

MALAYSIAN POLYTECHNICS

COMMUNICATIVE ENGLISH

A HANDBOOK FOR EVERYONE

DEPARTMENT OF POLYTECHNIC EDUCATION
MINISTRY OF HIGHER EDUCATION MALAYSIA

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Contextual learning

FOR COMMUNICATIVE ENGLISH

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PREFACE

Communicative English: Social and Communication Skills & Reading Skills for polytechnic learners is aimed to develop students' confidence in learning English. This book comprises of 2 chapters for the students to acquire speaking and reading skills. Chapter 1 focuses on developing students' speaking skills to enable them to communicate effectively and confidently in a variety of social interactions. Chapter 2 is designed to provide students with appropriate reading skills to comprehend a variety of texts. This chapter also discusses on how to depict values from text and stimuli.

This e-book offers such possibilities and aims to equip learners with capabilities of self-learning. Integrated tasks and exercises with lively illustration that supplement reading passages and tasks are also included. This book addresses each subtopic with clear, concise, and effective examples that are immediately reinforced with exercises and opportunities to demonstrate learning. With a student friendly text and teacher friendly content, this book is sure to make learning English more effective, purposeful and a joy both for the learners and teachers.

1.0

SOCIAL AND ORAL COMMUNICATION SKILLS

CONTENTS

1.1 Share ideas and information in group discussion

	(page)
1.1.1 Listen to & comprehend discussions & conversations	2
1.1.2 Give suggestions & make counter suggestions	4
1.1.3 Agree or disagree to suggestions courteously	5
1.1.4 Justify opinions through elaboration of main points and supporting details	8
1.1.5 Ask for and make clarifications	10
1.1.6 Make interruptions politely	12
1.1.7 Take turns speaking and encourage the contributions of others	15
1.1.8 Make & respond clearly & politely to enquiries	16
1.1.9 Use gestures and facial expressions to enhance meaning	19
1.1.10 Wrap up the discussion to reach OR an attempt to reach a consensus	23

2.0

READING SKILLS

CONTENTS

2.1 Demonstrate understanding of current issues/topics of interest

	(page)
2.1.1 Skim and scan texts	28
2.1.2 Comprehend a variety of texts based on current issues including those with green elements or topics of interest.	30
2.1.3 Identify appropriate meaning of words as used in the context	35
2.1.4 Identify significant points of current issues/ topics of interest	37
2.1.5 Discuss significant points of current issues/ topics of interest	38
2.1.6 Use mind maps to organize information from various texts	41
2.1.7 Make logical predictions or suggestions for solution based on current issues/ topics of interest	43
2.1.8 Listen to and comprehend recorded audio/video/text on current issues/topics of interest	45
2.1.9 Write in response to a stimulus	46

2.0

READING SKILLS

CONTENTS

2.2 Depict values from text/stimuli

(page)

2.2.1	Identify causes, effects and values from text	48
2.2.2	Use appropriate vocabulary to describe / depict values	48
2.2.3	Demonstrate ability to use relevant idioms and proverbs related to values	51

1.0

SOCIAL AND
ORAL

COMMUNICATION

SKILLS

SOCIAL AND ORAL COMMUNICATION SKILLS

COMMUNICATIVE ENGLISH 1 focuses on developing students' speaking skills to enable them to communicate effectively and confidently in group discussions and in a variety of social interactions. It is designed to provide students with appropriate reading skills to comprehend a variety of texts. The students are equipped with effective presentation skills as a preparation for academic and work purposes.



In this topic, students will learn about discussions and conversations. Students are expected to get used to good listening strategies and be able to comprehend various forms of verbal communication. Furthermore, students should also be able to show and use various forms of language functions and expressions such as giving suggestions and how to make counter-suggestions alternately, expressing agreement and disagreement and most importantly, maintaining decorum in the discussion by observing politeness and courtesy.

Social interaction

A fundamental feature of social life is 'Social interaction', or how people act with other people and react to how other people are acting normally using verbal or non-verbal communication means



Tips & idea

1.1.1 Listen to & comprehend discussions & conversations



Easy Tricks to Start a Conversation with anyone

1. Ask for their opinion
2. Hit it off with a personal compliment
3. Ask for help
4. Tell your story
5. Ask open-ended questions
6. Use their interests
7. Introduce yourself

Enquiries

- One of the methods that people always use in life to gain understanding, knowledge and information is by enquiring.
- To enquire is the basis of all thinking creatures. i.e human.

How do we make enquiries?

1.WH- Questions

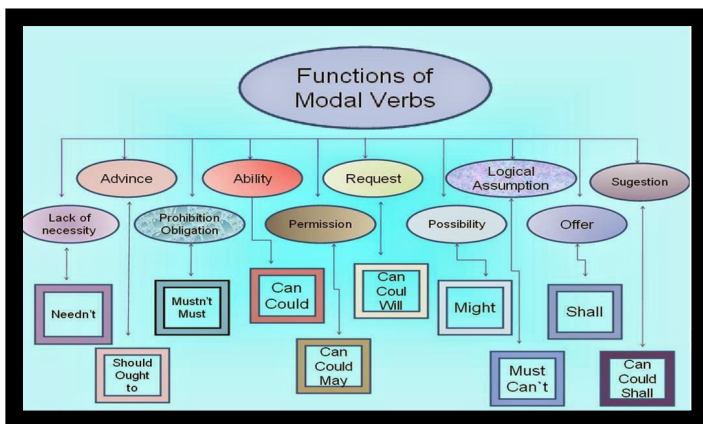
- **Who (people)**
- **What (thing / action)**
- **When (time)**
- **Where (place)**
- **Why (reason)**
- **How (way something is done)**
- **Which (asking about choice)**
- **Whose (to show possession)**
- **How many (asking about quantity)**
- **How often (asking about frequency)**

"Who is that woman?"
"What time is it?"
"When can I see you?"
"Where do you live?"
"Why were you late?"
"How does it work?"
"Which movie do you enjoy?"
"Whose child is this that has a flu?"
"How many people were there?"
"How often are you go swimming?"

Conversation enhancers include responses and prompts like:

"Really?"
"Wow!"
"That's interesting."
"No kidding!"

2. Modal



(source:<https://images.app.goo.gl/H6S66agVA3BmUDLg9>)

Example:

- ✓ Would you please tell me the truth?
- ✓ Can I help you?
- ✓ Should it not be a problem, can you tell me about that incident?

3. Direct and indirect questions

A direct question is a question that can be answered and always end with a question mark (?)

Example:

- ✓ Have you ever sent your homework late?
- ✓ Would you please unlock this door?

An indirect question is a question embedded within a statement or another question. A sentence featuring an indirect question might not end in a question mark.

Example:

- ✓ I was wondering if the lecturer coming today?
- ✓ I don't know if she is coming home tonight.

Polite expressions to make social enquiries:-

- ✓ I would like to know more about the product.
- ✓ I hope you don't mind telling me the details about the flight.
- ✓ Would you mind telling me more about the hotel facilities?
- ✓ Would it be alright if I ask you when the departure time is?
- ✓ May I know if the company has branches in East Malaysia?
- ✓ Could you tell me the direction to your company?
- ✓ Would you like to stay in an apartment or do you prefer a hotel?
- ✓ Shall I book hotel accommodation locally or would you prefer to stay in town?
- ✓ Can you tell me how to get to the library?

1.1.2 Give suggestions & make counter suggestions

Give suggestions

Giving Suggestion	• I recommend that... • I would suggest that... • My recommendation is... • My suggestion is... • I would like to propose that... • I think we should... • It might be a good idea to... • How about... • Don't you think we <u>should</u>... • What about...
-------------------	---

Make counter suggestion

We counter suggest by using polite words so that the person will not feel embarrassed, sad or angry.

Why?

We offer some alternative ideas for them to be considered.

Make Counter Suggestion	• I'd rather go to the beach • I'd prefer to go to the beach • How about going to the beach instead? • What about going to the beach instead? • Why don't we go to the beach instead? • I do see your point but... • I appreciate your opinion but... • I understand your concern but...
-------------------------	--

1.1.3 Agree or disagree to suggestions courteously

Agreement

- It is worthwhile saying that silence is not understood as agreement.
- If you agree with an opinion or an idea, you are expected to say so.

Expressions to show agreement:

- ▶ There is no doubt about it that...
- ▶ I completely/ absolutely agree with you...
- ▶ I agree with you entirely.
- ▶ I totally agree with you.
- ▶ I simply must agree with that.
- ▶ I am of the same opinion.
- ▶ That's exactly what I think.

Partial Agreement

You can also agree but with reservation especially when there is a doubt or feeling of not being able to accept something completely.

Expressions to show partially agree:

- ▶ It is only partly true that...
- ▶ That's true, but...
- ▶ I can agree with that only with reservations.
- ▶ That seems obvious, but...
- ▶ That is not necessarily so.
- ▶ It is not as simple as it seems.
- ▶ I agree with you in principle but...
- ▶ I agree with you in part but...
- ▶ Well, you could be right.

Disagreement

Expressing disagreement is always respected as honest and sometimes as courageous.

Expressions to show disagreement:

- ▶ I don't agree with you.
- ▶ I'm sorry but I disagree.
- ▶ I'm afraid I can't agree with you.
- ▶ The problem is that...
- ▶ I (very much) doubt whether...
- ▶ This is in complete contradiction to...
- ▶ I am of a different opinion because...
- ▶ I cannot agree with this idea.
- ▶ What I object to is...
- ▶ I have my own thoughts about that.

What is a Group Discussion?



Group Discussion is a number of people seated around a table who are continuously speaking about a particular topic one after the other. It is shortly called GD. Group Discussion should start with at least three individuals and the number can be bigger but it might not include more than 10 or 15 individuals. Group Discussion may include topics such as business, economy, technology, current affairs, social issues, politics, sports, etc.

Group Discussion can be described as in the game of football where you play like a team passing the ball to each team member or aim for a common goal. Similarly, GD is also based on teamwork incorporating the views of different individuals in sharing the information about the topic. The average duration of most group discussions is 15 minutes. In some exceptional cases, the GD may continue for up to 45 minutes but one must remember that there is no specific time duration for group discussion. Group Discussions helps in choosing the socially suitable candidates among the academically superior achievers. It is also one of the best tools to study the behavioural and attitudinal responses of the participant.



There might be a formal GD or an informal GD. Both of them experienced communication exchange between the individuals participating in GD. To understand why GD plays such a huge role, we have to know the importance of GD. We need to understand it from the perspective of the interviewer and also how it is useful for you as an individual. .

A group discussion is ideally connected to understand the candidates' interpretation of skills, interaction with unknown individuals that is interaction skills conveying their points and can lead the discussion. Taking part in group discussions also improves your ability to think critically and helps in problem-solving.

ACTIVITY 1

Instruction: Give the right expression to show agreement or disagreement.

1. Your friend says, "Let's go out tonight" and you think it's a good idea. You say:

2. Your friend asks, "What about getting a pizza tonight?" You think it's a good idea and says

3. You and a friend want to buy a birthday present for another friend. You suggest buying tickets for a concert then ask your friend:

4. Someone says, "It's cold today" and you agree. You say:

5. Your friend is talking about a film you both just watched and says it was fantastic. You agree and say:

6. Someone says that your home football team will win their next match. You don't really agree and say:

7. You are discussing politics with friends and they say something that you "half" agree with. You say:

1.1.4 Justify opinions through elaboration of main points and supporting details

In this topic, students will learn to give good opinions and be able to justify or in other words substantiate their opinion with good reasons. Furthermore, student opinions should come in tandem with logical and reasonable justifications. In doing these, students should know how to make elaborations by providing main points and supporting details. The second part of the lesson requires students to practice asking for details. To put this in picture, at the end of this topic students will have to accomplish an assessment of group discussion on certain topics. For that purpose, students should be able to ask properly and be able to make clarifications of their points if they are questioned or requested to make further explanations of their points. And last, students should be able to make interruptions politely by using common polite expressions when they interrupt or being interrupted for clarification.

MAIN POINT

- The chief point an author is making about a topic.
- It sums up the author's primary message.

SUPPORTING DETAILS

- A paragraph contains facts, statements, examples and specifics which guide us to a full understanding of the main idea.
 - They clarify, illuminate, explain, describe, expand and illustrate the main idea.
 - Supporting details are used to support the main ideas. Normally, it functions to explain more about main ideas by giving extra details, examples and data.
- Understanding main ideas and supporting details will help you to construct your ideas coherently and help you to score your 'Group Discussion' greatly.



ACTIVITY 2 Outlining your ideas (Main point and Supporting Details)

You are given a topic, **Factors of Insomnia and the ways to overcome it.** (Your point is: Consuming too much Caffeine is the most important factor that caused Insomnia) Think about 5 supporting details to support your main point. Supporting details could be in form of data, empirical evidence, common sense etc.



Main Idea: Consuming too much Caffeine is the most important factor to Insomnia

Supporting Details:

1. *Example:* Caffeine contains active ingredients that prevent someone to feel tiredness, fatigue and sometimes bring about the drug effects that impair someone's mental capacity.
2. Caffeine has active ingredients that also slow down our ageing process, this only shows that it also has that tendency to slow down the sense reactions in our body.

3. _____

4. _____

5. _____

ACTIVITY 3

INSTRUCTION: Give the main idea and supporting details of each of the following passages given.

Passage 1

Wary of the high number of crimes committed through social networking websites, many people do take precautions to ensure their safety and privacy. People are taking risks when they put their personal information online. Users should be cautious about what they publish because they never know who might be misusing Facebook. Information such as birth dates, telephone numbers and revealing photographs can be subject to abuse by rogue users.

Main idea: _____

Supporting details: _____

Passage 2

Don't walk into a job interview with zero knowledge about the business you are interviewing with. Research the company beforehand — visit its website, follow it on social media sites such as Facebook and Twitter, and do some simple Google searches to see what you can find out about its history and its leadership team. Be sure to showcase your newfound knowledge during your interview. This will boost your credibility with the interviewer and will help you to formulate intelligent questions to ask him or her.

Main idea: _____

Supporting details: _____

Passage 3

"The infant's crying may be mainly an irritation to some parents, especially if it continues for long periods. But crying serves important functions for the child as well as for the parents. For the child, crying helps improve lung capacity and the respiratory system. Perhaps more important, the cry serves as a signal of distress. When babies cry, they indicate that they are hungry or in pain, and this is important information for parents."

Main idea: _____

Supporting details: _____

1.1.5 Ask for and make clarifications



WHAT IS CLARIFICATION?

- The action of making a statement or situation less confused and more comprehensible.
- Synonyms: explanation, elucidation, illumination, simplification.
- Sometimes, while deciding on which product or service is the best, we need to ask for clarifications to ensure we understand the product or service we are getting.
- We need to be able to ask questions to ask for clarifications.

Ask for clarifications

- Try to clarify any unclear items by asking questions and offering explanations.
- May ask for repetition or more information, confirm that the other person has understood what was said, expand on words/topics or repeat a paraphrase of what we had just heard to confirm that we got it right.

Making clarifications

- We need to make clarifications to explain more about something that we have already said
- We can simplify our words or phrases if people ask us to clarify, especially if the terms or ideas are very technical or new.

At the post office



Example of expression:

ASKING FOR CLARIFICATIONS	MAKING CLARIFICATIONS
I beg your pardon. Would you mind repeating that?	Let me elaborate... / Let me reiterate...
Could you say that again please?	What I mean is.... / What I meant was
Excuse me. What was that again?	Sure, I was trying to point out that...
I'm sorry, I didn't get the last part. Could you please clarify?	I was trying to emphasize that...
I didn't get that. Could you please elaborate?	Let me explain how....

▶ ACTIVITY 4

Try this! Answer all questions. Drop the expressions in the correct column.



You know what? Zahra is not trustworthy

I mean you can't tell her anything
without her telling everyone about it.

I'm not going to trust her anymore
because she told me about your secret.

No, I won't, but I will not tell her my
secrets from now on.

Sorry, I didn't get your point!

My goodness! Is that so?

Do you mean you will break up your
friendship with her?



1. Answer the following questions:

a) Did Zuhail understand what Suraya meant by saying Zahra is not trustworthy?

b) What expression did he use to show his lack of understanding?

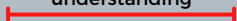
c) What expression did Zuhail use to ask for clarification?

2. Put the following expressions in the right column

- I beg your pardon!
- I beg your pardon, but I don't quite understand.
- I'm not quite sure I know what you mean.
- Could you say that again, please?
- Could you repeat, please?
- I'm not quite sure I follow you.
- I don't quite see what you mean.
- Could you clarify that please?
- I'm not sure I got your point.
- Sorry, I didn't quite hear what you said.

- Could you explain what you mean by...?
- Could you give us an example?
- Sorry, I don't quite see what you're getting at.
- Would you elaborate on that, please?
- Could you be more explicit?
- What do you mean by...?
- Do you mean ...?
- I wonder if you could say that in a different way.
- Could you put it differently, please?
- Could you be more specific, please?

Showing lack of
understanding



Asking for
clarification



ACTIVITY 5

INSTRUCTION: Role play the following situations.

Situation 1

Your friend has invited you to his pre-graduation party. At the party, you are being introduced to someone by your friend. The music is very loud and the surrounding is very noisy. It is almost impossible to hear what your friend says. You take him to a quieter place and ask him to re-introduce his friend.

Situation 2

You are at a grocery store. You need to buy some chilli pepper but you do not have time to search for them. You ask the shop assistant where you can find the pepper. As he is giving you the answer, there is a very loud announcement coming from a recycling van speaker that is passing by and you can hardly hear what he is saying. You ask him for clarification.

Situation 3

The lecturer has just finished his lesson and is explaining an assignment to the class. You do not understand what he says about the project and you ask him to explain to you again.

1.1.6 Make interruptions politely

Good places to interrupt a conversation are:

- When the speaker is **pausing to breathe**
- When the speaker is **finishing a phrase or sentence**
- When you **have a good point to make that would contribute positively to the discussion** (be sure to measure your timing carefully, so as not to appear impolite!)

Backchannel



These are a category of words that don't have any meaning but that we often use to get people's attention.

Clearing your throat

Uhmm...

Hmm...

Ah...

Oh...

Well...

So...

Adding information

- Would you like to contribute extra information to someone else's thought or argument? Try these!
- I need to add something here...
- Can I just say something here? (When using this phrase, you do not need to wait for others to respond to your question, and you may continue with the comment you'd like to make.)
- May I add...
- I'd like to add...
- Let me add something...
- That reminds me... (For this one, you'd want to tell a connected or related story or piece of information. For example, "That reminds me, we need to prepare the report for next week.")

Need to interrupt?



Let me speak!!!!

Can't wait any longer? Are other speakers not allowing others to speak? Use these phrases!

- Let me interrupt a second...
- I'm sorry to interrupt, but...
- I don't mean to interrupt, but... (Although you technically DO mean to interrupt, this is simply a polite way of interrupting that works best when you have a point to make quickly before the conversation changes, or when other members of the conversation are deep in a discussion but you'd still like your point to be heard.)
- Can I stop you there for a moment?
- Can I just butt in for a second? (Yes, it is spelt like a word used to reference a person's back end, but in this instance, it means 'to interrupt'!)
- Can I just mention something?

Jump in!

Assert yourself! Don't be afraid to jump into the conversation.

- Let me jump in...
- Do you mind if I jump in here?
- Can I jump in here?
- Do you mind if I come in here?
- I don't mean to intrude, but...
- I don't mean to be rude, but...
- May I interject?

Professional Settings

Need a less casual way of interrupting? Try using these.

- Before we move on to the next point, may I add.....?
- Before you move on, I'd like to say something.
- Before you go on, I'd like to say something.
- Pardon me (This leans more toward the formal ways to interrupt, but it can also be used as a nice way to say "Excuse me" in both conversational situations or even when you're on the street and need someone to move out of your way.)



ACTIVITY 6

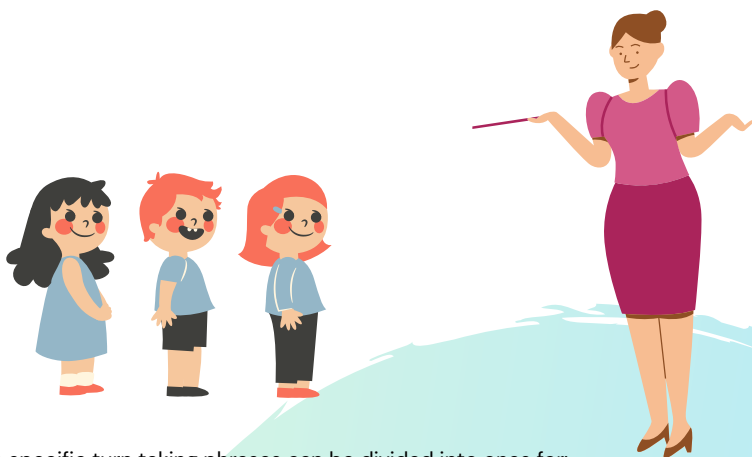
Instructions: Continue the expressions of interruption below with suitable elongations.

Example:

Can I just jump in here? Where do you find these statistics Mr. Trump?

1. Do you mind if I just jump in here? _____
2. May I interject? _____
3. Sorry, if I may? _____
4. Can I just add something here? _____
5. I'd like to mention something here. _____
6. Could I just point something out? _____
7. I have a quick question, if I may? _____
8. Do you mind if I ask a quick question? _____
9. Could I just ask something very quickly? _____

1.1.7 Take turns speaking and encourage the contributions of others



The specific turn taking phrases can be divided into ones for:

- **Taking the turn** (interrupting, accepting the turn when offered it, speaking first, etc)
- **Keeping your turn** (stopping other people interrupting, signalling that you are going to continue, taking the turn back and continuing what you were going to say, etc)
- **Getting other people speaking** (getting the other person to speak first, asking for more details, keeping other people speaking with conversational reactions (a part of “active listening”))

Phrases use in turn taking

Keeping your turn

Stopping other people interrupting/ Refusing interruption

- (I have) just one more point (to make).
- (I'm/ I've) nearly finished.
- (Just) one more thing (before you interrupt).
- Before you have your say,...
- Can I/ Could I just finish (my sentence/ this point/ what I was saying)?
- I can see that you want to say something (about this), but...
- I haven't (quite) finished (my point) (yet).

Signalling that you are going to continue

- And that was just the beginning of the story.
- And that's not all.
- And then it got even worse.
- And what's more,...
- But you haven't even heard the half of it. Furthermore,...
- In addition,...
- Not only that, ...
- You might think that is all there is to say on the matter, but...

Accepting the turn when offered it

- Thanks. (I won't take long).
- What I wanted to say was...
- What was I going to say? Oh yes,...

Speaking first

- Although you probably know more about this than me,...
- Can I go ahead?
- Can I speak first?
- I can see you want to say something about this, but...
- Before you get started,...
- I'd like to start the discussion by...

Getting the other person to speak first

- (No, please). After you.
- Age before beauty
- I'd like to hear your opinion before I comment.
- I'm not sure what I want to say yet, so...
- I'll let you go first.
- Ladies first.
- Please go ahead.

1.1.8 *Make & respond clearly & politely to enquiries*



The illustration shows a presentation board with a dark, textured border. On the board, there are three small decorative icons in the top left: a red circle with a white dot, a yellow heart, and a blue star. Below these icons is a list of two bullet points, each preceded by a right-pointing triangle. To the right of the board is a yellow cup containing three pens: a pink one, a yellow one with the word 'MARK' on it, and a blue one.

- ▶ In social interaction, it is necessary to make enquiries if we need to request some information or something we need to know from any person.
- ▶ The nature of the questions depends on the situation and who are the people involved.

WH QUESTIONS

The answers are unlimited but they must relate to the information sought by the WH-questions

WH Question	Use	Example
What	General	What is this? It is a cat.
Who	Person	Who's that? That's my friend.
Where	Place	Where are you from? I'm from Brazil.
Why	Reason / Motive	Why are you happy? Because it's my birthday.
When	Time	When is the party? It's next week.
Which	Choice	Which one do you prefer? The red one.
Whose	Possession	Whose car is this? It's my car.
What time	Time	What time is it? It's 7:15.
How	Manner	How are you? I'm fine.
How old	Age	How old are you? I'm 25.
How many	Quantity (count.)	How many pets are there? There are two dogs.
How much	Quantity (incount.)	How much is it? It's twenty dollars.
How often	Frequency	How often do you go to the cinema?
How far	Distance	How far is the next gas station?
How long	Period of time	How long will you stay?

(source: <https://english4good.com.br/wh-questions/>)

YES-NO QUESTIONS

- Formally known as a polar question, is a question whose expected answer is either "Yes" or "No".
- A pair of alternatives of which only one is acceptable.

TAG QUESTIONS

Question tags are an important part of everyday communication and perform many different functions.

For example:

- It's a lovely day, **isn't it?**
- You've been told about the meeting, **haven't you?**
- You didn't do your homework, **did you?**
- You wouldn't have been able to do it, **would you?**

MODALS

CAN	Ability, doubt, astonishment, permission, Polite request
MAY	Permission, if not prohibition, supposition with doubt
MUST	Obligation, firm necessity, logical conclusion, probability
SHALL	intention, supposition
WILL	Wish, desire, will, confidence, in the future
OUGHT TO	Moral duty, insistent advice, strict recommendation
NEED	(un)necessity
BE TO	Obligation arising out of arrangement or agreement
HAVE TO	Unwillingness, forced circumstances
WOULD	Wish (with "to like"), polite request, a habit of the past
SHOULD	Necessity, advice, blame, recommendation, reproach, regret
USED TO	Repeated action in the past

(SOURCE: <https://englishgrammarhere.com/modals/10-examples-of-modals-definition-and-example-sentences/>)

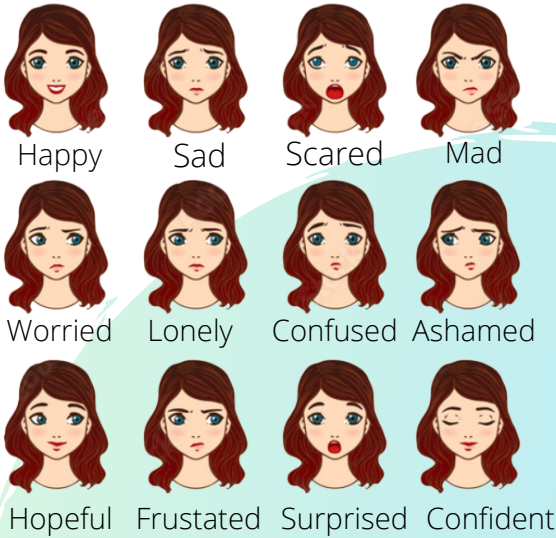


- ▶ When responding to social enquiries, we have to make sure that we understand what is being asked and then respond to the question appropriately.

1.1.9 Use gestures and facial expressions to enhance meaning

Facial expressions

Just a few examples of emotions that can be expressed via facial expressions include:



When evaluating body language, pay attention to the following mouth and lip signals:

- ▶ Pursed lips: Tightening the lips might be an indicator of distaste, disapproval, or distrust.
- ▶ Lip biting: People sometimes bite their lips when they are worried, anxious, or stressed.
- ▶ Covering the mouth: When people want to hide an emotional reaction, they might cover their mouths to avoid displaying smiles or smirks.
- ▶ Turned up or down: Slight changes in the mouth can also be subtle indicators of what a person is feeling. When the mouth is slightly turned up, it might mean that the person is feeling happy or optimistic. On the other hand, a slightly down-turned mouth can be an indicator of sadness, disapproval, or even an outright grimace.



Hand gestures

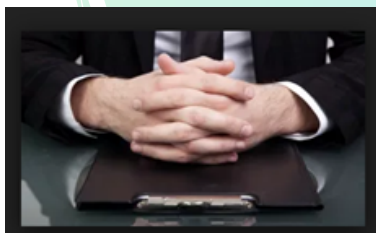
- A **clenched fist** can indicate anger in some situations or solidarity in others.
- A **thumbs up and thumbs down** are often used as gestures of approval and disapproval.
- The **"okay" gesture**, made by touching together the thumb and index finger in a circle while extending the other three fingers can be used to mean "okay" or "all right." In some parts of Europe, however, the same signal is used to imply you are nothing. In some South American countries, the symbol is a vulgar gesture.
- The **V sign**, created by lifting the index and middle finger and separating them to create a V-shape, means peace or victory in some countries. In the United Kingdom and Australia, the symbol takes on an offensive meaning when the back of the hand is facing outward.



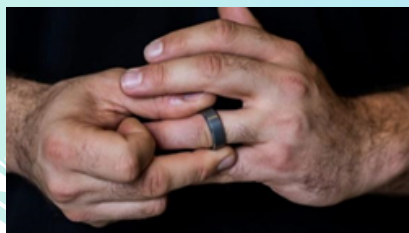
Crossing arms



Hands on hips



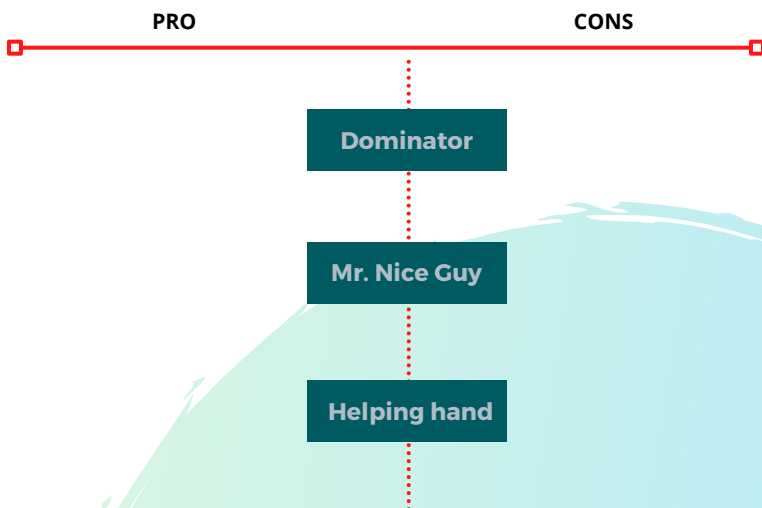
Crumpling fingers



Fidgeting

➤ ACTIVITY 7

Instructions: In a group discussion, we could identify these 3 main characters assumed by the speakers. Discuss, what are the pros and cons of all the three characters in a group discussion and think which of the characters you are.



➤ ACTIVITY 8

Instruction: Construct one situational dialogue using any expression below.
(*keeping turn, getting people speaking or signal to continue*).

➤ ACTIVITY 9

Instruction: Create a contextual dialogue (deductive approach)

Here are some expressions we can use in group discussions. Create a short contextual dialogue using the given expressions.

Example:

1. I think so... (expression)

Person A: As we can see nowadays, teenagers have lesser understanding about family bonding, just look how seldom they mingle with their cousins or relatives. Don't we think our teenagers are awkward in their relationship?

You: Yeah, I also think so... (expression)

Study the example above and complete the task below.

1. That is so true...
2. I think it is the way around...
3. Not necessarily...
4. Well said...

➤ ACTIVITY 10

Non-verbal Communication

Many non-verbal communication skills can help us to enhance meanings. Gestures, body language, facial expression and body postures are among the non-verbal communications skills that enable us to do that.

Instruction: You are required to give examples of non-verbal gestures for the purposes specified below:

Example :

To negate

~ Shaking head from left to right or right to left repeatedly to imply negation.

1. To show agreement (Give 2 examples)

- i) _____
- ii) _____

2. To show negation. (Give 2 examples)

- i) _____
- ii) _____

3. Showing boredom. (Give 2 examples)

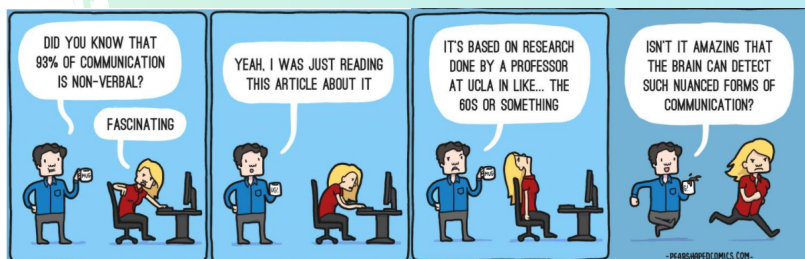
- i) _____
- ii) _____

4. To show disagreement. (Give 2 examples)

- i) _____
- ii) _____

5. Showing you got new ideas. (Give 2 examples)

- i) _____
- ii) _____



source: <https://pearshapedcomics.com/>

1.1.10 Wrap up the discussion by attempting to reach a consensus

What is consensus? The definition of consensus is an agreement made by a group. In this context, in fulfilling your group discussion task this week you need to make use of all the skills you have learned from week 1 to week 4 in this assessment. Make your group discussion versatile by using a variety of phrases of agreement or disagreement, asking for clarifications, interrupting with politeness and don't forget, in this task you have to present your ideas based on the role you serve in the group discussion. In the last part of the group discussion, all the group members must come up with a consensus or at least show attempts to reach a consensus.

Wrap up the discussion to reach OR an attempt to reach a consensus

► Definition of words

Wrap up – To make a conclusion from the discussion by weighing what is the most critical and considerable point/points in correspondence with the topic of discussion.

Consensus – An agreement reached by the people upon certain issues without any member disagreeing with it or an agreement that reaches by the majority of people or some people would partially agree with the conclusion willingly or unwillingly as a result of their inability to contest the dominant view held by the majority of people.

E.g:

Candidate 1 – I think the most important factor of poverty is lack of education.

Candidate 2 – Even though I think family wealth is important to prevent their children from becoming poor, but education still counts.

Candidate 3 – Everybody hates school but that is important for their future.

Candidate 4 – Whatever things you all say about the importance of education, but if they don't have to meet the basic needs for their living, there is no point.

How do you wrap up in this situation?



Topic: What makes a woman look beautiful?

Amir: What makes a beautiful face other than make-ups and touch-ups.

Kudin: How beautiful a woman is if they don't know how to cook, they definitely lose their womanliness.

Wan: Yes I agree. The essential part of women is they could be able to manage their households works.

Safiyya: Come on. Let's hold to the meaning as it is. Beauty is always a beauty. Some people come with it and some people strive towards it even by artificial means. What is the dominant view here? In this case, how should you make a stance for wrapping up?

How to reach consensus in Group Discussion?

In the group discussion, you will be given 10 minutes to accomplish the discussion. Each student will have to speak about his task by the approximate time of 2 and half minutes. For the last 1 minute or 2 minutes before you close the discussion you must make attempts to reach the consensus. Below is the possible example:

Student A: From the discussion just now, which of the four do you think is the most beneficial to students?

Student B: I think Burhan has made the point. I do think Youtube is the most beneficial social media platform for students. Youtube provides a lot of educational and recreational videos that students can utilize in their learning. Furthermore, the way it is presented is more inspiring for students as they can combine videos, audio, graphics and even notes at the same time.

Student C: I do agree with Amran (Student B).

Student D: I partially agree but I'm still hold fast to my opinion that Facebook is the best social media platform for students because connectivity between friends in Facebook allows them to exchange views and contest the information posted by the user right away.

Student A: Ok then. So we have two ideas still wandering around. But thank you everybody for the insightful discussion.

*****End of discussion*****

[Study the discussion above to get the idea on how to make attempts to reach consensus or to have consensus (all parties agree) in a discussion.]

Sample of question

CLO 1: Participate in a discussion using effective communication and social skills to reach an amicable conclusion by accommodating differing views and opinions. (A3,CLS3b).

Instructions to students:

Get into groups of four (4). Read the topic given. You are given 10 minutes to carry out a group discussion. You can refer to your notes but DO NOT read from them. You will be evaluated on how to carry out the discussion individually. At the end of the discussion, the group is expected to reach an amicable conclusion by accommodating differing views and opinions.

Based on the given issue, discuss causes, propose solutions and highlight appropriate values.

Question 1:

Issue: Suicide is the leading cause of death among young people in Malaysia, with the economic cost of suicide estimated to be RM 346.2 million in 2019 (the loss of income to the country) according to a new report, *Youth Suicide in Malaysia* by Institute of Democracy and Economic Affairs (IDEAS) published in February 2021. Discuss the causes, effects and solutions. You may use the suggestions below:

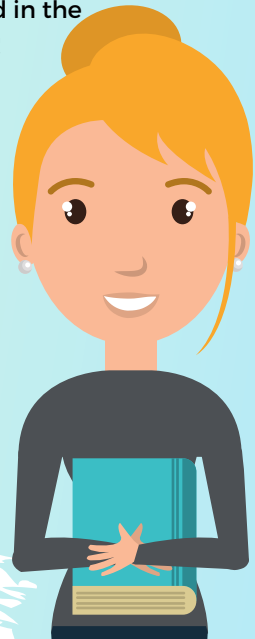
- Avoid anti-social behaviour
- Seeking help from experts
- Family support
- Practice spiritual activities

2.0

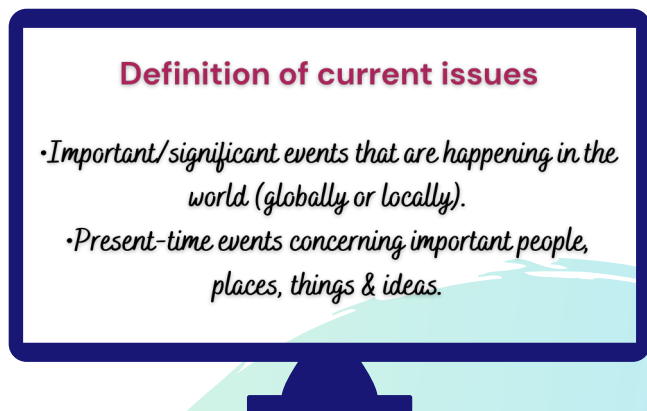
READING SKILLS

Good day everyone!

This week we are advancing to one more communicative skill that is more focused on reading strategies. Do you have your reading strategies to recognize, memorize, search or retrieve information from the texts? Somehow or rather, you have been using unknown strategies to study information from the texts, if only you know how to do it properly, your reading strategies could become better. In this chapter, two important strategies students should be familiar with are skimming and scanning. In exercising that, we will use the authentic sources of text and typically what know to be the current or universal issues around us. Last but not least, let's see whether we have the true ability to comprehend the variety of texts in terms of the definition of the words, the structural meaning of the texts or maybe the implied meanings intended in the texts and how to make it works!



2.1 Demonstrate understanding of current issues/topics of interest



Why do we learn current issues?

1. Increase our awareness of what is going on around us & educate us in a broader sense.

It increases our knowledge of the issues that impact our city, region & country.

2. To enhance your employment opportunity

Competition from professionals in the global marketplace is growing. It's increasingly vital to set yourself apart from your peers by displaying a broad understanding of international affairs and current issues.

3. To learn other cultures

You're likely to find people from many different countries in your home, school or workplace. By keeping up-to-date with current issues, you have the opportunity to change your views on cultural stereotypes and learn about what's happening and what matters to the international communities in your respective towns and cities.

Reading
skills

Improving your reading skills will:



1. Reduce unnecessary reading time and enable you to read in a more focused and selective manner.

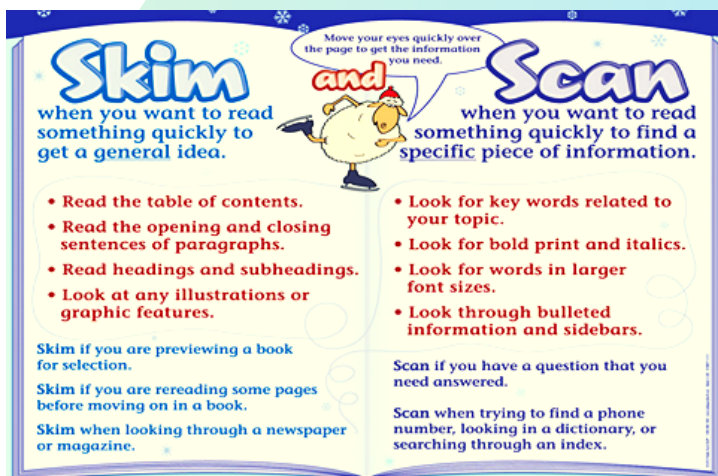


2. Increase your levels of understanding and concentration.

Here are some tips for you on how to read with greater efficiency and effectiveness by using two types of reading skills namely; Skimming & Scanning.

2.1.1 Skim and scan texts

Skimming and scanning



(SOURCE: <http://34auburn.weebly.com/skimming--scanning-reading-strategies.html>)

How to apply skimming & scanning in reading

- Skimming and scanning are two specific speed-reading techniques, which enable you to cover a vast amount of material very rapidly.
- These techniques are similar in the process but different in purpose.

1. SKIMMING

Read the text quickly.

Don't worry too much about viruses. You may never see one. There are just a few ways to become infected. The common sources seem to be pirate games and putting floppies in PCs for public use.

What is the article about?

2. SCANNING

Read the text quickly.

Find out the uses of mild steel from the following table.

No.	Material	Uses
1	Cast iron	Machine beds Machine frames
2	Wrought iron	Crane hooks Railway couplings
3	Mild Steel	Rivets Bolts
4	Medium carbon steel	Axles Hammer heads

Difference between Skimming & Scanning.

Skillswise



Skimming and scanning the news

We read in different ways. You don't always need to read every word. Sometimes you leave bits out.

You can **skim** to find out what it is all about.

Headings and pictures can help you do this.

Or you can **scan** to look for important information.

Look for key words or numbers to help you do this.

Cat up a tree? Chimp in a chimney?

Fire crews in the capital had to help 620 animals last year. The fire brigade says if an animal is stuck call the RSPCA first.

Unusual rescues

Unusual rescues include a chimp in a chimney, a parrot trapped in its cage, an iguana stuck on a roof and a hamster trapped in a disabled lift. Fire crews have also captured a snake at a retirement home and rescued a kitten with its head stuck in a bongo drum.

More important work

The commissioner says, "Our crews are highly trained emergency service personnel. When we are out rescuing animals, we can't attend real emergencies."

Wasting tax payers' money

"Animal rescues cost money and in these tough financial times many people question why their taxes are being spent on animal rescues. After all, when was the last time you saw a cat's skeleton up a tree?"



Understanding the texts require more than just skimming and scanning. Simple skimming and scanning are useful for information retrieval but comprehending texts would require you to use step-up strategies which require analytics and synthesis. That means you have to combine all your focus to understand the texts and the real intention of the texts. Understanding texts on the surface level might not be beneficial if the writer uses the implied meanings in the texts. Just a simple example for you to think:

"I will go to Kuala Lumpur rather." (Can you understand the context?) Unless you are a skilful reader, the word 'rather' implies a choice. Meaning that there must be another choice in context. To do this, you must understand the texts and their contextual meanings.

REFER TO THE NOTES BELOW FOR YOUR REVISION.

Understanding Reading Comprehension

By Jeff Wilhelm

A GOOD READ!

I've noticed that many books about reading, and specifically about comprehension for that matter, don't even define what "comprehension" is. Perhaps it's assumed that we all know what it is; or maybe "comprehension" is a slippery term that we have trouble grasping, or "comprehending," if you will!

Webster's Collegiate Dictionary offers this definition: "capacity of the mind to perceive and understand." Reading comprehension, then, would be the capacity to perceive and understand the meanings communicated by texts. Simple, huh? Clear. Now we comprehend comprehension!

Ah! A closer look at the reading shows that this issue is much more complicated than it seems. Facile definitions coupled with the complicated nature of reading comprehension is what keeps us from understanding it fully, and from teaching it as well as we can.



2.1.2 Comprehend a variety of texts based on current issues including those with green elements or topics of interest.

Comprehension requires the reader to be an active constructor of meaning.

Reading research has demonstrated that readers do not simply "perceive" the meaning that is IN a text. In fact, expert readers co-construct meaning WITH a text. The research base shows that reading is a "transaction" in which the reader brings purposes and life experiences to bear to converse with the text. This meeting of the reader and the text results in the meaning that is comprehension. Comprehension always attends to what is coded or written in the text, but it also depends upon the reader's background experiences, purposes, feelings, and needs of the moment. That's why we can read the same book or story twice and it will have very different meanings for us. We, as readers, are an equal and active partner with the text in the meaning-making process of comprehension.

What processes and strategies are required to be an active constructor of meaning as a reader?

Again, the processes have been underarticulated. There is wide agreement among reading researchers that every time a reader reads anything, they make use of the following strategies:

- Activate prior knowledge, and connect the applicable prior experiences to the reading (if students don't have the requisite background knowledge about a topic, they will be unable to comprehend)
- Set Purposes
- Predict
- Decode Text: identify word and sentence meanings
- Summarize: bring meaning forward throughout the reading, building on prior information to create new and fuller meanings
- Visualize: see characters, settings, situations, ideas, mental models
- Question
- Monitor understanding: the most salient difference between good and poor readers is that good readers know when — and often why — they are not comprehending
- Use Clarifying and Corrective strategies when needed
- Reflect on and Apply the meaning that has been made to new situations

Three points:

1. Since these strategies are used every time anybody reads, if your kids don't use all these strategies, then these are the ones to teach them first. They have the greatest transfer value.
2. We need to know HOW to teach these strategies and give them over to students (this is where the featured techniques of think-aloud and action strategies come in). Simply explaining the techniques won't suffice. Students need help in the process of HOW to do it. Just as explaining how to ski won't be sufficient to get a novice down the hill, neither is explaining a text or explaining a comprehension strategy, going to do the job in promoting comprehension.
3. These strategies are necessary to reading comprehension in all situations, but they are usually insufficient to comprehension. Readers of any text generally go well beyond these general process strategies as they use engagement strategies to create a textual world, move around in it, evaluate it, etc. As students get older and read more sophisticated texts they must also learn how to meet the demands of making meaning with new text structures (argument, classification, satire, definition, fable, etc.) and new task-specific conventions (like those to tip off a reader to irony, symbolism, unreliable narrators, etc.). A reader who reads a satire or an ironic monologue — or even a fable, for that matter — using only general process strategies will not comprehend it. She needs text, and task, specific strategies to notice that a text is ironic, and to know what to do as a result.

Yes, comprehension and teaching it are more complicated than most of us think!

▶ ACTIVITY 1



(SOURCE: <http://www.kuchingfoodcritics.com/2015/08/hungry-ghost-festival-month.html>)

Do you know what really happened around you? In the radius of your home or campus, what is the issues or incidents that raise the public issues or maybe it is just a minor issue that revolves around your campus or local community on a smaller scale? Some of the public issues are the common issues faced by the world today.

For example, POVERTY is one of the issues that has never been completely resolved until today. Sound too serious for a student like you?

OK. What about the general issues you feel very attached to yourself? Willing to share?

LIST DOWN 3 TOPICS THAT YOU ARE INTERESTED IN AND IDENTIFY WHAT ARE THE ISSUES AROUND THEM.

Example 1:

Topic: LGBT

Issues:

- LGBTQ, are they normal or delinquents?
- What are the reasons people belong to this group?
- Being sympathetic to them is considered taboo or a gesture of kindness?

Example 2:

Topic: The rich mainland culture of Chinese in Malaysia.

Issues:

- What makes Malaysian Chinese still behold the culture of their great grandparents?
- Why is "The Chinese ghost festival" is significant to them.
- Interesting myths and beliefs in Chinese culture.

▶ ACTIVITY 2

MARK THE SPOT!

Cubic Zirconia vs Diamond: Durability and Density

As the hardest naturally-occurring mineral in the world, diamonds rate a perfect 10 on the Mohs scale of hardness. Diamonds are incredibly durable and resilient—making them ideal for [engagement rings](#) and everyday wear. Diamonds maintain their sparkle and beauty with [minimal maintenance](#).

Cubic zirconia, on the other hand, ranks an 8.5 on the Mohs scale of hardness. Because it's a synthetic material, it offers some durability. It can be worn in jewelry, but will certainly not have the longevity of a diamond. For example, cubic zirconia becomes scratched and cloudy over time.

Cubic zirconia is also slightly denser than diamonds. A jeweler or gemologist can easily distinguish a CZ stone from a diamond by weighing it on their scale. A [1 Carat Diamond Ring, like this one](#), will likely appear slightly larger than a 1 Carat cubic zirconia, depending on the [gemstone's shape](#).

Cubic zirconia can cut glass or scratch it, just like a diamond can. That's why scraping the stone against glass isn't a good test to see if the stone is a diamond. Both faux diamonds and real diamonds can scratch the surface. Some people used to think this was a good test, but it's actually not a valid method.

(Taken from: <https://www.diamonds.pro/education/cubic-zirconia-vs-diamond/>)

Which of the two has better longevity?

Answer:

(What you are doing now is Skimming)

What is the scale of Cubic Zirconia?

Answer:

(What you are doing now is Scanning)

➡ What are the distinct differences between Skimming and Scanning from your observation? Give me 2 differences.

1

2

▶ ACTIVITY 3

SKIMMING

The following three short texts are broadly about the subject of Facebook. Two of them are concerned specifically with the topic at hand –

The advantages of Facebook

Skim and identify the two texts as quickly as you can. Think about the words or phrases in these texts that help you to find the answer.

TEXT 1

"It is a great, modern way of communicating with real-world friends and the 'friends' that you think you must know because you have a bunch of mutual friends with that person. Other than that, it is a great way of putting everything about your life on the web."

TEXT 2

"I think Facebook is too overrated and they are indeed making too many changes. I don't like the new chat and I think Facebook was fine before they changed it. It's just not the same anymore and I know my privacy isn't private anymore because everything now is becoming more public and it's been kinda frustrating lately."

TEXT 3

"Facebook has its advantages and disadvantages. I like Facebook because you can find people on it. Like I found some of my dad's family on it so that got me in touch with him and I found some old friends that I haven't seen in years on it. It helps you stay in touch with people and you get all the gossip too. I love facebook :)."

▶ ACTIVITY 4

Have a quick look through the advertisement below, then answer the questions.

The advertisement is a promotional flyer for Argos Vouchers. At the top left, a starburst graphic says "SAVE £££'s". To its right is the "Best-in CATERING" logo. Further right, text reads "KINGSWAY PARK ST. ANNE STREET LIVERPOOL L3 3JA Tel. 0151-207 3886". Below the starburst, it says "EARN 100's of £££'s with". The central part of the ad features the "Argos" logo in a large, stylized font, with "VOUCHERS" written below it. At the bottom left, a dashed border contains the text "OVER 100 GOOD REASONS FOR SHOPPING WITH US NEW CUSTOMERS REGISTERED ON THE SPOT". At the bottom right, there is a "BESTWAY CATERING" logo and a large "No.1" graphic with the tagline "WHERE IT MATTERS". The text "FOR 3 WEEKS" is positioned between the Best-in Catering logo and the Argos logo.

Questions:

1. What can you save from shopping at this place?
2. How many good reasons for shopping there?
3. What is the telephone number?
4. What can you earn with Argos?
5. What are the names of the catering firm?
6. How long does the offer last?

In the lesson this time, we will learn 3 language skills which are; **Identify Contextual meanings, Identify and Discuss significant points.**

In texts, normally we will encounter certain words that we do not have in our vocabulary storage and too often we know the meanings of certain words but we do not understand the words when it is used in different contexts. To understand it better, we have to contextualize the words. We should see how could that words fit in the context and thus give the appropriate meanings to the whole context.

In order to fully understand the texts, students should be able to distinguish between significant points and those not. Some sentences and wordings in texts sometimes are used just to become fillers or complementary only just to give a spice up to the whole context but in fact, a few significant points are ample enough to get an overview of the issues in the text.

Last but not least, it is how we deal with that significant points from the text. To agree or disagree, to criticize or to give opinions to the text. All these are forms of discussion of the text.

2.1.3 Identify appropriate meaning of words as used in the context

Meaning in Context

Guessing Meaning from Context Clues

- The ability to infer the meaning of an unknown word in a sentence/paragraph/ text by looking at the vocabulary around it or its context.
- The context here refers to the sentence or paragraph where the unfamiliar word appears, which provides the reader with information to make sense of the word meaning.

Using Context Clues to Determine Meaning

- Context clues are words or phrases in the sentence or paragraph that help the reader to figure out the meaning of the unknown word.
- Examples of the context clues you could use are:

1. Synonyms/ Definition

e.g- Piloting means using sensory information to estimate one's position at any given time.

2. Examples

e.g- Since she retired from her job, she has developed new avocations. For example, she enjoys the internet, going to the cinema and gardening.

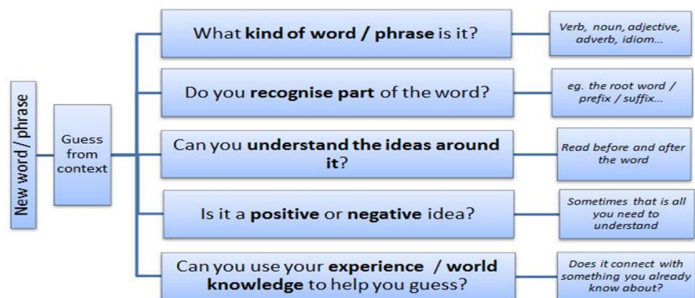
3. Antonyms

e.g- To keep healthy, people need to be active. If they remain stagnant, it could result in loss of vitality and health.

4. Word Parts – Prefix/ Suffix in the difficult words can help

e.g- The mayor just issued the evacuation order for those remaining in the building.

How to Guess Meaning in Context



Advantages of Guessing

- It is fast because you don't have to interrupt your reading
- It helps your comprehension because you stay focused on the general sense of what you are reading.
- It helps you remember words within their contexts
- It allows you to enjoy your reading more because you don't have to stop often.

Defining Difficult Words



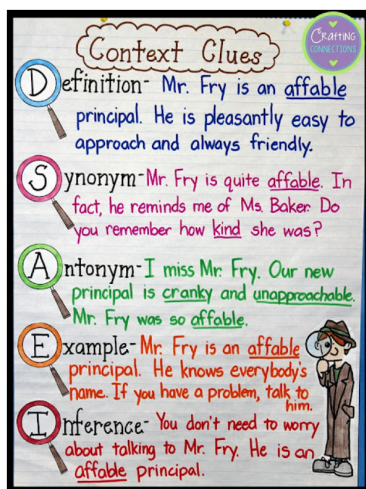
If you were asked to define the word **garrulous**, what might you guess it means?

Using Context Clues

Unlike his quiet and low key family, Brad is **garrulous**.

If you read these words in a sentence, you might be able to determine the meaning based on context clues. In this sentence, the context—the words surrounding the new vocabulary word—provide clues to help you determine garrulous means talkative.





Can you guess the meaning of the word **AFFABLE**?

2.1.4 Identify significant points of current issues/topics of interest

- Significant - sufficiently great or important to be worthy of attention; noteworthy.
- (Different) Identify the main point from the text VS Identify the significant point of the issues

Identify main point	Identify significant point
- In context of distinguishing what are important points and supporting details	-In context of disintegrating the important points from the irrelevant or less important details.

- The methods between the two are more or less the same.

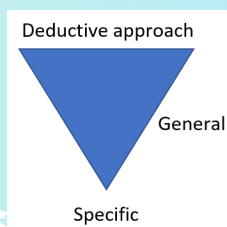
To distinguish relevant from irrelevant information- follow these steps:

- Identify the main topic of the material.
- Determine which supporting ideas are directly related to the topic.
- Identify sentences or ideas that do not seem to be related to the main topic.
- Sort through the information you think might not be relevant. Try to connect it to the main topic.
- If you cannot make a connection, then it is probably irrelevant.

Use stratified strategy

1. Identify the topic
 2. Identify the main issue
 3. Identify the target area/target group
 4. Identify the evidence
 5. Identify the solutions/suggestions
- (AND OTHER AREAS THAT ARE CONSIDERED IMPORTANT)

Simplify the text until you get only the kernel of the nut



2.1.5 Discuss significant points of current issues/topics of interest

► Discuss – (meaning)

An attempt by using a method of discussion or brainstorming to understand the text or to get the right direction of the text or to make the right decision from the text.

Discussion method :

[Argumentative]: Pros and Cons (e.g The importance of the internet)
Advantages and Disadvantages

[Problem-solving] : Offer ways to improve/overcome/cure/implement etc.
(e.g Give 3 ways to overcome road accidents)

[Causes and effects]: Undermine the factors or causes that lead something to happen
(e.g Give 2 reasons why students drop out from school?)

ACTIVITY 5

CONTEXTUAL MEANING: Choose the correct meaning of the underlined word, and identify the type of context clue used: example, contrast, definition, or logic.

1. Our baseball team's pitcher has a few eccentric habits, such as throwing exactly thirteen warm-up pitches and never wearing socks.

- A) normal
- B) strange
- C) messy

2. After the heavy rains, the stream became murky; in fact, the water was so cloudy you couldn't see the bottom.

- A) cloudy
- B) bottomless
- C) clear

3. The debris on the stadium floor included numerous paper cups, ticket stubs, and cigarette butts.

- A) Products
- B) papers
- C) trash

4. The coach takes every opportunity to censure his players, yet he ignores every opportunity to praise them.

- A) approve of
- B) criticize
- C) choose

5. The newlyweds agreed to be very frugal in their shopping because they wanted to save enough money to buy a house.

- A) economical
- B) wasteful
- C) interested

6. Although Alex usually looks unkempt, he had a very neat appearance at his job interview.

- A) orderly
- B) handsome
- C) messy

In the sentences below, which type of context clue is provided for the underlined word?

7. I'm looking for a unique gift for my boyfriend; he appreciates unusual things.

- A) example
- B) synonym
- C) antonym / contrast

8. Expecting that his license would be renewed, the pilot was surprised when it was revoked instead.

- A) example
- B) synonym
- C) antonym

▶ ACTIVITY 6

IDENTIFY SIGNIFICANT POINTS.

What is the meaning of significant?

Significant means important and has a direct consequence on the text. If you missed the significant points of the text, you will not be able to understand it better or you might not be able to address the real points of the text.

Let's try!

The happiest days of your life?

by Jamie Field

School days should be a happy time in a young person's life. What can make people's lives a misery during this time, then? In my opinion, there is one word which answers this question – bullying.

Unfortunately, bullying is quite common in schools where I live. It can affect students of any age, and both boys and girls. A friend of mine had a very negative experience at school last year as an older boy continually called him names and sometimes used to post nasty messages about him on Facebook. Obviously, my friend felt very upset about this and it affected his self-confidence. Some days, he didn't want to come to school at all.

What can people do to stop this problem? Personally, I think teachers need to be aware that bullying may be happening in their classes and be very strict when they have a case of bullying. Another thing teachers could do is prepare lessons to talk about the problem with their pupils, which might make bullies realise how badly they hurt their victims. As for students, if they find out a classmate is being bullied, they should support them as much as possible and let a teacher know.

Bullying can be a nightmare but there are things we can do to prevent it. Hopefully, one day all students will be able to go to school without fear of being bullied.

Brainstorm!

- What is the suitable title for this article?
- Is it the writer's own experience or someone else's for the negative thought he brought about that issue?
- What is the writer's hope?



(Taken from: https://learnenglishteens.britishcouncil.org/sites/teens/files/a_magazine_article_-_article.pdf)

ACTIVITY 7

Significant point of the text.

Charge It!

Cross-Curricular Focus: Physical Science



Cross-Curricular Reading Comprehension Worksheets: D-20 of 36

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What are two materials that are good conductors of electricity?

2) How is static electricity different from electric current?

3) What could happen if the rubber coating on a power cord is damaged?

4) Is water a conductor or an insulator?

5) In your own words, explain the difference between a conductor and an insulator.

Many people do not really understand how **electricity** works. They just know that when they need power to run an appliance, they have to plug it into the wall.

Energy comes from charged particles that are moving around. Have you ever rubbed a balloon against your clothes to make it stick? Have you held a balloon or a comb over someone's head to watch his hair stand up straight? That's static electricity and electrically charged particles. But these particles don't do much unless we control their energy.

Static electricity builds up on certain materials. Other materials, though, let electrical charges flow through them. This creates an electric current. Electric current travels very easily through metals like copper, gold, silver, and aluminum. We call materials that electric current flows through easily **conductors**. Water is also a good conductor of electricity. That's why electrical charges can travel through people, too. There is water in every cell of a person's body. Electric current can travel through these cells.

Since metal is a good conductor of electricity, electrical wires are often made out of metal. Wiring can also be made out of non-metal materials, such as graphite.

Conductors have to be enclosed in a material that is an **insulator**. Insulators do not allow electric current to pass through them. The rubber coating that you see on electrical cords covers the metal. The electric current stays inside the cord so we can direct the current to the appliance that needs power. Other good insulators are glass and some plastics.

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ACTIVITY 8

DISCUSS THE SIGNIFICANT POINTS

Discussing the significant points of the texts can be in various forms. It could be 'Discuss the above quote given...., Give 3 reasons why...What do you think factors that... In your opinion, what are the causes...' etc. These are some indicators that you are discussing the significant points of the texts.

In college students

Time at college can be stressful, and a person may be dealing with other lifestyles, cultures, and experiences for the first time.

Some students **have difficulty** coping with these changes, and they may develop depression, anxiety, or both as a result.

"Time at college can be stressful, and a person may be dealing with other lifestyles, cultures and experiences for the first time". Based on the sentence above, discuss how lifestyles, cultures and experiences can give rise to stress among college students. Give at least 3 points.

1) _____

2) _____

3) _____

▶ ACTIVITY 9

DRAW YOUR MIND MAP!

Based on the newspaper article below, draw a mind map about 3 approaches to litter management more effective. In your mind map, you can draw the 3 main approaches and their supporting details. Don't stress! I guess this activity will only take only 10 minutes or less. You can either use the online mind map maker or you can just draw on a piece of paper or use an organizer in Microsoft Word using your creativity. Submit your work in the space provided.



Three-pronged approach to litter management is more effective

We have become a consumptive society, used to the convenience of disposables, where one-time use of articles has become the norm.

Just witness how food takeaway has become so prevalent now.

What is unfortunate is that the disposables used are mostly non-biodegradable and, even if cleared by our efficient disposal system, end up at the landfill, as pollutive smoke after incineration or ocean trash. It may be out of sight but the problem has simply been transferred somewhere else.

Consumer behavioural patterns may, of course, be moulded by education campaigns, but bad habits creep up again once enforcement slackens.

It may be better to tackle litter at the stage where goods are produced, where consumers discriminate against socially irresponsible manufacturing processes and adopt the habit of purchasing better-quality, longer-lasting and more environmentally friendly consumables.

As an added incentive, perhaps there could be tax reliefs pegged to such purchases.

We may not be able to become a zero-waste society, but taking a three-pronged approach to waste management at the production, consumption and disposal stages is always going to be more effective than just focusing on the consumer, which is the weakest link.

Yik Keng Yeong (Dr)

2.1.7 Make logical predictions or suggestions for solutions based on current issues/topics of interest

Making logical predictions of the texts is one of the reading skills that enable students to make connections between the information in the texts with their logic and their prior experience. It is directly interconnected with the most likely for something to happen due to certain reasons or the consequences that become the effects or certain doings. In these cases, there are causal-effect, choice-consequence and inter-relatedness that make the logic works. Prediction without any basis is merely an assumption and it differs from the logical prediction.

Logical prediction?

Logical – OALD (of an action, event, etc.) seeming natural, reasonable or sensible.

The expected result or forthcoming consequence must have a logical connection between the cause and effect.

Otherwise, we may find twisted reality or perhaps other factors may become the determinants for something opposite to happen.

Follow the rules of logic :

consequences

If you take too much sugar  you will be inflicted with diseases

If somebody punched you you will get hurt

Prediction – OALD

A statement that says what you think will happen.

[based on evidences]

Simple predictions:

If we do not really understand....

If someone breaks the rules...

If we increase the limit of speeding in Malaysia

If we don't let people to express their ideas...

What will likely to happen next?

Principles of logic in reading

- Cause  **Effect** (The drought has happened....)
- Reason  **Consequence** (If he misbehaves....)
- Choice/effort  **Impact** (She decided to leave...)
- Series of events  **Connection** (The dog approaches his owner and then....)
- Clues  **Analogy** (He has a lot of money; he is a good looking man, he is strong, he has a good academic background...so.....)



How do we make predictions of a text?

Try this strategy..

MY PREDICTIONS	TEXT EVIDENCE	REFLECT, REVISE, & REFINES
What are your predictions?	Are there any clues or evidence?	As you read, you can reflect, revise and refine.

ACTIVITY 10

Making Predictions. Read the following passages. Determine what event is likely to occur next. Explain your answer using textual evidence.

Cameron threw the rope into the field. It landed near the creek. Doris did not wait for the rope to land. She darted out into the field and picked the rope up off the ground with her teeth. If she had been a little bit faster, she might have beaten the rope to its landing spot. She brought the rope back to Cameron, released it, and then started barking. Cameron patted Doris on the head and praised her. Then he wound up and threw the rope as hard as he could. The wind must have caught the rope too because it just kept moving. It landed in the middle of the creek...

1. What event is most likely to occur next?

2. What evidence from the text supports your prediction?

"You have a pimple on your forehead!" Eric snorted to Katie. Katie snapped back at him, "I do not!" Eric was delighted to see that he had gotten under her skin. He laughed, "Haha! You do too, and now that you're turning red, it's easier to see." Katie scowled then she charged at Eric. Eric knew better than to stand still when Katie charged, so he started running. Katie caught up to him in the living room. Mom had a beautiful antique vase on a large marble pedestal near the corner of the room. Eric took refuge behind it, knowing that as long as he could keep running around the vase faster than Katie, she would never catch him. Katie yelled at the top of her lungs, "Take it back!" As she circled the pedestal, her foot bumped into the corner. The antique vase wobbled on the top of the pedestal. "Your pimple looks red when you get mad!" Eric remarked snidely. He was enjoying this. The vase continued wobbling but remained upright. Katie charged again. This time she bumped the pedestal with her elbow as she circled it...

1. What event is most likely to occur next?

2. What evidence from the text supports your prediction?

2.1.8 Listen to and comprehend recorded audio/video/text on current issues/topics of interest

Listening skill is one of the strategies to comprehend the audio-visual or textual materials. Adopting the right listening skills will help students to cope with the essence of the materials. Normally, if we missed the important points mentioned during listening, it will distract us a lot especially if we are listening to answer the test. Accents, slangs and various intonations are also some factors that we should give attention in listening. We should have to get ourselves familiar with different types of English speakers.

In audio-visual texts, one should also analyse (similar to written texts):

- ❖ The issue
- ❖ The main idea/central idea
- ❖ The supporting details: data, examples, opinions etc.

Advantages and disadvantages of audio-video texts :

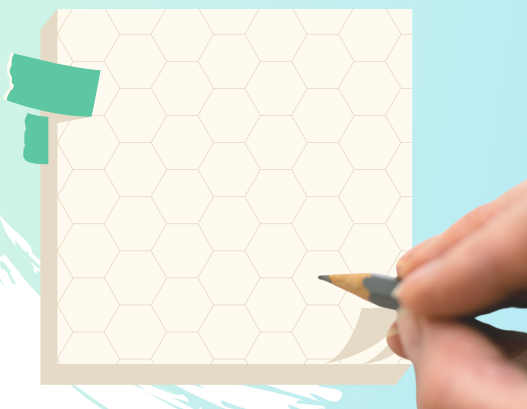
- Written texts are easy to analyse because we can read/see the words verbatimically (direct input).
- Audio-Visual texts normally only depend on the listener attentive level to capture the input.
- Normally, the key points or parts that are worth attention in the audio-visual texts are put in "stress".(intonation)

➤ ACTIVITY 11

Analyze what are **the problems in Malaysian early childhood education** by the speaker. List it down.

PROBLEMS IN MALAYSIAN EARLY CHILDHOOD EDUCATION?

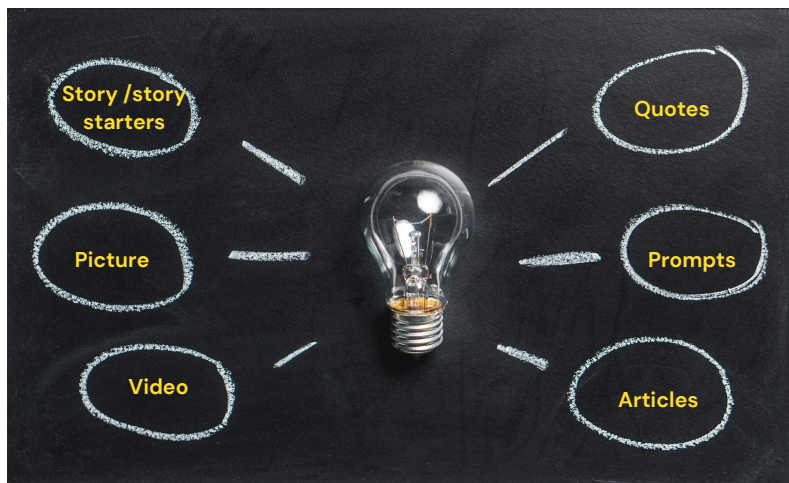
Link: ► <https://www.youtube.com/watch?v=-pfFLK8zUBM>



2.1.9 Write in response to a stimulus

Meaning of stimulus – Something that causes and encourages a given response.

Types of stimulus: –



Example:

Picture stimulus



What can you write about this picture?

Think!



Theme?
Issue?
Any associated ideas?



(Taken from: https://img.freepik.com/free-photo/woman-posing-with-stylish-footwear-summer-fashion-bag-long-legs-shopping_285396-491.jpg?size=626&ext=jpg)

Theme: Women's shoes or footwear

Associated ideas: Colour, variety, protection, identity, choice, decoration, versatility

ACTIVITY 12

Response to a stimulus



Picture 1



Picture 2



Picture 3



Picture 4

Answer the questions based on the pictures given.

Q1. What do you think about the issue depicted by the pictures?

Q2. In 50 – 70 words, discuss the issue that you suggested in Q1.

2.2 Depicts values from text/ stimuli

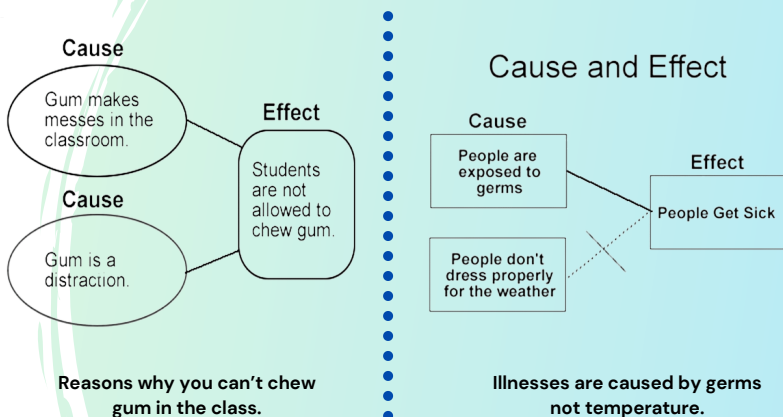
2.2.1 Identify causes, effects and values from text

Values are a part of human affective sphere. This sphere that treasure one's feeling, emotion and how one perceives this world. From the texts, we can attribute values that best fit to human life.

In this topic, students are expected to understand the logical connection between the cause-effect-value relationship particularly for texts that do not implicitly address the values (in the texts) and also what is explicitly mentioned in the text. Last but not least, students should be able to use appropriate vocabularies to describe values and their understanding upon contemplating the texts. The example below perhaps explain the expectation of this topic.

"My life before, I had a feeling that we should treat people with respect to what is due to him. I know if we don't have this mutual respect between people, this beautiful world will become so lost and in fighting. And after all, I learned that this feeling I have is **AWARENESS**"

- **Cause and Effect** - Explain reasons why something happened or the effects of something



Here are some **signal words** that may indicate that information in a paragraph is organized as cause and effect: **because, as a result, resulted, caused, affected, since, due to, effect.**

2.2.2 Use appropriate vocabulary to describe/depict values

YOUR POSITIVE AND NEGATIVE VALUES

- We all have certain things towards which we are drawn; which bring the best out of us and for which we have boundless energy.
- By the same token, each of us has things we fear, dislike and try to avoid.

WHAT ARE GOOD VALUES?

Love – that can include patience, kindness, forgiveness, trust, selflessness, compassion and protection.

Integrity – which can incorporate honesty, truthfulness, responsibility, reliability, dependability, consistency, decency, justice, sincerity and commitment.

POSITIVE VALUES LIST

Accountability	Confidence	Fairness	Joy
Adventure	Courage	Freedom	loyalty
Challenge	Happiness	discipline	respect
Commitment	Enthusiasm	Honesty	success
efficiency	independence	Excellence	wisdom
Compassion	determination	Generosity	vision
integrity	competition	flexibility	friendship

NEGATIVE VALUES LIST

Criticism	Anger	Discouragement	regret
frustration	withdrawal	Despair	depression
pessimism	Worry	guilt	failure
condemnation	disinterest	humiliation	anxiety

NEGATIVE AND POSITIVE VALUES THAT IS PRESENT IN OUR SOCIETY TODAY

 <https://prezi.com/eex14awu4ybx/positive-negative-values-that-is-present-in-our-society-to/>

ACTIVITY 13

Identify values in the text.

Read the text below, and identify the personal values you can relate to from the text. Give at least 3.

Personal values examples; **trustworthy, friendliness, easy-going, helpful etc.**

Passage

I'm a girl. I'm 15 years old. I look normal: I'm not tall or short, and I'm not ugly or beautiful. But there's one problem: I have a big butt.

When I shop for dresses, I can never find one big enough for me. Most shops only have small sizes. So it's really hard for me to find a right dress. When I see thin girls in their small dresses, sometimes I'm sad.

For most girls, it's easy to get a dress. They can always find one that is in the right size. But not for me, it takes me weeks or even months to find a dress that covers my butt and doesn't make my arms look so fat. A lot of time, I have to give up my favorite color.

Once, I was in a dressing room, I heard a girl in the room beside me talking to her friend. She said she was on a diet all year, but her butt was still too big. I turned round and looked at her: Poor girl! She was so thin. "I don't want to go on that kind of diet," I thought.

2.2.3 Demonstrate ability to use relevant idioms and proverbs related to values.

Previously, we have learnt about 'Values in texts'. In that topic, students are expected to identify the values which are directly or indirectly mentioned in the texts. To make the values seem more outstanding, idioms and proverbs are used to make the values more engaging to the readers. You might not have felt the effect as if the value in the text 'say directly to the point' but if I say 'Don't beat around the bush', instantly your sense of imagination aroused to sense the real meaning behind it. We'll continue to discuss it in the next activities.

PROVERBS

A wise, old saying that speaks about a lesson or truth

IDIOM

A saying that doesn't make sense literally. Instead, the phrase has a culturally understood meaning.

Idioms (with examples)

- An idiom is a commonly used expression whose meaning does not relate to the literal meaning of its words.

Idiom (Example 1)	
"I have a skeleton in the closet."	
Literal meaning: 	Idiomatic meaning:  a secret that would cause embarrassment

Idiom (Example 2)	
"You've got egg on your face."	
Literal meaning: 	Idiomatic meaning:  to look foolish or to be embarrassed

IDIOMS VERSUS PROVERBS

Idiom is a fixed expression that contains a figurative meaning.

Proverb is a short, well-known saying that contains an advice.

Idioms do not contain a moral.

Proverbs contain a moral or an advice based on the general truth.

Idioms are phrases, not complete sentences.

Proverbs are sentences.

Idioms do not make sense, if you are not familiar with it.

Proverbs can be understood even if you are hearing it for the first time.

Pediaa.com

(Taken from: <https://pediaa.com/difference-between-idiom-and-proverb/>)

15 IDIOMS ABOUT FRIENDSHIP



♥ Like two peas in a pod

Very similar

♥ Strike up a friendship

To become friends

♥ To be as thick as thieves

To be very close or friendly

♥ To see eye to eye with someone

To agree with someone

♥ To bury the hatchet

To end a conflict

♥ Friends in high places

Have friends who have important or influential positions

♥ To clear the air

To defuse the tension

♥ To build bridges

To promote friendly relations between people or groups

♥ A shoulder to cry on

Someone who listens to your problems

♥ Birds of a feather flock together

People who have the same outlook / tastes / interests will be found in each other's company

♥ To hit it off

To find yourself immediately and naturally friendly with someone

♥ To get on like a house on fire

To get on very well with someone

♥ To speak the same language

To understand someone, as a result, your shared values or opinions

♥ To get on swimmingly

To get on very well with someone

♥ To know someone inside out

To know someone very well

 Englishstudyonline.org

(Taken from: <https://pediaa.com/difference-between-idiom-and-proverb/>)



Strange idioms? ?
FUN FACT

Do you know the expression "When pigs fly" is used since 1600s?



'When pigs fly' – something that will never happen.

"When pigs fly she'll tidy up her room."

SOURCE: WIKIPEDIA

The idiom is derived from a centuries-old Scottish proverb, though some other references to pigs flying or pigs with wings are more famous. At least one appears in the works of Lewis Carroll:

"Thinking again?" the Duchess asked, with another dig of her sharp little chin.

"I've a right to think," said Alice sharply, for she was beginning to feel a little worried.

"Just about as much right," said the Duchess, "as pigs have to fly ..." — Alice's Adventures in Wonderland, Chapter 9.

American literature author John Steinbeck was told by his professor that he would be an author when pigs flew. When he eventually became a novelist, he started to print every book he wrote with the insignia "Ad astra per alas porci" (to the stars on the wings of a pig). He sometimes added an image of a flying pig, called "Pigasus".

Incidentally, a pig finally flew on 4th November 1909, when John Moore-Brabazon, 1st Baron Brabazon of Tara took a small pig with him on board of an aeroplane.



ACTIVITY 14

Find the right idioms or proverbs

Complete the activity below. Give the idiom or proverb for the situations given.

1. Jim is a very last-minute person. All his works are delayed and always late.

Idiom/proverb: _____

2. I feel even stronger after all these calamities. It will never put me down and I will keep rising.

Idiom/proverb: _____

3. Dolly is always not serious. Whenever she meets with her friends she always teasing them.

Idiom/proverb: _____

4. I am very happy today. Let's...

Idiom/proverb: _____

5. It is raining heavily outside. It rains...

Idiom/proverb: _____

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