

APPENDIX A

NEWSPAPER ARTICLE

Upgrading English teaching

IT IS often said that our students' standard of English has declined. It is true that our students today are not as proficient as students were before Merdeka or as they were before the switch to the national language as the medium of instruction. This is inevitable.

What can we teachers and students do to upgrade the teaching and learning of English and arrest any further decline in the present circumstances?

To begin with teachers should have realistic expectations of their students in English. Except for some of the urban centres, English is a foreign language to most of our students. They are not adequately exposed to the language. Their limited exposure is often a passive one reading and listening.

The importance of English should be impressed upon students if they wish to pursue higher education or seek employment in the private sector.

Being indifferent towards the learning of English could be detrimental to them later.

There are volumes of reference works in English. The private sector could use more English speaking staff. The more enterprising ones could even look for jobs outside Malaysia.

We have reached a stage where the country cannot absorb all school leavers or graduates from tertiary institutions. Increased job prospects and opportunities for further education could motivate students who think that they do not have to pass English to qualify for an SPM certificate.

It must be admitted that an unimpressive SPM certificate does not take one very far. It is important to have documentary proof at school certificate level of a student's performance in the language.

Students, on their part, should read, speak, write and listen extensively in English in order to improve their command of the language in both the productive and receptive areas of language learning.

Nowadays, some institutions have language laboratories and computer-assisted language learning programmes. The less proficient students could use them if they have such facilities. Besides, they could listen to radio or television programmes designed for English teaching.

School heads can fix a particular day when all students and staff are encouraged to use English. Schools can also produce a monthly or quarterly newsletter. Students will be delighted to see their names in print and will be encouraged to write further.

Teachers, on our part, can be more professional in our work. We should be familiar with recent developments in the teaching of English through professional reading and attending courses, seminars

and the like. Most importantly, we should be good models in using the language.

Teachers should be encouraged to write supplementary books which are appropriate to the Malaysian context and which would complement standard text books.

Such books should cater for specific groups, for example, rural pupils, urban pupils and mixed ability groups. This would also help teachers polish up their writing skills.

With regard to the way we speak and teach English, it would be pertinent to bear in mind Professor Gimson's comment:

"The foreign teacher of English constitutes a special case. He has the obligation to present his students with as faithful a model of English pronunciation as is possible. In the first place, and particularly if he is dealing with young pupils, his students will imitate a bad pronunciation as exactly as they will a good one; and secondly if he is using illustrative material, his pronunciation must not diverge markedly from the native model."

While the British or Americans are at liberty to use their strong regional accents just as we Malaysians coming from different parts of Malaysia have ours, it would be highly amusing if we teach English in our own regional accents or have a strong accent of our mother tongue.

School heads should organise in-service courses at least once a year in their schools. Those who conduct these courses could be experienced teachers, those who know their staff well or those who have recently completed a TESL/TEFL course and are serving in the school.

Education authorities should think of creating departments for major subjects, including English, in schools. This will enhance the image of the teaching profession, besides enabling teachers to move up. As it is, senior posts in a school are only those of the principal/headmaster and senior assistant.

Authorities should admit graduates who are keen to apply to teacher training colleges. A small percentage of places could be allocated to them and this would, of course, entail a different salary structure for them.

Having had more exposure to English, such graduates could teach English more effectively. After all, having graduate teachers in the primary or lower secondary levels is not new. In Britain, for example, there are primary school teachers with B Ed degrees.

English language teachers and students in Malaysia have roles to play. They should complement one another to get positive results.

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NEWSPAPER ARTICLE



Wajib Bahasa Inggeris dalam SPM perlu disokong

MADANI Ali kemerosotan kelulusan bahasa Inggeris pelajar SPM dalam peperiksaan tahun 1990 lalu kini menjadi perhatian umum. Ada ura-ura hendak mewajibkan kelulusan dalam mata pelajaran itu di semua hadapannya. Tetapi ada pula suara yang memarahkan agar kerajaan tidak tergesa-gesa membuat keputusan itu sebelum mengkaji faktor-faktor yang menyumbang kepada kemerosotan itu. Bagi saya memang elok kalau keputusan dalam mata pelajaran bahasa Inggeris diwajibkan untuk peperiksaan SPM tetapi segala langkah hendaklah dijalankan untuk menolong pelajar-pelajar terutama di luar bandar mencapai kecukupan yang baik dalam mata pelajaran berkenaan.

Selainnya masalah ini ialah lama dihadapi oleh kita terutama sekali setelah kita menjilinkan bahasa kebangsaan sebagai bahasa pengantar di sekolah. Akibatnya anak-anak untuk menguasai bahasa kedua di sekolah sahaja. Murid-murid harus disediakan kepada pengaruh bahasa itu tidak sahaja di bilik darjah tetapi di luar sekolah. Pelajar-pelajar di luar bandar tidak mempunyai banyak kemudahan untuk didedahkan kepada bahasa kedua. Persekitaran hidupnya tidak membolehkan pelajar di luar bandar menguasai bahasa kedua kecuali dengan pertolongan pihak lain. Kita sebagai masyarakat bahasa pertama hendaklah membantu bahasa kedua di luar bandar. Kita sebagai masyarakat bahasa pertama hendaklah membantu bahasa kedua di luar bandar.

Selain itu penekanan pula diberikan kepada pengajaran bahasa itu dalam Kurikulum Bersepadu Sekolah Menengah. Sangat-masih, banyak lagi usaha harus dijalankan untuk membantu pelajar-pelajar kita terutama di luar bandar meningkatkan tahap kecekapan bahasa Inggeris. Tetapi masalah ini tidak harus dibebankan ke atas guru atau sekolah melainkan ia harus diselesaikan bersama oleh ibu bapa dan orang ramai, pertubuhan pertubuhan pelajar untuk badan-badan politik sekalian.

Penguasaan bahasa Inggeris penting dalam proses negara kita sedang membangun. Nilainya lebih tinggi kerana ia

berupa bahasa pengantar dalam kegiatan ekonomi dan perdagangan. Dengan kata lain bahasa Inggeris adalah bahasa yang diperlukan untuk kemajuan negara pada masa hadapan. Bahasa Inggeris mempunyai peranan penting dalam kehidupan kita.

Saya tidak fikir masalah ini akan menjadi isu politik seperti yang dibimbangkan oleh setengah-setengah kalangan. Kebanyakan bahasa kebangsaan tetap kukuh dan terjamin. Kebanyakan bahasa tidak mungkin tergugat oleh sebarang kempen atau gerakan untuk meningkatkan pengetahuan kita dalam bahasa kedua.

Ragi pihak diri saya, sejak beberapa tahun lalu, saya tidak pernah berhenti menasihati generasi muda agar berusaha menguasai bahasa kedua, baik bahasa Inggeris, bahasa Arab ataupun bahasa Jepun. Terutama sekali apabila saya berurusan dengan pelajar-pelajar manakala saya ditanyakan mengenai bidang kewartawanan, maka saya sering menekankan betapa pentingnya mereka menguasai bahasa kedua terutama bahasa Inggeris.

Penguasaan bahasa Inggeris memudahkan calon wartawan menguasai bahasa dan memperluas horizonnya untuk maju dalam kerjayanya.

Pada hemat saya kebanyakan pelajar tidak mempunyai keyakinan terhadap diri mereka untuk menguasai bahasa kedua. Tapi kali saya menginterview pelajar yang melamar kerja sebagai calon pemberita, maka jawapan yang saya terima kepada pertanyaan saya mengenai kelemahan mereka dalam bahasa Inggeris ialah kemahiran menguasai bahasa itu. Kepala mereka, saya cuba memberikan keyakinan bahawa penguasaan bahasa kedua memang mengimbit waktu.

"Saya tidak mengharapkan anda terus pundi mencipta sajak dalam bahasa Inggeris," kata saya.

"Sebagai reporter," saya membalas, "saja sahaja anda dapat mengolah berita dengan baik, itu memadai untuk keperluan kami," kata saya.

Dan bahasa mereka yang berkesan akhirnya cukup dalam bidang mereka. Berkat itu hari ini mereka kelihatan bahasa itu menguasai bahasa itu dalam pergaulan hari-hari, dalam hubungan dengan teman-teman sekerja, dengan lain kata, hasil dari pendidihannya yang menyeluruh kepada bahasa kedua itu yang menjadi alat bilik mereka.

Saya gemar menceritakan pengalaman saya sendiri manakala saya berurusan dengan pelajar-pelajar menengah. Pada masa saya di sekolah menengah, saya pernah berjumpa dengan seorang pelajar yang bernama Inggeris seperti itu. Dia dan sebagainya yang menjadi kegemaran murid-murid sekolah sebelum perang dahulu. Kemudian minat pembacaan saya meningkat pada masa itu. Berikutan dari masa itu saya puna dengan membaca majalah-majalah komik kepada keinginan untuk membaca majalah-majalah yang lebih berat. Di sekolah pula, saya mempergunakan persembahan untuk memperluas bidang persembahan saya. Kesimpulannya ialah salah satu cara meningkatkan kecekapan kita dalam bahasa kedua ialah dengan memperluas persembahan.

Ibu bapa dan guru-guru harus menggalakan murid-murid untuk membaca majalah-majalah yang lebih berat. Anak-anak berkumpulan atau melalui darjah Sekolah Inggeris, kata-kata bahasa di sekolah hendaklah memainkan peranan menggalakan pembacaan di kalangan anggota-anggota. Ibu bapa harus mengimbit beratur dengan menggalakan persembahan. Tapi bukan membabitkan majalah dan buku untuk anak-anak mereka.

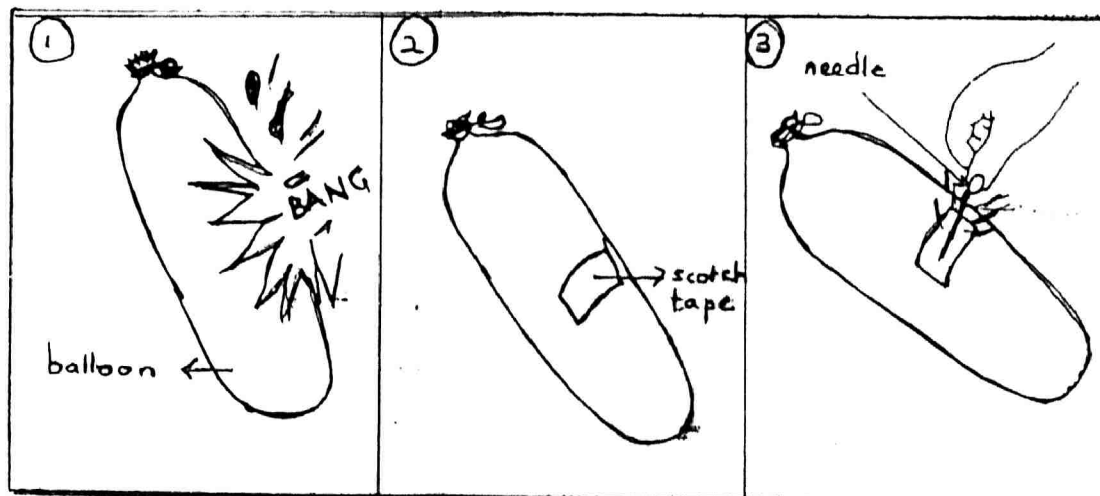
Saya berpendapat masalah kemerosotan dalam kelulusan bahasa Inggeris dalam peperiksaan SPM hanya dapat diatasi kalau sekiranya semua pihak Kementerian, agensi dan ibu-bapa sama-sama berperanan menyelesaikan masalah ini. Ibu bapa dan masyarakat hendaklah berminat dengan bahasa kedua dan lebih berat dalam hal ini, ibu bapa dan masyarakat harus disediakan tetapi masalah ini berhubung erat dengan masa depan anak-anak mereka. Dan kesedaran ini hanya dapat ditangkis oleh sekiranya ia dilakukan dengan benar melalui kempen yang teratur dan berperingkat, membolehkan tidak sahaja alat alat kerajaan tetapi badan-badan umum, pendidik dan kumpulan yang menentang sekiranya bahasa kebangsaan itu pun ada di dalamnya.



APPENDIX C

A BALLOON THAT WON'T BURST

Imagine that you have tried this trick yourself and succeeded in piercing the balloon without bursting it. Write a letter to your friend describing the steps.



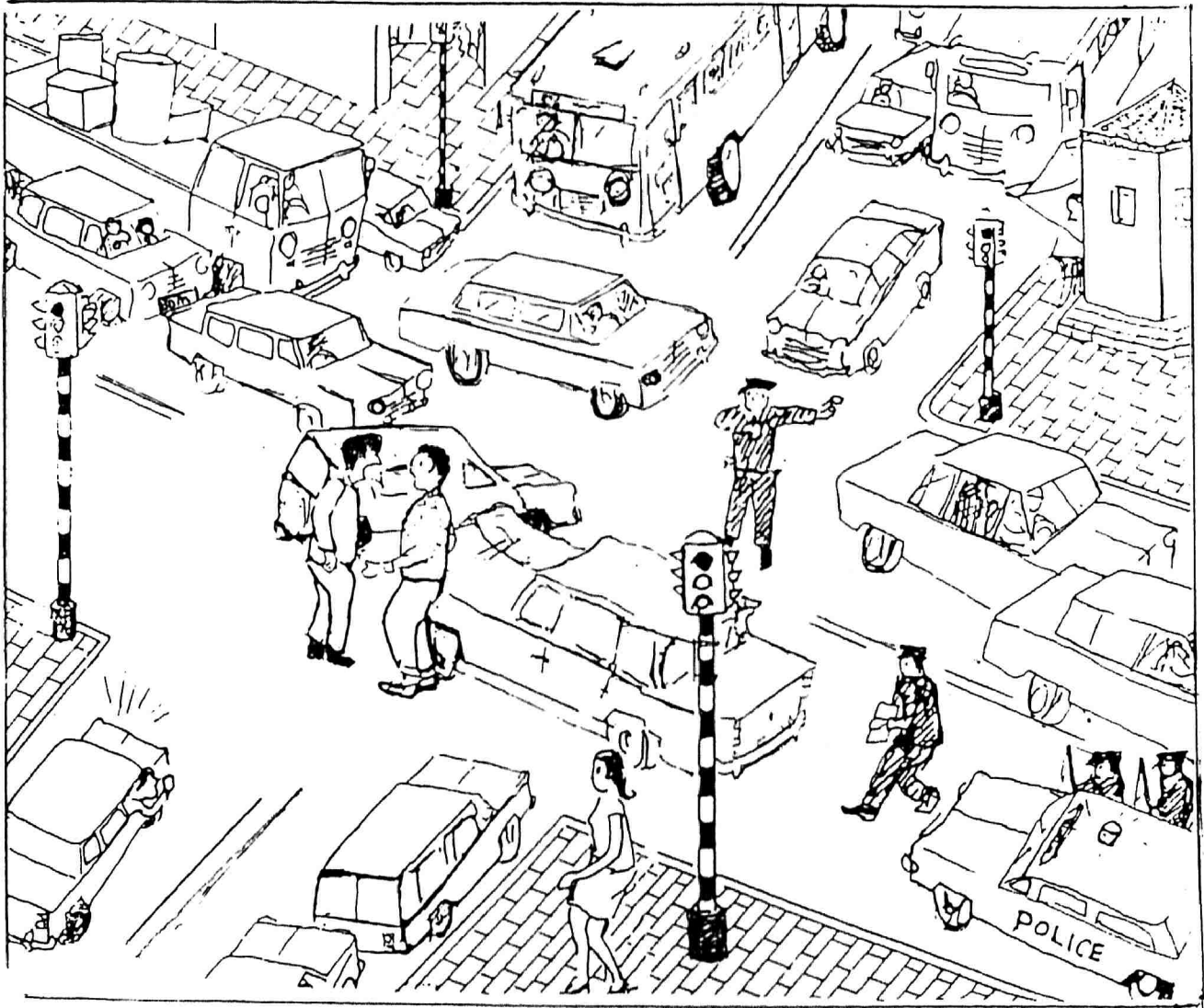
Extracted and Adapted from:

Controlled And Guided Composition Papers No: 3, by
Tongue et. al (1986)

APPENDIX D

A TRAFFIC JAM

You have just witnessed an accident. Write a report describing what happened.



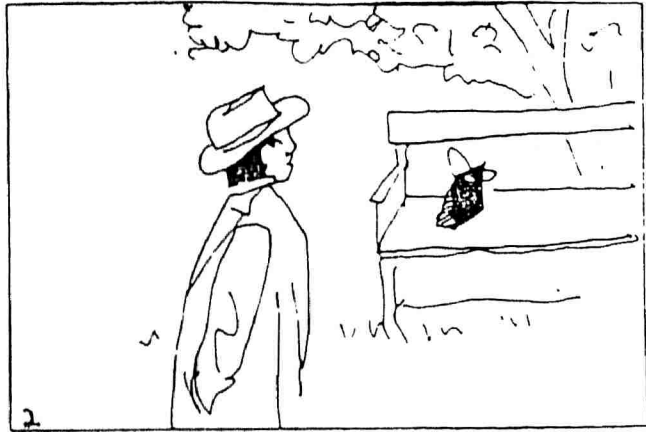
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Controlled And Guided Composition: Occasional Paper
No: 3, by Tongue et. al. (1986)

APPENDIX E

AN HONEST MAN

The four pictures below tell us about an honest man.
Based on these pictures, write out the story.



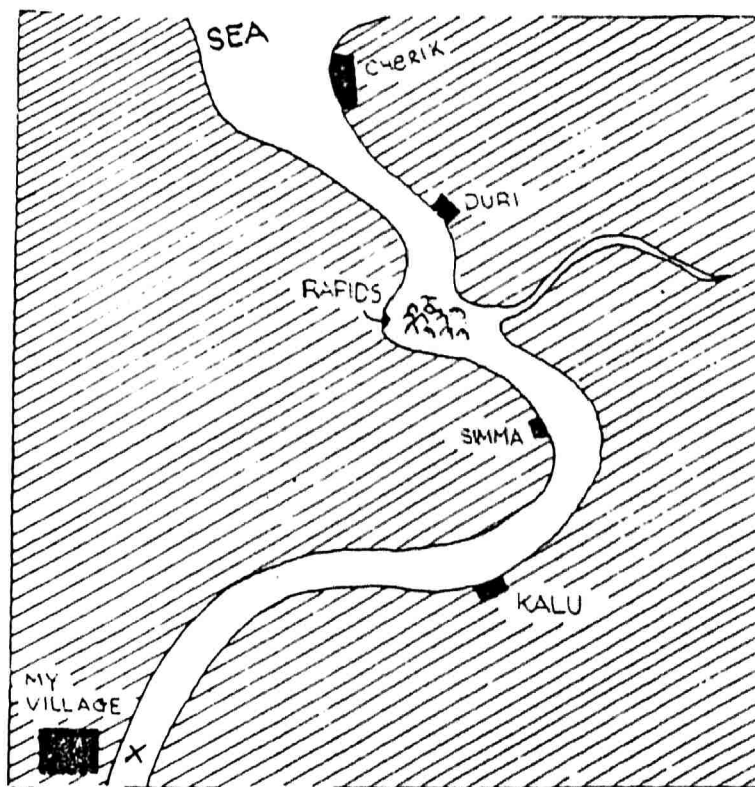
Extracted and Adapted From:

Controlled and Guided Composition: Occasional Papers No: 3, by Tongue et. al. (1986)

APPENDIX F

A RIVER JOURNEY

Write out the journey you took by river from your village marked X to the town called Cherik.



Extracted and Adapted From:

Controlled and Guided Composition: Occasional Papers No: 3, by Tongue et. al. (1986)

APPENDIX G

TEST INSTRUMENTS

ASSIGNMENT ONE

FILL IN THE BLANKS WITH THE MOST SUITABLE CONJUNCTIONS. YOU MAY REFER TO THE CONJUNCTIONS GIVEN IN THE BOXES TO HELP YOU. YOU MAY ONLY USE EACH CONJUNCTION TWICE.

TEMPORAL CONJUNCTIONS

when	after	while
until	before	since

1. he heard the terrible news, he immediately fainted.
2. He was detained last Monday right he returned from Manila.
3. Her father died she was young.
4. Exactly two weeks she had arrived, she sent a cable to her husband.
5. She was mopping the floor I was cooking in the kitchen.
6. I've been in the teaching line I graduated from the university.
7. he was still in the bathroom, the telephone rang.
8. Man exterminated the rabbits, they were the staple food of foxes.
9. He grabbed me and shook me my teeth rattled.
10. Please feed the children you go to work.

11. My parents will support me I find a job.
 12. I've known Reveik I was ten years old.

CONDITIONAL CONJUNCTIONS

if

unless

13. he had a gun, he would have shot the man.
 14. Nobody gets anything they ask for it.
 15. There's no reason why she should have come here
 it was to get free drinks.
 16. I could afford it, I would buy a boat.

CONJUNCTIONS OF PURPOSE

so as to

in order that

17. He bought the neighbouring land extend his house.
 18. Land-owners have put up walls on idle lands
 prevent squatters from inhabiting their properties.
 19. It is best to be concise in whatever you say,
 there may be no misunderstanding.
 20. Syed would like to increase his son's pocket money,
 his son does not feel deprived.

CONJUNCTIONS OF REASON AND RESULT

because	so that
in case	

21. Please speak louder I can hear you clearly.
22. We went by car it was more comfortable.
23. She came early, she could get a front seat.
24. Sham, I am here just you may need my help.
25. I gave her a present I liked her.
26. Siew Leng had agreed to take a sweater the wind blew strongly.

CONJUNCTIONS OF CONCESSION

although	not that
despite	

27. working hard, I failed my exams.
28. I have lived for twenty years in Japan, I cannot read or write in Japanese.
29. I would not give my decision yet at this moment I have decided yet.
30. there were no oak trees anywhere in sight, the house was called "Oak Villa".

31. Reveik continued talking in class anyone seemed to care.
32. dancing regularly, Megan could not master the dance.

CONJUNCTIONS OF PLACE

where	wherever
-------	----------

33. Ali had stood last night, Asha now stood.
34. I went, I found durians for sale.
35. He left it it lay.
36. you go, you will not find inner peace unless you are ready to face up to your problems.

CONJUNCTIONS OF MANNER

like	as though
------	-----------

37. He behaved it was nothing to be ashamed of.
38. Surely you do not intend to live alone she does?
39. He mooed loudly he was a cow.
40. I don't understand why Madhev behaves he does.

ASSIGNMENT TWO

FOR EACH QUESTION CHOOSE THE BEST ANSWER (CONJUNCTION)
FROM THE OPTIONS A, B, C, OR D. YOU MAY CIRCLE THE BEST
ANSWER.

1. Othman did his homework telephoning his
friend about some of the mathematics problems.

A. after
B. since
C. unless
D. when
2. Aisha was just an ordinary kampung girl
she became an international singer.

A. after
B. if
C. before
D. while
3. you arrived last Saturday, you have done
nothing but complain.

A. While
B. Since
C. When
D. So
4. X: Why is Puan Zarina in Hospital?
Y: She had a heart attack she was
playing golf.

A. before
B. unless
C. although
D. while
5. I love swimming I have not been to the
seaside for many years.

A. while
B. until
C. although
D. since

6. I don't know what I shall do I leave school. Perhaps I shall find a job as a clerk.
- A. before
 - B. if
 - C. while
 - D. where
7. The kidnappers have threatened that they get the money soon, they will kill my father.
- A. unless
 - B. if
 - C. when
 - D. before
8. The teacher punished Kailash he would not steal again.
- A. not that
 - B. as though
 - C. so that
 - D. in case
9. Mr. Yong scolded Shalina she did not do her homework.
- A. though
 - B. despite
 - C. if
 - D. because
10. You will not have many friends you are polite and friendly.
- A. if
 - B. unless
 - C. because
 - D. when
11. Azuan behaves he has already won the contest.
- A. as though
 - B. in case
 - C. in order to
 - D. not that

12. Puan Fatimah was baking a cake I went to visit her.
- A. until
 - B. as though
 - C. when
 - D. where
13. You must take your identity card with you you go.
- A. wherever
 - B. until
 - C. unless
 - D. in order that
14. This is the place the murder took place.
- A. where
 - B. when
 - C. while
 - D. before
15. Knead the dough it becomes soft.
- A. before
 - B. since
 - C. while
 - D. until
16. He speaks a foreigner.
- A. as though
 - B. although
 - C. like
 - D. if
17. The doctor has been in the operating theatre six o'clock this morning.
- A. before
 - B. after
 - C. when
 - D. since
18. the bad weather, we went shopping.
- A. Since
 - B. Although
 - C. After
 - D. Despite

19. My father switched off the television I could study.
- A. when
 - B. where
 - C. because
 - D. so that
20. The hockey match went on the heavy rain.
- A. while
 - B. despite
 - C. until
 - D. since
21. We must eat a lot of vegetables we are healthy.
- A. as though
 - B. in case
 - C. in order that
 - D. so as to
22. I'm saving all my money I do not get a scholarship to further my studies.
- A. although
 - B. until
 - C. in case
 - D. so that
23. You may advise her she will heed it.
- A. when
 - B. although
 - C. not that
 - D. in order that
24. Sheila came to school today she was ill.
- A. although
 - B. until
 - C. because
 - D. as though
25. I had completed my homework, I went to bed.
- A. While
 - B. After
 - C. Although
 - D. Like

26. The old man takes his umbrella he goes.
- A. when
 - B. where
 - C. after
 - D. wherever
27. Vijay was listening to music he was studying.
- A. until
 - B. while
 - C. since
 - D. because
28. Please tell me I can buy some local handicraft.
- A. before
 - B. since
 - C. where
 - D. in case
29. He went to Amsterdam buy diamonds.
- A. because
 - B. as though
 - C. in case
 - D. so as to
30. I always keep candles in the house there is a power cut.
- A. until
 - B. in case
 - C. as though
 - D. in order that
31. He stole the food he was hungry.
- A. before
 - B. after
 - C. because
 - D. if
32. It pays to be as civil as possible there may be no quarrels.
- A. if
 - B. when
 - C. because
 - D. in order that

33. Surely you don't intend to boycott the goods
..... the Singaporeans do?
- A. although
 - B. like
 - C. while
 - D. as though
34. He talks he knows the Sultan personally.
- A. until
 - B. although
 - C. in case
 - D. as though
35. I sang just for him he cared.
- A. although
 - B. unless
 - C. while
 - D. not that
36. it is wet, the buses are crowded.
- A. Before
 - B. When
 - C. Although
 - D. So that
37. Do as much revision as you can there may
be no regrets on your part.
- A. although
 - B. in case
 - C. in order that
 - D. as though
38. We shall stay here it stops raining.
- A. since
 - B. until
 - C. because
 - D. before
39. he runs, he'll get there in time.
- A. If
 - B. When
 - C. After
 - D. Unless

40. Always wash your hands eating.

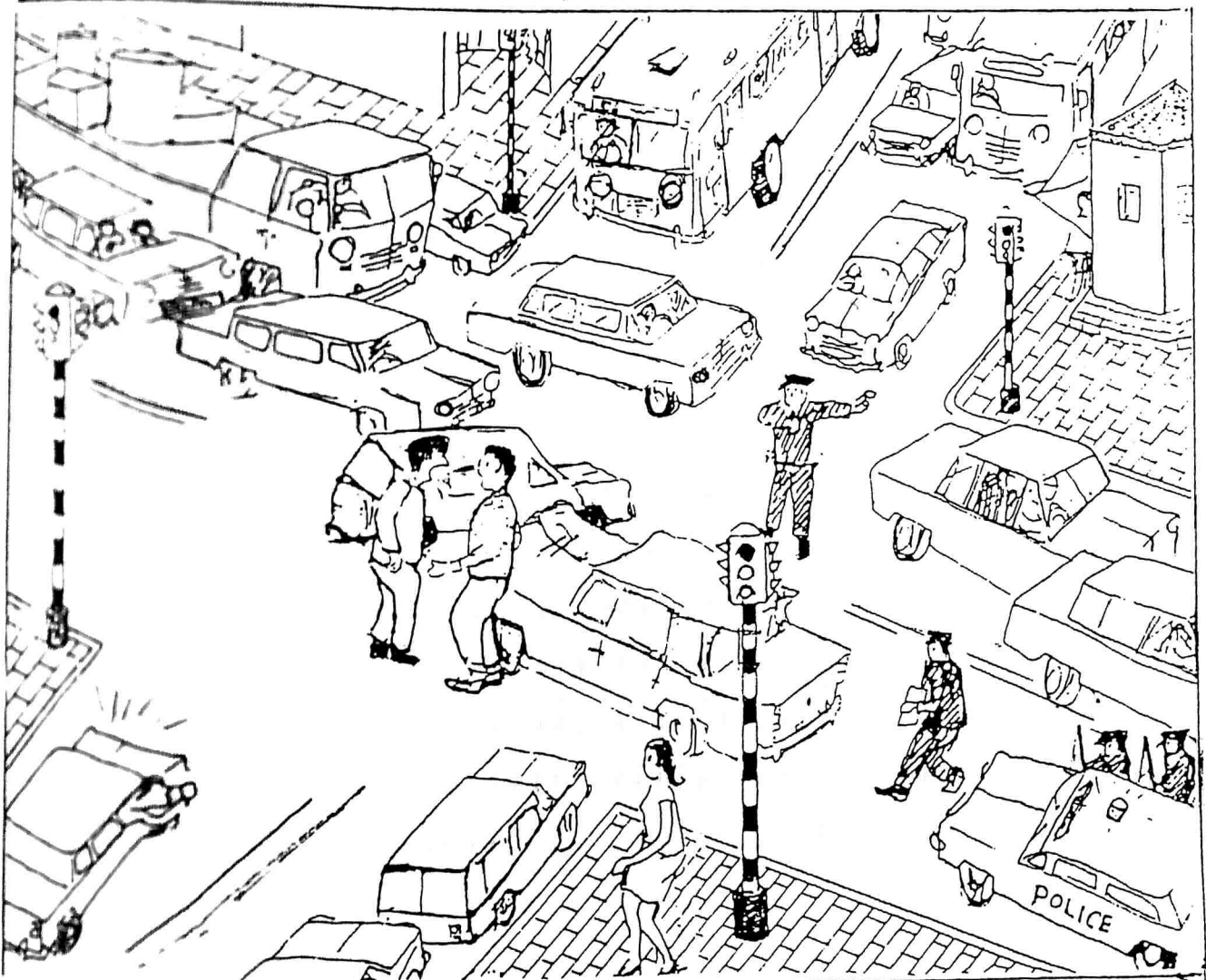
- A. since
- B. until
- C. before
- D. as though

ASSIGNMENT THREE

IN THE FOLLOWING PASSAGE, SOME OF THE CONJUNCTIONS HAVE BEEN LEFT OUT. FIRST READ OVER THE ENTIRE PASSAGE AND TRY TO UNDERSTAND WHAT IT IS ALL ABOUT.

THEN FILL IN THE FOLLOWING BLANKS WITH THE CORRECT CONJUNCTIONS. YOU MAY USE EACH CONJUNCTION ONLY ONCE. YOU MAY REFER TO THE CONJUNCTIONS GIVEN IN THE BOX TO HELP YOU. THIS ASSIGNMENT REFERS TO THE VISUAL STIMULUS GIVEN.

A TRAFFIC JAM



when	while	until	since
before	if	unless	so as to
in order that	because	in case	so that
although	after	despite	as though
not that	where	like	wherever

A TRAFFIC JAM

Life in the city is hectic. (1)..... we go, we may experience traffic jams (2)..... it is a holiday and everyone has gone back to their hometown or village. I remember clearly the traffic jam that occurred (3) the Chinese New Year holidays last year. Many people thronged to the city on a shopping spree (4)..... of the various cheap-sales being held in all the shopping complexes.

My father and I decided to go shopping too. (5)..... eating breakfast, we went by car. We left early (6)..... the roads were crowded. (7)..... driving, my dad commented that (8)..... shifting to Selangor in the sixties, he had never come across such heavy traffic. I kept looking out of the window (9)..... we arrived in the city-centre.

In front of the Sogo Departmental Store, the traffic lights were not working. (10)..... dad saw this, he complained loudly.

"Traffic jams would be a thing of the past (11)..... the traffic lights never break down at moments like these and people learn to give way."

Suddenly, two cars crashed into each other. The drivers got out of their cars and started to quarrel heatedly (12)..... they stood. Two policemen got down from a patrol car nearby and one of them stood in the middle (13)..... direct the traffic. The other policeman persuaded the two men to stop quarrelling and used his radio to contact Headquarters for a tow truck. (14)..... the policemen started to divert the traffic, a long queue of cars was building up and many drivers sounded their horns, (15)..... that would solve their woes. It was difficult to understand why people behaved (16)..... this. Dad said that they honked (17)..... they could show their dissatisfaction and anger.

I feel people should be as patient as possible in such situations (18)..... there may be uninterrupted and effective action taken by the police. People should be

more tolerant (19)..... anyone seems to bother when caught in a jam. (20)..... this prevalent feeling of impatience, we, as good citizens, should try to be more careful when driving. After all, life is too precious.

ASSIGNMENT FOUR

COMBINE THESE SENTENCES USING THE CONJUNCTIONS GIVEN IN THE BOX BELOW.

although	as though	unless
when	before	if
while	after	in order to
because	where	

1. The storm started. The lake had been peaceful.

2. She was smiling. She was really angry.

3. The teacher cancels the class. The pupils will be angry.

4. She read an article on pollution. She understood the subject better.

5. I picked up the telephone. It rang.

6. We registered early. We could get the courses we wanted.

7. Don't answer the door. You know the person well.

8. They were twins. Their mother did not dress them alike.

9. She brushed her teeth. She went to bed.

10. It rains. I will not come.

11. She took up kung fu. She could protect herself.

12. You apologize. I will not talk to you.

13. He learned how to use computers. He could get a job.

14. Toddlers love exploring. They are two to three years old.

15. Laila was washing the dishes. Her mother was cooking.

16. She laughed shrilly. She was a hyena.

17. I was rowing the boat. He was swimming beside me.

18. That is the place. The communists planted a bomb.

19. The teacher was disappointed. They had all failed the examination.

20. This is the house. I was born.

21. She was furious. He had cheated her.

22. His voice boomed. He was a giant.

APPENDIX H

QUESTIONNAIRE

To The Student:

This questionnaire is to find out what problems you face in learning English. Your answers to the questions will be studied. So, please be as frank and as accurate as you can be in your responses. Your answers will not be given marks and they will not be read by anyone except the researcher. If you do not understand a question please ask the researcher to explain it.

Thank you very much for your cooperation.

Mdm. Hema B.S
April 1994

Kepada Pelajar-pelajar,

Tujuan soal selidik ini ialah untuk mengenalpasti masalah yang anda menghadapi dalam pembelajaran Bahasa Inggeris. Oleh kerana jawapan-jawapan anda akan dikaji, jawapan-jawapan anda mestilah jujur dan tepat. Jawapan-jawapan anda tidak akan diberi markah dan tidak akan dibaca oleh sesiapa kecuali penyelidik. Jika anda tidak memahami sesuatu soalan, anda boleh meminta bantuan penyelidik untuk menerangkannya.

Terima kasih di atas kerjasama anda.

Puan Hema B.S.
April 1994.

PLEASE ANSWER ALL QUESTIONS.
FOR QUESTIONS WITH BOXES, PLACE A (/) AGAINST THE MOST
SUITABLE ANSWER.

JAWAB SEMUA SOALAN.
UNTUK SOALAN YANG ADA KOTAK, TANDAKAN (/) PADA JAWAPAN
YANG PALING SESUAI.

1. Name :

Nama :

2. Date of birth :

Tarikh Lahir :

3. Place Of Birth :

Tempat Lahir :

4. Sex : Male [] Female []
Jantina : Lelaki Perempuan

5. Name Of Parent/Guardian :

Nama Ibubapa/Penjaga :

6. Occupation Of Parent/Guardian :

Pekerjaan Ibubapa/Penjaga :

7. What is the monthly income of your parents/guardian?

Berapa banyakkah pendapatan ibubapa/penjaga anda?

RM 300 and below Kurang daripada RM 300	
RM 301 - RM 500	
RM 501 - RM 800	
RM 801 - RM 1000	
Above RM 1000 Lebih daripada RM 1000	

8. Language spoken at home :

Bahasa yang ditutur di rumah :

Bahasa Melayu	
Bahasa Inggeris	
Others (Specify) Lain-lain (Nyatakan)	

9. Do you read English books ?

Adakah anda membaca buku-buku Bahasa Inggeris ?

Yes Ya	
No Tidak	

10. Do you read English magazines?

Adakah anda membaca majalah-majalah Bahasa Inggeris?

Yes Ya	
-----------	--

No Tidak	
-------------	--

11. Do you watch English programmes on television?

Adakah anda menonton filem-filem Bahasa Inggeris di televisyen?

Yes Ya	
-----------	--

No Tidak	
-------------	--

If "yes", name the programme that you like to watch.

Jika "ya", sebutkan nama rancangan T.V. yang anda suka menonton.

(a)

(b)

(c)

12. Do you listen to English programmes over the radio?

Adakah anda mendengar rancangan Bahasa Inggeris di radio?

Yes Ya	
-----------	--

No Tidak	
-------------	--

If "yes", name the programmes you listen to regularly.

Jika "ya", sebutkan nama rancangan radio yang anda ikuti.

- (a)
- (b)
- (c)

13. Have you taken part in any English Language Competition?

Adakah anda mengambil bahagian dalam apa-apa pertandingan Bahasa Inggeris?

Yes Ya	
-----------	--

No Tidak	
-------------	--

If "yes", please specify (Quiz, Speech, etc.)

Jika "ya", harap nyatakan.

- (a)
- (b)
- (c)

14. What are the major problems you face in learning English?

Apakah masalah utama yang anda hadapi dalam pembelajaran Bahasa Inggeris?

You may use Bahasa Melayu in your answer.

Anda boleh menggunakan Bahasa Melayu di dalam jawapan anda.

.....

.....

.....

.....

.....

15. What grade did you get for English in the PMR exam?

Apakah gred Bahasa Inggeris yang anda perolehi dalam peperiksaan PMR?

A	
B	
C	
D	
E	

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APPENDIX I

Performance Of Informants In Whole Test and Sub Tests

Subjects	Test One (40)		Test Two (40)		Test Three (20)		Test Four (22)		Total (122)			
	Correct	Errors	Correct	Errors	Correct	Errors	Correct	Errors	Correct	Percentage	Errors	Percentage
1	30	10	29	11	10	10	14	8	83	68.0	39	32.0
2	38	2	35	5	18	2	15	7	106	86.9	16	13.1
3	30	10	29	11	10	10	17	5	86	70.5	36	29.5
4	15	25	22	18	10	10	5	17	52	42.6	70	57.4
5	15	25	22	18	10	10	5	17	52	42.6	70	57.4
6	38	2	36	4	18	2	17	5	109	89.3	13	10.7
7	16	24	22	18	10	10	5	17	53	43.4	69	56.6
8	16	24	22	18	10	10	5	17	53	43.4	69	56.6
9	37	3	36	4	18	2	17	5	108	88.5	14	11.5
10	30	10	29	11	10	10	12	10	81	66.4	41	33.6
11	30	10	29	11	10	10	12	10	81	66.4	41	33.6
12	30	10	29	11	10	10	12	10	81	66.4	41	33.6
13	16	24	22	18	12	8	4	18	54	44.3	68	55.7
14	38	2	36	4	17	3	16	5	107	87.7	15	12.3
15	13	27	17	23	8	12	3	19	41	33.6	81	66.4
16	24	16	26	14	11	9	3	19	64	52.5	58	47.5
17	40	0	39	1	20	0	20	2	119	97.5	3	2.5
18	17	23	22	18	10	10	13	19	52	42.6	70	57.4
19	30	10	29	11	10	10	12	10	81	66.4	41	33.6
20	15	25	23	17	11	9	4	18	53	43.4	69	56.6
21	30	10	29	11	10	10	12	10	81	66.4	41	33.6
22	15	25	22	18	10	10	4	18	51	41.8	71	58.2
23	30	10	29	11	10	10	12	10	81	66.4	41	33.6
24	38	2	35	5	18	2	16	6	107	87.7	15	12.3
25	24	16	26	14	11	9	5	17	66	54.1	56	45.9
26	21	19	10	30	17	3	8	14	56	45.9	66	54.1
27	17	23	10	30	5	15	6	16	38	31.1	84	68.9
28	24	16	24	16	11	9	6	16	65	53.3	57	46.7
29	10	30	10	30	4	16	6	16	30	24.6	92	75.4
30	24	16	24	16	11	9	5	17	64	52.5	58	47.5
31	24	16	26	14	11	9	8	14	69	56.6	53	43.4
32	30	10	29	11	10	10	10	12	79	64.8	43	35.2
33	24	16	26	14	11	9	5	17	66	54.1	56	45.9
34	30	10	29	11	10	10	10	12	79	64.8	43	35.2
35	24	16	26	14	11	9	5	17	66	54.1	56	45.9
36	30	10	29	11	10	10	10	12	79	64.8	43	35.2
37	24	16	26	14	11	9	7	15	68	55.7	54	44.3
38	10	30	10	30	4	16	6	16	30	24.6	92	75.4
39	24	16	26	14	11	9	11	11	72	59.0	50	41.0
40	10	30	11	29	4	16	6	16	31	25.4	91	74.6
41	30	10	31	9	10	10	12	10	83	68.0	39	32.0
42	10	30	35	5	18	2	15	7	78	63.9	44	36.1
43	30	10	29	11	10	10	14	8	83	68.0	39	32.0
44	38	2	35	5	18	2	15	7	106	86.9	16	13.1
45	30	10	29	11	10	10	17	5	86	70.5	36	29.5
46	15	25	22	18	10	10	5	17	52	42.6	70	57.4
47	16	24	22	18	10	10	5	17	53	43.4	69	56.6
48	30	10	29	11	10	10	12	10	81	66.4	41	33.6
49	16	24	22	18	12	8	4	18	54	44.3	68	55.7
50	24	16	26	14	11	9	3	19	64	52.5	58	47.5
TOTAL	1220	780	1291	709	562	438	461	639	3534	57.93	2566	42.07

APPENDIX J

SAMPLE EXERCISES

Exercise One

Read the two paragraphs. Which one do you prefer?
What is different about each paragraph?

- (a) Examination grades are very important for most students. Admission to good schools depends on good grades. I have been worried about my grades. I was seven years old. I achieved good grades, mostly 'A's and 'B's. I was never satisfied with grades less than 'A's.
- (b) Examination grades are very important for most students **because** admission to good schools depends on good grades. I have been worried about my grades, **since** I was seven years old. **Although** I achieved good grades, mostly 'A's and 'B's, I was never satisfied with grades less than 'A's.

(Note to Teacher: This exercise shows students that the second paragraph, which is syntactically complex, reads better. The subsequent exercises consist of a series of activities which teach students how to embed subordinating conjunctions).

Exercise Two

Step 1:

- (a) A **sentence** is a group of words with a clear, understandable idea. It contains:

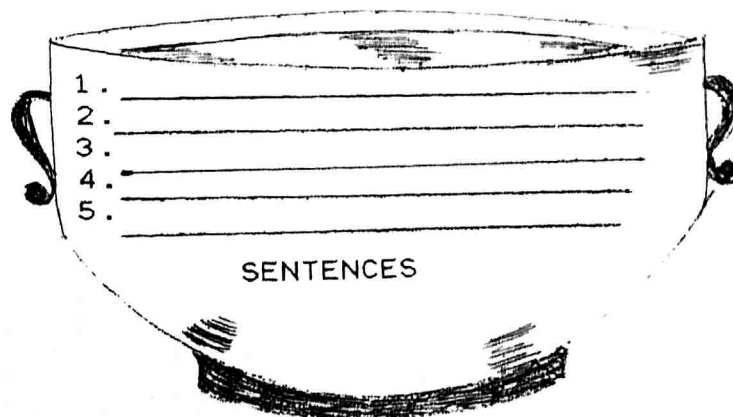
- (a) a subject
- (b) a verb
- (c) a complete idea/thought.

For example, this is a sentence:

George Bernard Shaw | is my favourite playwright.
 (subject) | (verb)
 <----- A complete idea ----->

- (b) Which of the following is a sentence? Identify the sentences and put them in the bowl given below.

I love animals.
 At the corner of the street
 Was very cold
 Stephen Hawkins is a genius.
 Ali wanted to watch "The Lion King."
 Jamaliah gave a beautiful speech.
 Wordsworth did not
 Our Prime Minister was re-elected.
 The universe seems
 Johnny Appleseed planted



Step 2

- (a) A group of words that has a subject and a verb is called a **CLAUSE**. A clause that can stand by itself as a sentence is called an **INDEPENDENT CLAUSE**. A **SUBORDINATE CLAUSE** has a subject and a verb but its idea is incomplete.
- (b) Which of the following are independent clauses and which of them are subordinate clauses? Select and classify them accordingly by writing them in the correct columns. Two examples have been given.

The bus was a few minutes early.
 because she was angry
 unless it rains
 She is a vegetarian.
 while he was swimming
 as though he was a genie
 A cat has nine lives.
 after Churchill's death
 They agreed to donate the amount.
 Rafiq was happy to give up smoking.

COLUMN A INDEPENDENT CLAUSE	COLUMN B SUBORDINATE CLAUSE
0. I went to the cinema. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	0. where there is smoke 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Step 3

- (a) Short sentences can be combined with subordinating conjunctions. A clause with a subordinating conjunction must be joined to an independent clause. Here is an example:

Anne did her homework, | while her mother read a book.

independent clause
(could stand alone
as a sentence)

subordinate clause
(could not stand alone
as a sentence)

In the example above, the independent clause gives the MOST IMPORTANT part of the sentence. The subordinate clause adds information that is interesting but not the essential part of the sentence.

- (b) Given below are ten sentences. Underline the independent clause in each sentence with a blue coloured pencil. Then underline the subordinate clause in red.

1. After the concert, we went home.
2. If I stand on the hilltop, the farms look like stars at night.
3. I read out the letter slowly, so that he could understand its contents.
4. Wherever he went, Johnny Appleseed planted apple trees.
5. While Sathya played golf, Din played soccer.
6. Ah Ling always reads romance novels, until she nods off to sleep.
7. Although Rohani looks serious, she plays a lot of practical jokes.
8. Unless you read more story books, you will not be fluent in English.
9. I enjoy reading Edward Thomas' prose because it describes the English countryside.

10. I have been unable to get good grades, not that I haven't tried.

Step 4

- (a) Each subordinating conjunction shows a different kind of link or relationship, when it links two or more ideas. A subordinating conjunction may show a relationship of time, reason, place etc.
- (b) Below, in column A, you will find examples of subordinating conjunctions. Match them to their types/categories in Column B. The first one has been done for you.

Column A (Conjunctions)	Column B (relationships/types)
1. if, unless	temporal/time manner → conditional
2. like, as though	
3. when, after, before while, since, until	reason and result purpose
4. so as to, in order that	place
5. because, so that, in case	concession
6. although, despite, not that	
7. where, wherever	

Step 5**(a) Temporal/Time Conjunctions**

These conjunctions show time relationships i.e. whether an action/event took place before, during or after another action.

Look at the sentences below. Choose the best conjunction to combine these sentences. Circle the correct answer.

1. you file your tax return, you should check your calculations.
 A. After
 B. Before
2. Old tools and fossils were discovered the highway was built.
 A. when
 B. until
3. I have not seen himwe graduated from university.
 A. while
 B. since
4. Salim knocked on the door I was doing my homework.
 A. while
 B. until
5. This shift of workers must remain in the room the next shift reports for work.
 A. since
 B. until
6. the concert was over, we went to MacDonalds for a cheeseburger.
 A. After
 B. While

(b) Conditional Conjunctions

These conjunctions show a possible situation and its consequences.

Look at the sentences below. Choose the best conjunction by circling the correct answer.

1. They will clean your car they are in the mood.
 A. if
 B. unless
2. you weren't here, she would get angry with me.
 A. If
 B. Unless
3. There is no reason why she should be so pleasant to me it was to ask me for a favour.
 A. if
 B. unless

(c) Conjunctions of Place

These are used to talk about the location or position of something/someone.

Look at the sentences below. Choose the best conjunction by circling the correct answer.

1. Johari said he was happy he was.
 A. where
 B. wherever
2. I looked, I found the same patterns.
 A. Where
 B. Wherever
3. Bart went, people were suspicious.
 A. Where
 B. Wherever

4. they had stood last night, Chen Yang now stood.
- A. Where
B. Wherever

(d) **Conjunctions of Manner**

These conjunctions are used to talk about someone's behaviour or the way something is done.

Look at the sentences below. Circle the conjunction that best fits the blanks.

1. She treats him he was her own son.
A. as though
B. like
2. Is Tara often rude she's been this month?
A. as though
B. like
3. I don't understand why Ramani behaves he does.
A. as though
B. like

(e) **Concessive Conjunctions**

These show contradiction or contrast. One part of the sentence seems to be the opposite of the other part, yet both parts are true at the same time.

Circle the best answer

1. Reveik went on smoking - anyone seemed to care.
A. although
B. not that

2. he is short, he is a good basketball player.
A. Although
B. Despite
3. working hard, I was not given a promotion.
A. Not that
B. Despite
4. he has lived for years in England, he cannot speak English fluently.
A. Despite
B. Although
5. having a full-time tutor, Suresh failed his music test.
A. Despite
B. Although

(f) Conjunctions of Reason and Result

These are used to indicate the reason for something and for causal relationships.

Circle the best answer

1. The telephone would not ring Scarlett had dropped it.
A. in case
B. because
2. She went to bed early she could get up early in the morning.
A. because
B. so that
3. He could not finish building the tree-house he had no time.
A. in case
B. because

4. The police were at the concert any of the fans became unruly.
- A. so that
B. in case
5. He did every thing above board he would not be accused of being unjust.
- A. so that
B. in case

(g) Conjunctions of Purpose

These conjunctions are used to indicate the purpose/objective of an action.

Circle the best answer

1. We registered early we could choose the courses we wanted.
- A. in order that
B. so as to
2. The farmers have built fences prevent the squatters from moving on to their land.
- A. in order that
B. so as to
3. Be as clear as possible there may be no misunderstanding.
- A. in order that
B. so as to
4. He climbed up onto the roof of his house see the floats in the parade.
- A. in order that
B. so as to

Step 6: (Word Order)

Complete each sentence by putting the words below in the right order. Put in the boxes only the alphabets of the options given. An example has been provided.

0., he did not shout at me.

- A. angry
- B. was
- C. although
- D. father
- E. my

C	E	D	B	A
---	---	---	---	---

1. I am tired,

- A. I
- B. slept
- C. late
- D. very
- E. because

--	--	--	--	--

2. Jim would buy a bungalow, man.

- A. rich
- B. if
- C. were
- D. a
- E. he

--	--	--	--	--

3. You will not be allowed to borrow any book,

- A. unless
- B. the
- C. pay
- D. fine
- E. you

--	--	--	--	--

4. They could not begin the match,

- A. referee
- B. up
- C. until
- D. showed
- E. the

--	--	--	--	--

5. You can visit me,

- A. time
- B. you
- C. the
- D. when
- E. have

--	--	--	--	--

6. Roger was reading,

- A. was
- B. while
- C. television
- D. steve
- E. watching

--	--	--	--	--

7. He keeps practising, contest.

- A. so that
- B. the
- C. he
- D. win
- E. will

--	--	--	--	--

8. Anil behaved, be ashamed of.

- A. it
- B. nothing
- C. to
- D. as though
- E. was

--	--	--	--	--

9. It is the government's policy to build factories, in the country.

- A. are
- B. areas
- C. idle
- D. wherever
- E. there

--	--	--	--	--

10. Parents play a significant role in their children's lives,

- A. working
- B. and
- C. despite
- D. maids
- E. having

--	--	--	--	--

(Note to the teacher: This exercise tests the students' knowledge of the position of subordinating conjunctions in relation to other words).

Step 7

Combine the following sentences using the conjunctions given in the brackets. An example has been given.

0. The bell rang. The students rushed out of their classes. (when)

When the bell rang, the students rushed out of their classes

1. He was smiling. He was terribly angry. (although)
-

2. They are nervous. The examination results will be announced in half an hour. (because)
-

3. She retired from her job. She could travel more. (so that)
-

4. He shouted loudly and continuously. He lost his voice. (until)
-

5. They stared at her. She was crazy. (as though)
-

6. The turtle returns to the sea. It has laid its eggs. (after)
-

7. The storm started. The sea had been calm. (before)
-

8. You do that. I shall be very happy. (if)
-

9. Don't bring her. She is calm. (unless)

10. Colourful ferns grew in abundance. There was enough light. (wherever)

11. The land was uninhabited. There were wild flowers. (where)

12. She shouted loudly for help. No one bothered. (not that)

13. The great storm might bring the sea right into the houses. They were forced to evacuate. (in case)

14. They were in school together. They have been good friends. (since)

15. Charles read "War and Peace". Che Puteh painted the house. (while)

16. Fix up a screen. Let in the fresh air and keep out the mosquitoes. (so as to)

17. We phoned the operator. We could get through to the lawyer quickly. (in order that)

Step 8

Combine the sentences below using the conjunctions you have learnt. In some cases, several different answers are possible. An example has been given.

Example: The highway was crowded.
The patrol car did not sound its siren.
It chased a car with two murder suspects in it.

Although the highway was crowded, the patrol car did not sound its siren while it chased a car with two murder suspects in it.

1. Vasantha is very beautiful. She is not popular. She is very proud. She won a beauty contest.

2. En. Razali works in a company. There are many foreign workers. He cannot speak any foreign language.

3. Harry was reading "National Geographic." The phone rang. He did not answer the phone. It was his boss asking him to work over-time during the weekend.

4. Asha's car was making strange noises. She took it to the mechanic. The mechanic checked the engine. He found one of the screws missing.

5. They went to the cinema to watch "The Shadowlands." They went to a coffee-house to have cake and tea. They were hungry.

Exercise Three

In each of the following sentences, replace the underlined words(s) with the correct option.

1. By the time she arrived, all the food had been eaten.
 A. When
 B. Since
 C. Until
2. If you do not study hard, you will fail.
 you study hard, you will fail.
 A. Although
 B. Until
 C. Unless.
3. I'm in a difficult situation in that I have been offered two jobs and they both appeal to me.
 A. because
 B. in case
 C. when
4. Surely you don't intend to lie the way she does?
 A. until
 B. like
 C. where
5. In India, everywhere you go, you will see lots of temples.
 A. if
 B. where
 C. Wherever
6. Should, any questions occur to you, don't hesitate to write.
 A. Since
 B. If
 C. When

7. I've been here from two o'clock.
- A. before
 - B. since
 - C. until
8. Jim stayed with me at the same time as Dad talked with the doctor.
- A. since
 - B. until
 - C. while
9. The football match was telecast live contrary to government pressure to stop it being screened.
- A. despite
 - B. although
 - C. unless
10. I have a phone number as an emergency may be possible. I have a phone number of an emergency.
- A. because
 - B. despite
 - C. in case of

(Note to the teacher: This exercise requires the student to select an alternative which is true according to the information conveyed in each sentence. A knowledge of subordinating conjunctions is necessary for the understanding of the sentences).

Exercise Four (Oral)

The following pair of sentences has been combined, using various subordinating conjunctions. Discuss with your teacher the difference in focus and meaning of each sentence. Remember, if two sentences are combined and they contain ideas that are **not** equally important - the less important one is usually subordinated. Study the example before you attempt the given sentences.

Eg: (a) Seetha is studying Biology because she wants to be a doctor.

(b) **Seetha is studying Biology - not that she wants to be a doctor.**

Example (a) establishes a relationship of cause and effect (reason and result) while example (b) indicates a contradiction or concession.

1. (a) Since he left home, his mother has not seen him.

(b) Because he left home, his mother has not seen him.

2. (a) Roslan is not afraid of being sent to a rural area, although he has accepted the post of a teacher.

(b) Roslan is not afraid of being sent to a rural area, because he has accepted the post of a teacher.

3. (a) After he has graduated, he plans to read Law.

(b) Although he has graduated, he plans to read Law.

4. (a) Lai Jin wants to be a good student, so that her parents will be proud of her.

(b) Lai Jin wants to be a good student - not that her parents will be proud of her.

Exercise Five (Error Recognition)

(a) In each sentence below, the wrong subordinating conjunction has been used. Write the correct subordinating conjunction in the space that has been provided. An example has been provided. In some cases, more than one answer can be given.

0. You will do well in your examination until you study hard.
(if)
1. Knead the dough before it becomes soft.
(.....)
2. This is the place wherever the murder was committed.
(.....)
3. Sheena has been crying while six o'clock this morning.
(.....)
4. Miss Lesley was baking cookies so that I went to see her.
()
5. What cheek! Keenu behaves in order that he has already won the title.
(.....)
6. You will not have many friends if you are humble and polite.
(.....)
7. The singing competition continued although the deafening rainstorm.
(.....)
8. I shall take an umbrella along, not that it rains.
(.....)
9. The children played quietly so that their grandmother was ill.
(.....)

10. Marissa is so thin after she eats a lot.

(.....)

- (b) The letter below contains a lot of errors. The writer has made a lot of errors in the use of subordinating conjunctions. The writer has asked for your help. Correct the errors. An example has been provided.

Dear Rhett,

How are you? Fine, I hope. Fitri and I are fine. I have lots to tell you.

Do you remember the Chan family? Well, Mr. Chan has moved into the house next door. Yes, the house ~~wherever~~^{where} you used to stay. Although his meagre income, he has renovated the house. It is so beautiful now, as though a palace. It seems his wife won the first prize in the lottery draw, in case I believe them. My Dad says that Mr. Chan is a drug dealer.

Where I go, the people are talking about Mr. Chan so that nobody believes his wife struck lottery. Until Mr. Chan came to my neighbourhood, there has been so much gossip and excitement. I too, have never felt so excited after in my life! I had to tell you this news so as to you can confirm whether Mr. Chan is telling us the truth. After all, you have known him while you were six years old.

Do write and keep me informed. I would not want a bad hat living next door to me. I would be happy because you write to me as soon as possible.

Love,

Delima

(Note to teacher: For this type of exercise, the teacher can collect the common errors made by the students and present it as a lesson on recognising errors and correcting them).

Exercise 6 (Story Writing)

Read these sentences. Complete each sentence in your own words. Then give the story a suitable ending.

One morning Hassan and Awie got up early to
 They cycled to a lonely beach where
 Hassan enjoyed while
 Awie enjoyed They both felt happy
 because

A few minutes later, they saw an old fisherman

"Will you lend us your rowing-boat, Pak Cik?" asked Awie..

"Yes, I will but you must give me your word that you will
 if the sea" replied the
 fisherman.

Awie promised and together with Hassan, he pushed the
 boat and They rowed
 towards a small island which
 Although it was small, the island
 When they reached the island, Soon,
 the sky became dark and despite their promise, the boys
 The sea became rough and the boys
 realized

"Unless we, we may get caught in the storm," said Hassan. "Let's go before,," he continued.

Awie too, was worried. His face looked like The two boys began to row quickly - not that The waves were pushing them back to the island.

Luckily, a patrol navy boat saw them. The captain
.....
.....
.....

Exercise Seven (Games and Activities)

- (a) **Game I: "Hide and Seek"** (if, unless, because, until, when) - ORAL. Any object can be hidden somewhere in class while the searcher waits outside (The search may be for a number of objects and it may involve a number of searchers). The teacher converses with the class using controlled structures.

For example:

- (i) What will Cathy find if she looks in your desk/in Julia's desk/in Meena's bag/in the cupboard? etc.

- (ii) Did Cathy look under Rozilah's chair? She did? Yet why did she not find the?
Expected response: Because

or Although Cathy looked under Rozilah's chair, she did not find the? Why?
Expected response: Because

- (iii) When did Cathy find the?

or Did Cathy find the until she looked?
Expected response: She would not find the unless she

- (b) **Game II: "Let's Cook Up A Sentence"**

The teacher may draw three columns on the board (or use three pieces of mahjong paper and stick them to the board with blue tack). The first column will contain pronouns/nouns/names of students in the class. The second column will contain subordinating conjunctions while the third column will contain verbs in their basic form (i.e., 'walk' and not 'walked', 'walks', or 'walking') and adjectives. The grammar word columns/charts can be provided by the students themselves, so that there is student participation. Here is an example of the possible columns/charts:

Column/Chart I	Column/Chart II	Column/Chart III
She He	because	walk swim
Aishah I	until when	big lazy
Scott dog	where	angry
cat boat	in order that	run talk
father	although	

Then select a student to point out one word from each column. For example, he/she may point at 'father', 'because', 'angry'. Other students have to make a logical sentence using these words.

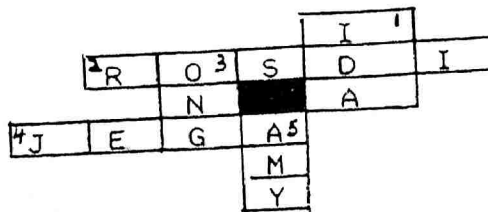
For instance:

My father is angry because I came home late.

Tell the students that they may add other words to make an acceptable sentence.

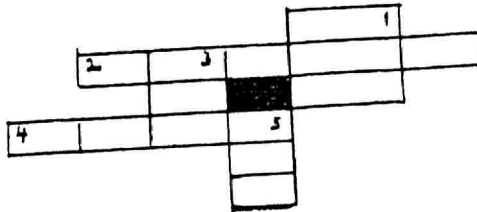
(c) **Game III: "Peer Crossword" - Written**

1. Choose five people from your class and put their names in the form of a grid, e.g.:



Do not show your friends who you have chosen.

2. On a separate sheet of paper, draw the grid without the letters and write crossword - type clues using the Subordinating Conjunctions you have learnt, e.g.:

Down

1. Although she lives 15 km away, she cycles to school.

Across

4. He always listens to music while he studies.

3. Exchange your puzzle with a friend. Ask him/her to solve it.

(Note to the teacher: You may use this game as a group activity. It allows for personal interaction and shows how much the students know about each other).

(Adapted and modified from Grammar In Action Again).

Exercise Eight (Juggling/Transformation)

In the sentences below, juggle the clauses around and rewrite each of the sentences in another way. Make any changes that are necessary but do not change the general meaning of the sentence. Follow the example given.

0. If Vanessa missed the plane to Australia, she would not be able to see her favourite actor in person.

Vanessa would not be able to see her favourite actor in person if she missed the plane to Australia.

1. When Sundari reached the bus-stop, she slipped and fell.

2. Melinda forgot to switch off the lights because she was in a hurry.

3. After the bell rang, the students went into the classroom.

4. Hoe's parents died before the war ended.

5. The burglar had probably entered the house while Puan Hashimah was eating her dinner.

6. The writing was still legible although the ink was smeared.

7. James walked away silently as though he hadn't heard a word.

8. I carry a spare wheel in case I have a puncture.

9. Chye Cheng has worked for us since he left school.

10. Despite his anger, he listened to me patiently.

11. You cannot leave the table until you eat all your greens.

12. He works hard so that he can pass his examination.

(Note to the teacher: This type of exercise is extremely useful for testing the students' ability to produce structures, i.e., writing sentences using independent and dependent clauses, in the target language).