child's death as the theft of that child's right to life?

Source: New Sunday Times, pg. 2, May 29, 2011

Task:

Read the newspaper article above and formulate at least three comprehension questions for each of the first three categories of the Barrett's Taxonomy of Reading Comprehension

7.10 Evaluation

Barrett's Taxonomy - Level 4

Evaluation is the fourth level of Barrett's Taxonomy. Essentially, a higher level of thinking is required in making evaluations. Evaluative judgment is the key to this category. This calls for critical thinking as in essence evaluation deals with judgment which focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence.

Purposes for reading and teacher's questions, in this instance, require responses by students which will indicate whether or not the student is making an evaluative judgment. The student's judgment will be based on internal and external factors affecting his mind. The external criteria affecting the student will be provided by the teacher, other authorities, or other written sources. The student's evaluative response is also determined by internal criteria provided by the student's own knowledge, experiences and values.

Evaluative thinking may be demonstrated by asking the student to make the following judgments: Judgments of reality or fantasy; Judgment of fact or opinion; Judgment of adequacy and validity and Judgment of appropriateness.

4.1 Judgment of Reality or Fantasy

Judgment by the reader on whether it is reality or fantasy and whether it could really happen will be based on his or her own experience. Some questions asked could be:

Examples and Patterns

1. Is _____ imaginary?
2. How many unreal things can you find?
3. Did _____ really happen

4. Is _____ fact or fiction?

5. Is _____ possible?

4.2 Judgment of Fact or Opinion

Does the author provide adequate support for his or conclusions? Is the author trying to sway your thinking? Questions of this type require the student to be critical and to analyze and evaluate the writing on the basis of the knowledge he or she has on the subject. It requires he or she to analyze and evaluate the intent of the author.

Examples and Patterns

1. Do you think _____ had anything to do with _____?

2. Which _____ seem to be correct?

3. What strange ideas did _____ have?

4. Which _____ are facts? Which are Opinions?

5. Based on the facts given, does _____ seem reasonable?

4.3 Judgment of Adequacy and Validity

Is the information presented here in keeping with what you have read on the subject in other sources? Questions of this nature call for the reader to compare written sources of information with an eye toward agreement and disagreement and completeness and incompleteness.

Examples and Patterns

1. Did _____ ever actually _____?

2. Continue to check on _____

3. Why was _____ true / untrue

4. Is adequate information given about _____?
5. Is _____ really?
6. Which ideas are still accepted and which ones are no longer believed?
7. Label each _____ true or false?
8. Find proof from other sources that _____

4.4 Judgments of Appropriateness

Judgment of appropriateness requires the reader to analyze and evaluate the relative adequacy of different parts of the selection. Do not limit your questions just on the main character, nor should you limit them just to the narrative text.

Examples and Patterns

1. Which part of the story best describes the main character?
2. Is the action taken by _____ appropriate for the occasion?
3. Could we use the following details from the text , _____ to support the issue?
4. State the line that supports the idea that _____ in the text

4.5 Judgment of Worth, Desirability and Acceptance

Was the character right or wrong in what he or she did? Was his or her behavior good or bad? Questions of this nature call for judgments based on the reader's moral code or his or her value system. The same holds true for judging the moral character of a political, social, or economic policy in information or expository texts as well as evaluating an author's proposal.

Examples and Patterns

1. Do you like the character?
2. How do you feel about this character?
3. Is _____ the right thing to do?
4. Is _____ acting fairly?
5. Why was it wrong for _____ to _____?
6. What do you think of _____ 's attitude?
7. Is a high degree of _____ a good quality to have?

7.11 Barrett's Taxonomy - Level 5

5.0 Appreciation

Appreciation involves all the cognitive dimensions of reading as cited earlier. Appreciation deals with the psychological and aesthetic impact of the text on the reader. It calls for the reader to be emotionally and aesthetically sensitive to the work and to have a reaction worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures. This includes the reader's emotional response to the content; identification with characters or incidents; and reactions to the author's use of language such as imagery. In greater detail, Appreciation involves the following:

5.1 Emotional Response to the Content

The reader is required to say his or her feelings about the selection in terms of interest, Excitement, boredom, fear, hate, and amusement. It is concerned with the emotional

impact of the work on the reader, not necessarily the emotional impact of the total or the whole work.

Examples and Patterns

1. Are you surprised?
2. Why did you like or dislike this selection?
3. Was the selection interesting?
4. Did you find it funny?
5. What part of the story did you find most exciting?
6. Questions requiring the pupils to respond to the plot.
7. Did the story have a happy ending?
8. Which _____ did you enjoy most?

5.2 Identification with Characters or Incidents

Teacher's questions of this nature will elicit responses from the reader which demonstrate his or her sensitivity to, sympathy for, and empathy with characters, happenings, and ideas portrayed by the author.

Examples and Patterns

1. What words will describe the feelings of _____?

2. How did they feel when _____?
3. Will _____ be difficult for _____?
4. Encourage pupils to identify with _____?
5. Do you think he will follow advice?
6. Did she act recklessly?
7. Write your own ending to this story.
8. Devise a conversation between _____ and _____.
9. What would you do if you were _____?
10. Relate _____ to your own life.

5.3 Reactions to the Author's Use of Language

The reader is required to respond to the author's craftsmanship in terms of the semantic dimensions of the text. Look at the writer's use of connotation and denotation of words. This level pertains essentially to the appreciation of the author's skills and craftsmanship in selecting and using words. Emotions are inherent in appreciation.

Examples and Patterns

1. Why is _____ a good term?
2. Why did the author use this word _____ instead of _____?
3. What personifications, allegory, puns, malapropisms did the author use?
4. What "loaded" language was used? propaganda? understatements? exaggerations? emotion-laden words?
5. How did the author express the idea of _____?

5.4 Imagery

In this instance, the reader is required to express his or her feelings with regard to the author's artistic ability to paint word pictures which cause the reader to visualize smell, taste, hear, or feel.

Examples and Patterns

1. Dramatize the story or reenact selected scenes
2. Read expressively, with rhythm (as in story –telling or choral reading)
3. Find words and phrases which help you to build a mental picture of _____.
4. In a mind's- eye picture, how did he look?
5. How does _____ make you feel?
6. What has the author created?
7. How did the author cause you to _____?



Exercise 1

Read the extract of "The Unicorn in the Garden" by James Thurber and answer the questions that follow.

"The unicorn is a mythical beast," she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; now he was browsing among the tulips. "Here, unicorn," said the man, and he pulled up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in his garden, the man went upstairs and roused his wife again. "The unicorn," he said, "ate a lily." His wife sat up in bed and looked at him coldly. "You are a booby," she said, "and I am going to have you put in the booby-hatch."

1 a) Construct 3 questions based on Barretts “ Evaluation “ category.



Construct 3 questions based on Barretts “Appreciation” category

Task 1: Access the Internet and download the full text of “The Unicorn in The Garden” by James Thurber.

Task 2 : Answer the questions based on the text, print it and present it for discussion with your lecturer.

BIBLIOGRAPHY

Source: *The Barrett’s Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension* in
www.vdac.de/vdac/index.php?option=com_docmen&task=doc



Exercises for practice

Barrett's Taxonomy of Reading Comprehension Literal Comprehension

1. Read the newspaper report and answer the following questions:

Robbery At Ibnu's

By : Din Darmo

SEREMBAN, Wed – Four men armed with pistols struck at the well-known Ibnu Jewel and got away with RM200,000 worth of jewellery, early today.

The robbers all wearing masks, entered the shop soon after it opened and overpowered the only security guard, who was caught off guard. There were no customers in the shop at that time. Ismail Ali, 45, was knocked unconscious but his condition is reported to be not serious. The robbers smashed the showcases using axes and grabbed the jewels. They used two bags to fill the stolen jewels.

Seremban CID Chief Assistant Commissioner, Idris Napih said, "The robbers escaped in a red Proton Wira believed to be stolen. A plainclothes cop was just leaving a coffee shop opposite when he saw the robbers getting into the car. He opened fire and hit the rear windscreen of the robbers' car. It is believed one of the robbers may be injured. I urged all doctors to report cases of gunshot wounds."

Idris also said police are investigating the robbery and urged all jewellery shop owners to improve the security of their premises.

Berita Harian, 25 Mei 2011

1. When did the robbery happen?
2. How many robbers were involved?
3. Were they armed?
4. How much loss was estimated?
5. Did the robbers manage to escape?
6. Was anyone hurt?

7. What advice was given to jewellery shop owners?

2. Read the passage below carefully and answer the questions that follow.

During the holidays, my family and I visited Penang, which is known as the 'Pearl of the Orient'. This once sleepy island has now become an international city. Luxury hotels have sprung up everywhere and there are many places of interest and entertainment for the tourists. The island's latest attraction is the VOR Amphitheatre. This theatre is located along Anson Road in the heart of Penang.

It is one of the largest and most sophisticated one-stop entertainment centres in Malaysia. It has restaurants, a theatre, a disco and a laser performance. Hence, tourists can see quality shows while enjoying a good food at reasonable prices.

One of the highlights of this theatre is its daily shows, which last for 75 minutes each. The shows are a rich blend of cultural dances and other performances by international artistes. These shows will fascinate all those who attend it, both locals and foreigners. The costumes, stage, lighting and trained dancers make the shows an extravaganza. The local visitors may be familiar with the cultural dances of Malaysia but will be **fascinated** by the dances from Korea, Thailand, Spain and Italy. These dances are performed in authentic settings. The performers are all very well-trained not only in the dances but also in the styles of the countries represented.

It was indeed an enjoyable evening. The excellent food, courteous service and reasonable prices made us all want to go back again.

1. The writer describes Penang at the present day as
 - A. A sleepy
 - B. An international city
 - C. The cultural capital of the world
 - D. The only place in the country with a laser performance

2. *In the heart of Penang* means
 - A. In a hotel in Penang
 - B. In a housing estate in Penang

- C. At the countryside in Penang
 - D. In the city centre of Penang
3. Which of these statements is not true about the VOR Amphitheatre?
- A. It is new in Penang
 - B. It has a show once a week
 - C. It has daily shows, restaurants and a disco
 - D. It is one of the largest one-stop entertainment centres in Malaysia
4. According to the passage, the locals who come here will be fascinated with
- A. The excellent food
 - B. The courteous service
 - C. The dances from Malaysia
 - D. The dances from other countries
5. The word **fascinated** can be best replaced with
- A. bored
 - B. amused
 - C. charmed
 - D. astonished
6. 'We' wanted to go again to Penang because of the following reasons **except**
- A. The tasty food
 - B. Affordable prices
 - C. Welcoming service
 - D. Cool and refreshing sea breeze

3. Read the passage below carefully and answer the questions that follow.

Suddenly from one side a strong wind knocked the plane. It shook from end to end, rose in the air and fell again.

“Fasten your seat-belts. Hold on!” shouted the captain.

There was a big wall of black and white clouds in front of them. Heavy rain drove the plane to one side and then another. Suddenly it dropped again. Then it flew into the heart of the cloud. No one could see anything.

The captain tried to use the compass, but he could not tell if he was flying east or west, north or south. The passengers were thrown from side to side and two of them were injured. The engine could not be heard above the noise of the thunder. The wind never stopped. There were flashes of lightning.

The storm was too much for the plane. The left wing suddenly broke into half. At once the plane started to drop and captain Raj could not do anything to stop it. It drooped very fast. The lightning flashes showed, below them, the green tops of trees in the forest.

The wheels of the plane hit the tops of the trees. The sides of the propeller beat against the branches. The propeller cut its way through leaves and branches until Captain Raj stopped the engine. The plane broke up. The tail fell off. A big branch cut through the body and the plane turned over. For a moment the passengers were hanging like *bats*, then with a crash everything drooped through the trees to the ground. There was no more noise.

1. Why did the plane shake from end to end?
 - A. The propeller broke
 - B. There was no pilot
 - C. It was knocked by the wind
 - D. It was struck by the lightning

2. Where was the plane when the passengers could not see anything?
 - A. In the clouds
 - B. On land
 - C. In the jungle

- D. On a wall
3. The engine could not be heard because
- A. It had stoop
 - B. The thunder was louder
 - C. The wind was too strong
 - D. The propeller was not working
4. When did the plane start to drop?
- A. When the captain could not use the compass
 - B. When the wall of black and white clouds formed
 - C. When the left wing broke into two
5. The passengers were hanging like bats means
- A. They were scared
 - B. They were up-side down
 - C. They felt safe
 - D. Hey were brave
6. The best title for this passage is
- A. The experienced captain
 - B. the propeller
 - C. the storm
 - D. death in the air

Adapted from : BeritaHarian

TOPIC 8	Paragraph Writing
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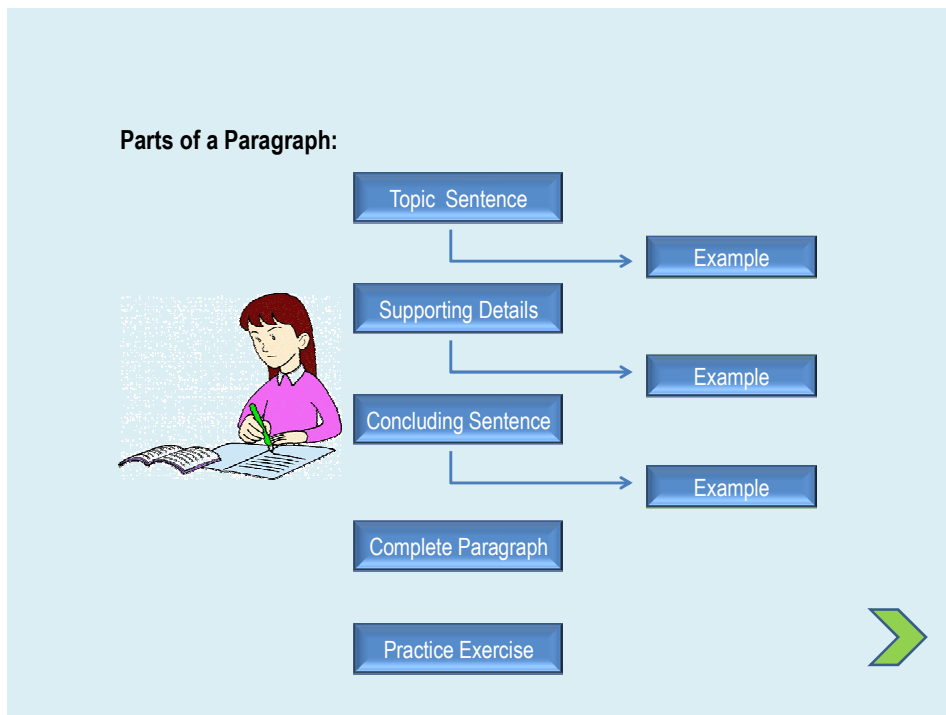
8.1 Synopsis

This module intends to help course participants to revise and analyse the features and structure of a written text or essay, paying close attention to writing paragraphs. It hopes to guide course participants to write good and cohesive essays in writing different text types.

8.2 Learning Outcomes

- To enable CPs to identify features of a written text.
- To enable CPs to identify features of a paragraph.
- Write complete paragraphs for different text types

8.3 Topic Framework



Content

8.4 What is a thesis statement ?

The **thesis statement** is the most important sentence that states what the whole written text is all about. It is like the theme of that text as all the paragraphs of the text must be based on this singular idea of the thesis statement.

8.4.1 What does it do?

The **thesis statement** is the central idea that that is found throughout the **text or essay**. This idea or theme unites the paragraphs.

8.4.2 How do I write one ?

Think of the purpose or the reason why you are writing the essay/ text.

8.4.3 Example : "Malaysia, is one of the best countries to live in."

8.5 What is the topic sentence?

The topic sentence is the sentence that tells us what **the paragraph** is about. It is the key sentence that is the essence of the paragraph. Usually, the topic sentence is the first sentence of the paragraph.

8.5.1 What does it do?

It introduces the main idea of the paragraph.

8.5.2 How do I write one?

Summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.

8.5.3 Example of a topic sentence

"There are three reasons why Malaysia is one of the best countries in the world."

8.6 Parts of a Paragraph: *Supporting Details*

8.6.1 What are supporting sentences?

They come after the topic sentence, making up the body of a paragraph.

8.6.2 What do they do?

They give details to develop and support the main idea of the paragraph.

8.6.3 How do I write them?

You should give supporting facts, details, and examples.

8.6.4 Example: Supporting Details

“First, Malaysia is a multicultural and multiracial country where all the many different cultures and races co-exist harmoniously.

Second, It has a variety of wonderful array of delicious cuisine, that will entice anyone’s taste buds.

Finally, It has many beautiful scenic wonders which will make a tour of the country so memorable

8.7 Parts of a Paragraph: Concluding Sentence

8.7.1 What is the concluding sentence?

The concluding sentence is the last sentence in a paragraph.

8.7.2 What does it do?

It restates the main idea of your paragraph.

8.7.3 How do I write one?

Restate the main idea of the paragraph using different words.

8.7.4 Example: Concluding Sentence

As a result, Malaysia is a desirable place to live.

Complete Paragraph: My Malaysia

There are three reasons why Malaysia is one of the best countries in the world. First, Malaysia is a multicultural and multiracial country where all the many different cultures and races co-exist harmoniously. Second, It has a variety of wonderful array of delicious cuisine, that will entice anyone’s taste buds. Finally, It has many beautiful scenic wonders which will make a tour of the country so memorable. As a result, Malaysia is a desirable place to live.

Exercise 1:

Name: _____

Outlining an Essay

Directions: Print the exercise. Look at the essay below. Read the essay and pay careful attention to how it is organized. Complete the outline for the essay on the following pages. Discuss the outline with a tutor.

ESSAY: Learning to Listen in English

As a newcomer to the United States, have you ever had a difficult time understanding normal spoken English on TV, at work, or in school? If you have, you are not alone. Many beginning students of English have a difficult time learning to listen in English. Listening can actually be one of the more difficult language skills to master, but there are a number of strategies that can help you comprehend spoken English better. These strategies could be broken down into pre-, while-, and post-listening strategies.

The process of preparing yourself to listen to a TV program or classroom lecture is sometimes just as important as the actual practice of listening. If you know that a lecture or TV program is going to be on a particular subject, you can practice the strategy of predicting. Predicting is when you try to guess what you will hear before you actually hear it. If you think about a subject before you listen and predict what is going to be said, you will understand more of the lecture or TV program as you listen. Try asking yourself these questions before listening: What is the topic? What do I already know about the topic? What do I need to know before I listen? What can I predict will be said?

An excellent while-listening strategy is the practice of making guesses about what you hear. Oftentimes, people do not need to understand or hear every word of a lecture, conversation, or TV show to understand the main idea of what is being said. Some ways of making good guesses in listening is to first pay attention to the speakers' gestures and facial expressions. These things can often communicate more than the words people say. To practice this strategy, try listening to a video without sound. Pay careful attention to the speakers' gestures and facial expressions. As you watch, try guessing what the speakers are saying.

When you are finished watching, rewind the tape to see if your guesses are correct. You will probably be surprised at how much you were able to understand just by guessing!

An important post-listening strategy that will help you become a better listener is evaluating. You need to check to see if you what you understood from the TV program, lecture, or conversation is correct. To do this, you can ask a classmate or co-worker to summarize what you just heard. By doing this, you will be able to determine whether or not you are making progress in your listening skills or if you need to adjust your goals and expectations.

Learning to comprehend normal spoken English can sometimes be a difficult and frustrating experience for many beginning English language learners. However, the strategies of predicting, guessing, and evaluating can help lessen some of the frustration. Try these strategies today and see if you notice an improvement in your listening skills.

I. Introduction

Thesis Statement: _____

II. Body Paragraph One:

Topic Sentence: _____

Supporting Ideas or Examples:

A. _____

B. _____

C. _____

D. _____

E. _____

III. Body Paragraph Two:

Topic Sentence: _____

Supporting Ideas/Examples:

A. _____

B. _____

C. _____

D. _____

E. _____

IV. Body Paragraph Three:

Topic Sentence: _____

Supporting Ideas/Examples:

A. _____

B. _____

C. _____

D. _____

E. _____

V. Conclusion

Directions: Now, think about the topic you have chosen for your essay. Use your thesis statement and the ideas from your brainstorming assignment to make an outline for your essay. You can print another copy of the blank outline above to complete this assignment or make your own outline. Discuss the outline for your essay with a tutor. Some questions to think about and discuss are listed below.

- Does every topic sentence in the outline support the thesis statement?
- Do the details in your paragraphs support the paragraphs' topic sentences?
- Are there enough details in the outline to help you write the essay?

9.1 Synopsis

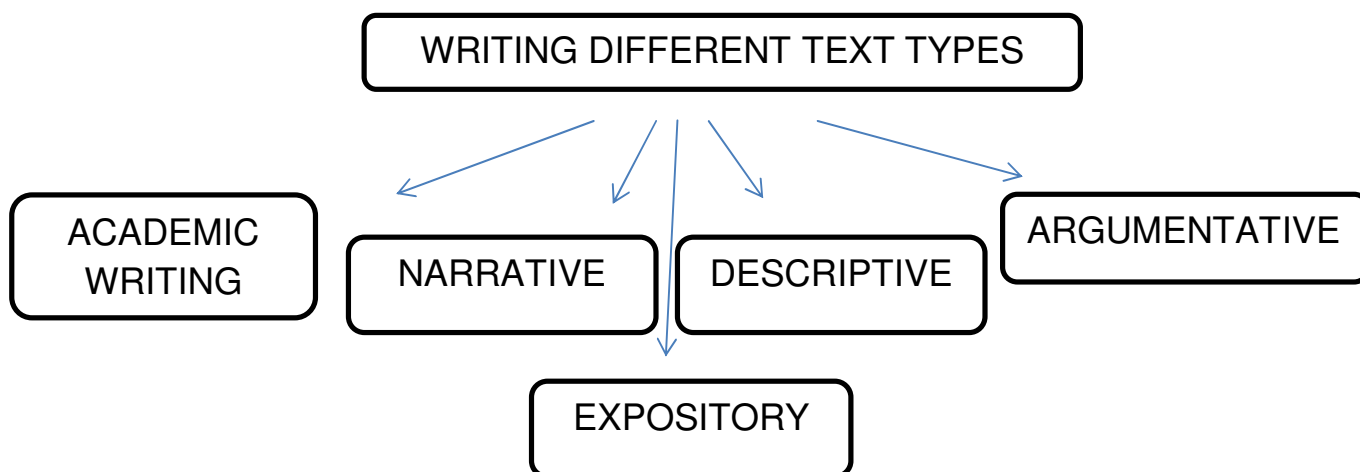
This module intends to help course participants to revise and analyse the features and structures of a paragraph and to write cohesive and coherent paragraphs.

9.2 Learning Outcomes

- Read and identify different text types.
- Use correct and appropriate language structures in writing an essay.
- Write a well-reasoned and coherent essay.
- Assess own language progress through peer evaluation.

9.3 Topic Framework

Content



9.4 What are the different text types ?

They are academic text, narrative text, descriptive text, expository text and argumentative text. These different text types express different intentions and messages to readers.

Academic text – presents and discusses formal academic topics and issues.

Narrative text - presents fictional events / a story

Descriptive text - describes the item / event / issue in detail

Expository - presents facts on the 'how' and 'why' of an event and process

Argumentative - presents and discusses arguments pertaining to a topic or issue

ACTIVITY 1



Read samples of different texts below and then fill in Table A. Discuss the features and structures of each text type during class interaction. Lecturer facilitates discussion.

Text 1

How to Reduce the Redness of Pimples Fast

More than pimples what annoys many women is their visibility. The dark red color of the pimples makes carrying them even more difficult. To know what you can do to lessen the redness of pimples fast, you will have to go through this article.

Pimples are something every woman hates having and tries to hide by putting on a number of layers of makeup. But those stubborn red pimples just refuse to get concealed and pop out at most opportune moments when you obviously do not want them to be seen. But you know them, they are just going to be there ruining your entire look. But, there is one way out of this problem now. You can reduce the redness of these pimples and make your skin and face a little more presentable.

There are various commercial products which guarantee to reduce the redness. But, remember that not all of them would suit your skin type or would work effectively on the type of pimples you have. Moreover, such products also carry the risk of causing more infections and redness to your skin and pimples. And hence it is always advisable and smart to go for natural remedies that you can try at home to get rid of at least the redness of the pimples fast. To get an idea about those remedies, read further.

Text 2

Politeness theory

Brown and Levinson's politeness theory, or rather one aspect of it, provides a solid explanation for much of the language used by the men in the study. Brown and Levinson argue convincingly that every competent adult member of society has a public self-image known as a 'face', which consists of two facets; a negative and a positive face. Face is said to be tied up with, 'notions of being embarrassed or humiliated...thus face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction.

Text 3

I just love to read Tun Mahathir’s book “A Doctor in the House”. The way it has been written is simply awesome. The descriptions and emotions presented are so vivid that I can actually visualize myself as one of the eyewitness to the events and controversies.

The idea to write the book itself is just self-explanatory. You could actually feel his frustrations and jubilations between the lines though he may not have written them explicitly.

Text 4

Since the time of federation, Australia has been a constitutional monarchy with the Queen of the United Kingdom as its head of state. However, today many Australians are questioning whether this form of government is still relevant or appropriate and are suggesting that we move towards the establishment of a republic. The question of whether we maintain the monarchy is not merely a legal detail but is intrinsically linked to the way we perceive ourselves as a distinct nation of people with its own identity and culture. As a result, the issue is a very controversial one and has attracted a lot of debate.

Text 5

Jane slowly tiptoed to the window and what she saw there gave her a shock of her life! She saw David, her would –be-husband holding Diandra in his arms and Diandra looked so forlorn and sad. But that was not important. Their eyes and their movements told her more.

Table A

TEXT NO	TEXT TYPES	MAIN FEATURES

ACTIVITY 2 E-learning – Finding Information

The class is divided into 5 groups. Each group is assigned a text type. Each group then surfs the internet / find materials to find the following :

Features and structures of each text type

How to write the text

Group presentation – Each group presents their findings and lecturer facilitates class discussion

ACTIVITY 3 Chain Writing

The class is divided into 5 groups. Each group select a different text type and brainstorm for the following :the

Topic

Main ideas / points

The introductory paragraph

Then on a mahjong paper, each group writes the introductory paragraph.

When this is done, the mahjong paper is passed to the group sitting on the right.

The next group continues writing the next paragraph or development of the text.

This continues till all the text types are completed.

ACTIVITY 4 Discussion

The class displays the 5 completed texts around the class – Gallery Walk. Each group fill in Table B below. Lecturer facilitates discussion.

TABLE B

TEXT TYPE	SUMMARY	STRENGTHS (Include features and structures which are written / presented clearly)	WEAKNESSES (If any. May include features and structures which are not found)

Bibliography

1 http://en.wikipedia.org/wiki/Text_type

2 <http://www.readwritethink.org/classroom-resource>

3 <http://www.bbc.co.uk/skillswise/words/reading/typesoftext/>

4 <http://teachingenglish4all.wordpress.com>

5 <http://www4.caes.hku.hk/acadgrammar/essay>

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