

Handout One

RECYCLING OF ALUMINIUM CANS

Read the following passage and try to answer the questions at the end of this passage. Spend five minutes thinking about your response before you discuss your answers with the other members in your group.

Do you know that the aluminium cans used for packing soft drinks can be recycled for use again? Not many people are aware of this fact. As a result, the aluminium can is one item which is often thrown away as rubbish. The following account tells us how aluminium cans are recycled.

First the cans are collected from rubbish sites, canteens, coffee shops and restaurants by pedlars. These cans are put into sacks so that they can be easily carried.

The cans collected are later sold to collection centres. Here, they are emptied of their contents and fed into a machine to be compressed into bales. The cans are compressed into this form so that they can be easily transported to a recycling factory. Each bale consists of hundreds of compressed cans.

At the factory they are put into a smelter to be melted into liquid aluminium. The liquid aluminium is collected in moulds and when it solidified, it becomes ingots of aluminium.

Following this, the ingots are sent through rollers to be turned into aluminium sheets of the required thickness.

Then the aluminium sheets are sent through cutters to be cut into a size

suitable for making cans.

From here, the cut pieces are conveyed to another machine where they are rolled into new cans and printed with labels.

Next, the cans are checked and the defective ones are rejected. Finally, the cans are packed and sold to factories.

So, do not be surprised if the next time you buy a canned soft drink you see a note saying, "This can is a recycled product".

- 1. Which sentence pattern is mainly used in this passage?
- 2. How would you describe this structure to a friend?
- 3. Are there any rules governing this structure that would be useful for your friend to know?
- 4. Is the doer present in these sentences? Why?
- 5. Is the recipient of action present in these sentences? Why?
- 6. From the passage, can you guess when such a structure is used?

What I discovered:

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Handout Two

Read these sets of sentences and explain what each sentence mean. Work through them first before you discuss your answers with the others in your group.

SET 1:

1. She sold me the book.
2. She is selling books
3. She sells books.
4. She has sold the book.
5. Sell the book.
6. The book is sold.

SET 2:

1. The gate is locked.
2. Lock the gate.
3. He locks the gate every night.
4. He locked the gate last night.
5. He has locked the gate.
6. He is locking the gate.

SET 3:

1. Give Ali the book.
2. Ali was given a book.
3. She gave Ali a book.
4. She gives out the books.
5. She is giving out the books.
6. She has given out the books.

Handout Three

RECYCLING OF ALUMINIUM CANS

You have seen this passage before. Read it carefully. Are you happy with it? Are there any changes you would like to make to it? Work through it by yourself first before you discuss it with your group members.

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Then the aluminium sheets is sent through cutters to be cut into a size suitable for making cans.

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Next, the cans is checked and the defective ones is rejected. Finally, the cans is packed and sold to factories.

So, do not be surprised if the next time you buy a canned soft drink you see a note saying, "This can are a recycled product".

What I discovered:

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Handout Four

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So, do not be surprised if the next time you buy a canned soft drink you see a note saying, "This can is a recycle product".

What I discovered:

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Handout Five

RECYCLING OF ALUMINIUM CANS

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So, do not be surprised if the next time you buy a canned soft drink you see a note saying, "This can was a recycled product".

What I discovered:

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Handout Six

You have just visited a paper recycling factory and witnessed how waste paper is recycled. Below is a description your friend wrote of the process. Can you improve upon the description? Work on it on your own first before you discuss it with the others in your group.

First, waste paper is collect from homes by pedlars. Pedlars is petty traders who go around from house to house to collect waste paper at a very low price. The waste paper are bundling neatly and send to the factory.

At the factory, the waste paper is send into a pulper. The pulper beats up the waste paper and breaks it into fibres. It soaks the fibres in water to soften them. The waste paper was changed into a soft mass called pulp.

The pulp is sending into a separator to remove the impurities. The separator is a huge drum which spins very fast. The impurities removed.

The pulp is send into a mixing chest. Various chemicals was add to thicken the pulp. Dyes also add to determine the colour of the paper.

The thickened pulp is keep in a storage tank for further processing.

From the storage tank, the pulp was pumped into a series of machines and rollers which ultimately transform the liquid pulp into dry hardened paper. Specifically, it involves the following process:

First, the pulp is send through a nylon sieve to drain away the water so that the pulp is progressively hardened.

Next, send it through the rollers to further squeeze out the water.

Lastly, it was sent through a set of hot rollers to dry up the pulp, making it into dry, hardened paper.

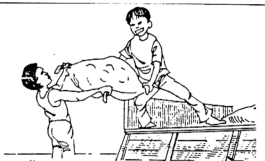
The finished product, paper, were selling to various parts of the country.

Handout Seven

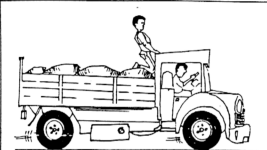
A local soft drinks company is using recycled bottles. With the help of the diagrams and short notes given below write out an article on how bottles are recycled for use.



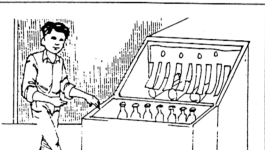
1 Bottles collected by peddlars



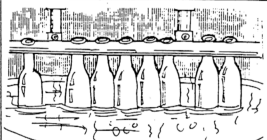
2 Bottles sold to collection centres



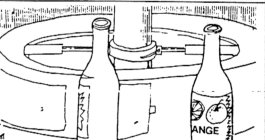
3 Bottles sorted, packed and sent to factory



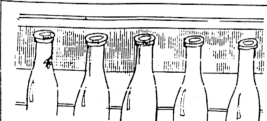
4 At factory - bottles washed in a washing machine



5 Send to boiler and steriliser - to boil and sterilise bottles



6 Send to a labelling machine - to print labels on bottles



7 Send past a checker to check bottles - defective bottles discarded



8 Bottles - used to pack soft drinks

Appendix 2

TRANSCRIPTION OF GROUP DISCUSSION - GROUP 6

Handout 1

- 6d : Now, we are discuss handout one.
- 6a : Answerlah; don't say anything, don't say anything. Just look, just looklah.
- 6b : Say something you can.
- 6a : Say something we are discuss.
- 6d : Satu.
- 6a : The answers are E, C, A, B, B, E.
- T : You have to speak much louder.
- 6c : D, A, B, B, A
- (laughter)
- 6b : Which is the answer?
- 6a : A lah, of answer is A lah.
- 6b : Set 3, Nombor 3.
- 6d : 6b!
- 6a : Number 3, number 3.
- 6b : Hoi Chiew! Hoi Chiew!
- 6d : I don't, I don't understand.
- 6c : What your understnd?
- 6d : EF
- 6b : Oh. You are wrong. Me, me winner!
- 6d : The book is sold.
- 6b : Because I don't know. (Laughter)
- 6d : E,F,A,C,B,D
- 6a : The sentences is passive woh! Not the Ali given the book, but was given the book ooh! But the, but the book was given to Ali.
- 6d : What, which sentences?
- 6b : Oh, yes. I'm wrong. She has given ...
- 6d : He was given...
- 6a : It is mean the, the what? The book is given out, the book. Not the book, the book...
- T : (addressing the-class)
Now. Listen. If your answer is different....No, no, leave it on.. Leave it on. Don't switch it off. Leave it on Right. Now. Listen. If your answer is different from the others and finally after you have discussed and realized your answer is wrong and you want to change your answer - please correct it with a red ink pen. Use red ink. Understand me? Use red ink. So that you know and I know where you have gone wrong. Okay. And also, maybe what you can do is put a tick at the side if it is right. If it's wrong, put a cross. Clear?
- 6b : Let me see. Let me see.
- 6d : You little bitch. This is who answer? Ng Seng Kiat ah?
- 6e : I compare with..

6b : You want to compare with me ah?
 6a : Pintu. Not the pagar. Pintu is gate.
 6b : Same.
 6e : She say pagar.
 6b : Aiya, pintu, pintulah! Pintu, pintulah!
 6c : Saya cakap dengan you.
 6d : M, C, D, B. This is A. He was given the book. The book is sold.
 6a : The book, the book was given to Ali. Not the...she has given.
 6d : Buku sudah diberi kepada Ali. Ah..the book is sold. Buku itu telah
 dijual. Samakah?
 6c : Mana? Where?
 6d : Sama.
 6a : Sama.
 6e : I beg your pardon?
 6c : Nombor...
 6d : Set one, question 6 and Set 3, question 2. Ah..Buku itu sudah dijual.
 Buku itu sudah dijual. Ali telah..
 6a : Because ooh..the book, he said.
 6b : He say what, what?
 6a : He said not write the person who give the booklah.
 6b : I'm the winner. You don't know, you cakap banyak.
 6c : F.
 6d : Buku ini telah dijual. Okay same, samelah, samelah, samelah.
 6b : Not same. She has sold the book. Ali was given the book.
 6d : What is your pandangan?
 6b : Oh yes. You are right. I'm wrong.
 6d : You stupid. (laughter)
 6b : ...
 6a : Stupid. Ng Seng Kiat is a stupid boy.
 6b : Tak perlu cakap-cakap or we are same. I don't know how to talk in
 Inggeris.
 6d : Mari kita bincang soalan lain.
 6b : Okay. Bincang apa? Bincang tiga mushroom. (laughter)
 6d : Semua, semua, semua answer samakah?
 6a : Not like this...
 6d : Aiya, angkat marilah.
 6e : My, my answer is...is...
 6d : ABCDEF, FECADD, EFACD.
 6c : Same, same.
 6b : Oh, oh, samelah budak.
 6d : Who is different?
 6a : Mee Sean.
 6b : Dia sudah jual...
 6c : Sudahlah, sekarang nak tengok sini. Bahagian sini.
 6d : FG ialah! Bahagian inilah!
 6a : Not the G lah, not G.
 6d : Not G lah, E lah.
 6e : C ah, C ah, C ah...

- 6d : Who, who, who, who wrote this? Tang Mee Sian ke? You write what, what, what, what?
- 6b : Dia sudah jual...
- 6c : C. Bincang bahagian ini.
- 6d : CABDEFACDB - Okay, no problem.
- 6b : Jangan bisinglah. Dia sekarang bincang ini.
- 6d : He sold me the book.
- G : Dia menjual buku kepada saya.
- 6d : He is selling the book.
- 6b : Tetapi, dia kata dia sedang jual buku-buku woh!
- 6c : Salah.
- 6d : Salah.
- 6b : Ah Pok sudah salah.
- 6d : Dia menjual buku kepada saya.
- 6b : Dia menjual atau dia telah menjual? Dia telah menjual.
- 6d : Understand.
- 6a : Kerana past tense ini. Dia...
- 6d : You, you ,you want me to explain to you?
- 6e : Why, why, why I can't .. dia sudah jual buku-buku itu kepada saya?
- 6b : Hei, Hoi Chiew, tengok.
- 6d : He sold me the book. Dia telah menjual, eeh!
- 6e : Nah!
- 6d : Sold is past tense lah.
- 6b : Why sold is past tense?
- 6d : Because is past tenselah! Oh ye oh! Dia telah menjual..
- 6b : Dia telah menjual kepada saya. Dia telah, 'telah' past tense.
- 6a : Past tense.
- 6d : Past tenselah.
- 6d : Jadi kita cakap..
- 6a : Had sold, had sold.
- 6d : Hei, you... you...you, talking something..
- 6b : You win. I'm wrong.
- 6d : It's happen already lah.
- 6c : ...
- 6d : You diam-diam sini buat apa? Lim Teng Yoke cakap apa?
- 6e : *What do you call 'fei hua' (nonsense)?*
- 6b : Don't talk rubbish! (laughter)
- 6d : Okay. Nombor 1. Dia telah menjual buku kepada saya. Agree ah?
- 6a : All agree oh?
- 6e : ...
- 6b : Dia telah menjual buku is...
- 6e : Sudah, telah, is or has? Telah is has.
- 6d : Ya, ya, ya. I'm wrong. You right. You right.
- 6a : (laughter)
- 6b : Do you want to look me?
- 64 : ...
- 6d : Menjual, menjual bukulah.
- She sold me the book. She is doer. Doer is pembuat, bermakna ah..

ada, ada oranglah!

6c : How to write oh?

6a : The word 'doer'?

6d : DOER, DOER, doer.

6a : DOER, DOER, doer.

6d : You write Set 1, Sentence 1, doer.

6c : *I don't know how to write it. You do it for me.*

6d : Ah.. Set one, sentences one.

6c : *Full Stop.*

6d : Then doer: She, One, doer.

T :

6d : Reception of..

6c : *Wait a minute.*

6d : Have a doer, no reception. *Like sentence 1. Is there has doer, you want to write here.*

Sentence one. Doer. She sold me the book. DOER. She sold me the book.

6c : She sold...

6d : No, no, no.

6a : This is the reception of action.

6d : Yalah. Only write doer or reception of action.

6a : Which one is reception of action?

6c : First sentences.

6d : I..I not very sure.

6a : He or the book?

6b,6c,6d : The book.

6d : The book ah?

6a : The book.

6d : Dia menjual buku kepada saya.

6e : Buku itu dijuallah.

6d : Ah.. okay lah.

6c : Doer. Nombor 2.

6a : Doer, the same lah.

6d : Doer. She is selling the books. Is selling books, book lah. So the same. Nombor 3, also the samelah.

6a : Also the samelah.

6d : Sama...samalah. 1,2,3,4 pun sama.

6c : Nombor 4, what?

6c : Nombor 4. Also tulis samalah.

6a : The five is differentlah. Only the receipient of actionlah.

6d : No doerlah.

6e : Nombor 5 have no doer.

6a : No doer... lawan, lawan.

6d : Only write in receipient of action.

6c : ...

6a : You are very bad.

6d : Lagi berapa minit, kita lepas sekolah?

6a : Tak tau er.

6e : ...
 6d : The book is sold.
 6a : About, about two periods.
 6d : Nombor 6. No doer.
 6d : Okay. Set 2, set 2. The gate is locked. Receptient of action.
 6a : Number 1. Receptient of action.
 6d : Number 2, same. Number 1 and 2 same.
 6b : Ng Seng Kiat diam sedikitlah.
 6a : 1,2, same doer. Heii. Hei, Hei.
 Doer, what receptient of action.
 6c : Number 2?
 6a : Same with Number 1 lah!
 6b : *You only need to write it once. Why are you writing it twice?*
 6c : Number 3?
 6d : Doer and receptient of action.
 T : Okay. Most of you have finished, right?
 C : Yes.
 T : Now. You realise that there are some sentences that do not have any doer. Alright?
 C : Yes.
 T : Which are the sentences with no doer?
 C : Sell the...
 T : But it has a recipient of action. But where did they place the recipient of action? Did they put it at the back or in front? Okay. Where is its placement? Where did they place the recipient of action? Do you understand me? All right. Discuss where is the placement. Once you have finished switch off the cassette player.
 6a : Number 4,5,6. Both have receptient of action. Can lah. Can lah. And the 2,3,5,6 same.
 6d : Where got doer?
 Yalah. No doer lah. This is Set two lah. Mimpi ke lu?
 6a : Set 3.
 T : Switch on the cassette player.
 6c : Number 1. Receptient of action.
 6d : Number 2 to 6. Doer lah.
 6a : No..no..no.
 6d : Number 2, where got doer? Set 3 woh.
 6a : Ooh. Set 3.
 6d : Set 3 ke. *Why is it that Ali is not the doer?*
 6e : Number 2. Because Ali not the pembawa.
 6d : Dia diberi..
 6e : Ali..
 6a : The book was given to Ali lah. Not Ali given the book lah.
 6b : (laughter)
 6d : You smile, apa-apa ketawa?
 6c : Okay.
 6d : Finish ke? Finish ke? Setiausaha?
 6e : What..what captain?

- 6b : No, Chairman.
 6a : No need to write...just write the name of the group.
 6d : Group what, group 6 lah. We are the group last.
 6a : The last group. (laughter). How to say in Inggeris setiausaha - secretary lah.
 6d : Last grouplah, 6 lah.
 6c : ...
 6d : Okay now. *Lets see what we have discussed.*
 6c : ...
 6a : Writing by Lim Teng Yoke.
 6c : *Don't write that.*
 6a : Organized!
 T : All finished?
 6d : Okay. Finish. finish.

HANDOUT TWO

- 6d : Now we are discuss Lesson two.
 6a : Handout two.
 6c : *It is changed.*
 6a : *Everything is in the passive.*
 6d : Said ketulan-ketulan lah dihantar -
 6a : Dihantarlah, passivelah.
 6d : *If there's a 'di' it must be in the passive.*
 6a : *If there is no doer...*
 6d : Ada, ada. Ini pun bermula dengan kata nama. *All these sentences have nouns in front of them.*
 6a : Ya lah.
 6d : Cakap bahasa. Cakap bahasa.
 6e : Cina! Cina!
 6d : Jangan cakap Cinalah, nanti Cikgu marah.
 6a : Bahasa, bahasa English.
 6e : How would you describe this structure to your friend...
 6d : Soalan 2. Apa jawapan anda?
 6a : Panjang oh! Sangat panjang. Sangat panjang.
 6e : Structure..
 6d : Soalan 1. Passivelah.
 6c : Yalah. Soalan 2.
 6d : *Talk loudly or you won't be heard.*
 6c : Soalan 2 want how to describe -
 6d : Bagaimana memberitahu kawan anda -
 6c : Yalah - describe lah.
 6e : Karangan.
 6d : Karangan inilah. How do you describe this structure to your friend?
 6e : ...
 6d : *What is 'structure'?*

- 6a : Strukturlah.
- 6d : *Does it mean the whole process? Seluruh proses lah. Bagaimana hendak menceritakan seluruh proses ah - recycling to your friendlah, am I right?*
- 6a : Aah. To be ringkaslah.
- 6d : Saya akan memberitahu karangan itu kepada kawan saya dengan menggunakan ayat perintah.
- 6a : Mana boleh - giving instruction.
- 6e : *Does it mean the structure of the passive sentence or the structure of the whole passage?*
- 6a : I think..
- 6d : Sekarang kamu tanya soalan dua? Dia, dia mau kamu ceritakan proses ini supaya kawan kamu tahulah. Bagaimana awak menceritakanlah.
- T : (addressing the class) Now, listen class, you have written your answer at the back, your initial response at the back of the paper. Can you please draw a line across at the end of your response. So that, I know this is your individual work, what you have done and after your discussion, this is what you found out. Draw a line.
- 6a : Passive form.
- 6d : Passive voice ah!
- 6e : Passive voice ah!
- 6a : ...
- 6d : Saya sangka awak 50, 50 sahaja.
- 6e : *The Passive voice sounds more familiar.*
- 6c : *Is it passive voice? More like passive form.*
- 6d : *Stop it if you've nothing to say.*
- 6a : Siapa punya?
- 6d : Ini saya punya ah!
- Do you know what is required in Soalan Dua?*
- Tak tahu ah? Bagus!
- 6e : *Why do I feel as if -*
- 6c : All the -
- 6a : ...
- T : You have not been recording?
- 6e : Sudah.
- T : Did you record or not?
- 6d : Ada.
- T : Okay, what's your problem?
- 6d : *Does structure here mean how to tell my friend about the process?*
- T : Ehm.
- 6d : *That means how I will -*
- T : No. Not about the process but the sentence; this kind of sentence. The structure of that sentence. Okay, which is the -
- 6e : Teacher, teacher. *Would it be right to say - its a passive structure.*
- T : But passive - how to make a passive sentence? People will ask you how to make a passive sentence.
- 6b : Because I write it lah!
- T : write it? (laughter) Ah...but if you're teaching your younger brother,

you know, like Mathematics. You have a formula. You put this in front, then that at the back. If you do this, this must follow. Is there something like this in this pattern?

6a : Can I beg your pardon?

T : Ah.. lets say for example if you're doing Mathematics alright - there's a formula isn't there? And there are rules - if you do this, this must follow. Now in English, alright, now look at this pattern - is there anything like this, is there a sort of formula to it?

6d : *It means how to describe this passive voice kepada kawan saya isn't it?*

T : Ah! Yes! What do you put in front, what do you put at the back. If I use this sentence, what kind of a - this first part, what kind of verb, you've learnt haven't you? Present, past, past participle, which do you use? Understand me or not?

G : Yes.

T : Okay now class. Listen. Okay. Leave your cassette player on. Don't switch it off yet. I understand that many of you have a lot of problems.

C : Of course.

T : Suhh! Yes you are.

S : Certainly! (laughter)

T : Okay. This is what I want you to do. I want you to select one person in your group to come out here and answer these questions. Whatever you can't don't answer. Just tell us, the whole class, what your answers are. Is that clear? Alright. Here, I'm giving you one minute.

6d : *We're so pitiful.*

I will explain this structure to my friend ah..

6a : Use the passive form to..

6d : I will explain to him how the passive sentences made.

6a : No. I use the passive voice to -

6e : Eh!

6d : The question is want you to explain how the passive sentence is made.

6a : Ah!

6d : So you have to explain to your friend lah.

6e : Eh!

6d : How to explain ..itu..binaan ayat.

6e : The sentences -

6a : There will be..describe -

6d : Describe lah! How to describe the structure to a friend lah.

6e : The subject -

6a : For example?

6d : Example, use sentence more easy to understand.

6c : The cans are collected from rubbish sites.

How to you say 'terdiri' in English?

6d : I don't know how to explain.

6e : *How to say 'terdiri' in English? Say it this way -*

The passive sentence is terdiri daripada subjek and prediket.

6a : *But there isn't any subject.*

6e : *Yes there is.* The cans! *The predicate has those you add 'ed' to the back.*

- Use past participle.
- 6d : Guna bahasa lah. Tin, tin, tin, tin (in a sing-song manner)
Tin-tin dikutip daripada, daripada
- 6a : *Its 'dari'.*
- 6e : Dari lapangan sampah.
- 6d : Dari lapangan sampah, kantin, kedai kopi -
- 6c : Contoh-contoh.
- 6d : Dikutip oleh .. oleh
- 6e : Oleh lah - pedlars.
- 6d : Subjek, prediket dimana?
- 6e : Prediket in front of subjeklah.
- T : Now, listen, listen. Ah - can you write down on this paper what you are going to say to the class, okay? Because you are going to answer these questions, those answers you're going to give, can you write it down in the paper?
- 6a : Teacher, if we cannot answer it?
- T : Ah! Then, you answer what you can only, okay?
- 6a : Just leave it lah?
- T : Yes. Just leave it.
- 6e : The ..
- 6d : ...
- 6e : *Hey, speak!*
The sentence of passive voice is terdiri daripada prediket dan subjek.
- 6d : Nombor 1, answer nombor 1 dulu. Nanti mau answer. Tulislah. Saya tak mau tulis lah.
- 6e : *It doesn't matter who writes, its the same.*
- 6d : No. Buat apa? Cepat-cepat. Jangan mainlah! Soalan 1 bagaimana jawab?
- 6a : The passive lah! The passive is, is mainly used in -
- 6d : What? Apa-apa? I beg your pardon.
- 6a : The passive form, *or what is it?*
- 6d : *Now, how do we express it?*
- 6a : Is mainly used in this passage -
- 6e : Hey! Is universally *can or not?* in this passage.
- 6c : The question lah.
- 6d : This passive voice, the passive voice -
- 6e : *Lets say it in this way* - the passive voice -
- 6c : Why this question?
- 6d : Okay, number 2.
Can I use 'always use', mainly use, always use, samelah.
- 6e : *Is this word right or wrong?*
- 6d : Okay lah. I will, will, will, describe, describe this structure to my friend that, that
- 6a : Dengan cara.
- 6d : My friend by giving example.
Ya. By giving a example.
- 6e : By giving AN example.
- 6d : An? An example. By giving an example. What example? Quick.

6c : ... the passive.
 6e : The cans are -
 6d : Example lah. Giving an example lah.
 6e : Example.
 6c : *Isn't there already an example here?*
 6d : Example lah. Example. Okay.
 6c : Okay lah.
 6d : (reading) First the cans are collected, are later sold ..
 6e : Collected from.
 6a : *You don't have to write so much.*
 6e : *Write the whole sentence first.*
 6d : From office,
 6e : Canteens by? *What? We'll write by pedlars lah.*
 6a : In these sentences-
 6d : In these sentences-
 T : (to the class) Are all of you ready?
 6d : No, no, no. From these sentences what?
 6a : We know, we know that-
 6d : We know that-
 6a : The cans are-
 6d : The cans are doer-
 6c : *They usually use 'are'*
 6e : Ah! From this sentences-
 6a : ...
 6d : From these sentences, we know that the subject is what?
 We know that the subject is-
 6a : Is the cans.
 6d : The cans. The cans?
 6e : *No. The subjects are pedlars!*
 6d : The subject is pedlars. Pedlars collecting the cans. Pedlars lah. We know that the subject is pedlars.
 6e : *Say it. You say it.*
 6c : Pedlars.
 6d : We know that the subject is-
 6e : Ei! *Let me tell you this, say:* terdiri daripada subjek, terdiri daripada prediket dan subjek. Subjek *at the back of predicate.*
 6a : Let me ask you: Buku dibaca oleh Ali.
 6d : Ali is subject. Buku-
 6e : Is predicate.
 6d : Buku dibaca is predikatelah.
 6e : *Write; the predicate is put in front of the subject.*
 6d : We know that the predicate, we know that the predicate what?
 6e : Is in front of the subject.
 6d : Is in front-
 6e : Is before, *yes or no?*
 6d : is in front of the subject. In front of the subject. Ah!
 6e : The predicate, the part, eh, the present tense-
 6d : The present tense terdiri daripada-

6e : *Say it this way*, the present tense of predicate is used-
 6d : Ah..no, no, no, no, no, no, the present tense-
 6e : of-
 6d : The present tense-
 6e : of-
 6d : of-
 6e : predicate
 6d : predicate
 6e : Ei! The verb of present sense of predicate-
 6d : The verb, *the verb*?
 6e : Aa!
 6d : The verb present tense of predicate-
 6e : is
 6d : Aa.
 6e : is add 'ed'
 6d : is add what?
 6e : ed
 6d : Is add in ed ah!
 6c : *In the passive, we only use-*
 6e : passive use-
 6d : past participle.
 6c : Use past participle.
 6e : Past participle form is used in that sentence lah.
 6a : Use past participle only.
 6e : The past participle-
 6d : The past participle, the past participle form-
 6e : Is used in-
 6d : Is used in participle-
 6e : Is used for
 T : Are you all right?
 6e : Is used for-
 6d : Is used for-
 6e : for this, this sentence.
 6d : Is used for the
 6e : for the sentences like passive voice.
 6d : For the sentence.
 6e : Passive sentences.
 6d : is used for the predicatelah.
 6e : Ah!
 6d : Is used for the part of predicate. "Di" lah!
 6c : Mana boleh woh? *I don't know what both of you are talking about.*
 6e : *In front of doer, doer have a by.*
 6c : By?
 6d : *I don't know what to write. Could you take turns speaking to me?*
 6e : *Lets continue, you speak first.*
 6a : The past participle form.
 6d : The past participle form. I write, past participle form is used for the part of predicatelah.

- 6c : *Does that mean* the verb in past participle used in the predicate behind the verb ah?
- 6d : Past participle are the collected lah!
- 6e : Ei! *What is 'oleh'?* Sendi name ah?
- 6d : Di lah, dikutiplah.
- 6e : Yalah. *What is 'oleh'?* Ei! *You say it, you said in front of the doer there's a what's that;* for example, by pedlars, by - *what's that?*
- 6d : Okay. The predicate by what, tulis, past participle, collectedlah.
- 6c : Collected, collected is past participle?
- 6d : Eh! Collected. The subject. The subject always-
- 6e : Always following-
- 6d : Always, no the doer.
- 6c : by
- 6d : The doer. How to spell?
- 6e : DOER. Always following
- 6d : Always following
- 6e : with
- 6c : by
- 6e : *by or with?* Followed by.
- 6d : Follwing with, by
- 6c : by
- 6e : *What is 'by'?* Kata sendi?
- 6d : As an...so this sentence...
- T : Okay, are all of you ready? Switch off your cassette player.
- 6d : *Oh no! We've only done so little!*

HANDOUT 3

- 6b : *See where are the mistakes! Check where the errors are!*
- 6c : The cans is oh! *Not* the cans ARE!
- 6d : Tell us how are the- how what?
- 6a :
- 6c : Are!
- .. : How is.
- .. : Wait a minute.
- 6d : How aluminium - correct lah, I think.
- 6e : Yong Wan Hong, Yong Wan Hong, Sini lah! Sini perlu tambah which, which!
- 6d : (reading the sentence) - which is used for -
- 6c : Where?
- 6e : Do you know that the aluminium cans which is used for, which used for making-
- 6d : Which is used for -
- 6e : Which used for *can or not?*
- 6c : Which are, which used for?

6b : Do you know that the aluminium cans which
 6e : Here! The collected cans is -
 G : ARE! ARE!
 6d : The cans are collected.
 (reading) The cans collected are later sold to collection centres. Here they -
 .. : they ARE! they ARE!
 .. : they are!
 6d : They are lah! They are!
 6c : *There are many sentences here which must be corrected to 'are'.*
 6d : (reading) Eh! The cans are.....collected is later - are later?
 G : ARE later
 6e : Ei! Be! *Do we put an 'ing' at the back of 'be'?*
 6d : Be?
 G : (reading through the passage) - be compressed.
 6a & 6b : be compressed - past participle.
 6d : *Do we need to put an 'ing' at the back of 'be'?*
 6b : *Yes we can.*
 6a : Past participle. Because, well, you can either put 'ed' or 'ing' but here its a -
 6d : Past participle.
 6a : Ah! Past participle.
 6d : Speak louder!
 6c : (reading) They are put into a smelter -
 6d : The cans are lah!
 6b : They are.
 G : (reading)
 6d : Easily transported ah? Why add 'ed'?
 6a : Because diekspot!
 6d : Di eksptolah! Bahasa Malaysia - dieksptolah! Dihantarlah!
 G : (reading;mumbling through the passage)
 6c : To be smelted ah?
 6d : They are lah! No there is. The 'is' change to 'are' lah.
 6c : Smelted. To be smelted?
 6b : To be smelted?
 6c : To be?
 6b : Ah! (yes) into liquid.
 G : (reading)
 6d : Is sent, is sent - are lah! Are sent.
 6c : Are sent?
 G : (reading)
 6b : IS! IS!
 6d : Are later sent lah.
 6b : There's something wrong in these sentences.
 G : (reading)
 6c : Sent through cutters to be cut?
 6d : Through the cutters lah!
 6c : Hah? Through the - through the cutters.

G : (reading)...the cut pieces.
 6b : Oh! Oh! *Something wrong here!*
 6d : The cutting pieces ah?
 6a : The cut pieces or the cutting pieces?
 6c : The cutting pieces.
 6d : The cut, cut pieces ah?
 6a : The cutting pieces!
 6d : The cutting pieces! The cut pieces? The cutting pieces. The cut pieces?
 6a : The cut of pieces?
 6b : They cut pieces.
 6d : From here the cut pieces-
 6a : *Its correct. Pieces which have been cut conveyed to another..*
 6d : The cut pieces. The cut of pieces? *Correct?*
 6c : The pieces cut.
 6a : *There's no such thing.*
 6e : The cut pieces. *Its already correct.*
 6a : *Its correct.*
 6e : *Its correct.*
 G : (reading)
 6d : Cut *is a verb.* I think its not correct. *Pieces are nouns.*
 6c : The cut of pieces.
 6d : The cut by pieces lah!
 6a : *No! Cutting - its happening at that moment.*
 6d : The cutted, the cutted lah!
 6a : The cut pieces.
 6d : *Whats the word for it if it has already been done?*
 6a : Cut.
 6d : The cutted pieces lah! *Why can't it be in the past?*
 6c : The what ah?
 6a : *Its not 'cutted'. Whether its in the present tense or the past tense, its still 'cut'.*
 6d : *Oh yes! Then its correct. Its cut, cut, cut. Its the same for past and present tense. Then its already correct.*
 6b : Its correct. *No correction is needed.*
 6c : Hah?
 6d : *'The cut' is correct. Cut, cut, cut. We usually change the form for simple present tense, past tense and past participle.*
 6c : Aha?
 6d : *So its correct. But there's no change here, no change lah!*
 6b : (reading) ..where they are rolled into new cans and printed with labels.
 6d : Next, the cans - ARE lah! Ayoh! Why always 'is'?
 6b : ..and the defective ones - ARE! Ones ARE!
 6d : Ones woh!
 6c : Ones ARE! Ones IS ah?
 6d : IS lah!
 6b : Plural! Ones! *There are many.*
 6d : *When do you use 'is'? Plural? When singular?*
 6b : Ones, *uses is*, Ones are - (struggles to think of an explanation but

unsuccessful).

G : (reading on)

6e : (has only just 'arrived' at the portion 'the defective ones are')
Ei! ONES? Yong Wan Hong, Yong Wan Hong, *is there such a word as ONES?*

6d : (not quite paying attention) Eh? Ah!

(Group ignores 6e's question and continues to discuss the last few lines)

6a : A can of soft drinks ah?

6d : A canned soft drink? A can of soft drink?

6b : Canned! A canned soft drink.

6d : *Do we need to correct it?*

6a : *No, we need not.*

6d : A can of soft drink.

(6e, unhappy her question has not been answered and still puzzling over 'ones' interrupts the discussion to press for an explanation resulting in two discussions going on simultaneously)

(Discussion 1)

6a : *Do you know what it means?*

6b : A canned soft drinks - *it means that it has already been canned.*

6a : (reading) This can are a recycled product.

6b : Its this can -

(Discussion 2)

6e : Eh! Yong Wan Hong! *Do we need to 'potong' 's' for this?*

6d : *Why should 's' be potong?*

6e : *Why is 's' added to ONE?*

6c : Ones, defective ones is, are.

6e : *It refers to only one!*

6c : *Oh no, what are we talking about now? Where are we? Ayoh!*

6d : *This 's' - the defective ones is-*

6e : *Ones is, its correct. The defective one is rejected.*

6c : *Correct. Caneel the 's' at the back.*

6d : *Why must the 's' be cancelled, is there a mistake here?*

6c & 6e : Ones! ONE is rejected.

6d : *Yah! There's no 's' for one. One is!*

6e : *Yes! Thats why we must 'potong' it.*

6d : Ones; *there's no 's'.*

6c : One is rejected. The beautiful girl - one!

(At this point, 6a and 6b have completed their discussion and are annoyed; they join in the discussion about 'ones')

6a & 6b : Ayoh!

6b : There are hundreds of thousand of cans, its not just one can!

6d : *Can 's' be added to 'one'?*
 6b : ONES ah! Can add 's'.
 6e : *Can it be added?*
 6b : *Yes! It can be added.* The stupid ones! Can it be added?
 6e : The stupid one ah!
 6b : *But there are more than 1 stupid person in our whole school - the stupid ones! It should be like that.*
 6e : *You think that should be it? (not convinced)*
 6d : This can are - this can is a recycled product lah!
 6b : Is lah! Stupid ones.
 6c : *How? Cepat, cepat, cepat. Oi! (the boys are fooling around and 6c is trying to get them to complete the handout)*
 This cans are, is -
 G : IS!
 6d : What's wrong with this passage?
 6b : are, are, is, is.
 6d : Kesalahan yang kita dapati ialah -
 6a : is, are, is, are, is, are, (laughter)
 6d : We just want a word. A word.
 6a : Ah, how to say the problem?
 6d : What you mean, I don't know. What you mean?
 6a : Kesimpulan lah.
 6b : Kesimpulan ialah apa?(pretending to be stupid)
 6d : Diamlah!
 6a : We just need a word to say -
 6d : Ah! So - when we meet the, the plural, we use are lah. When we meet singular word, we use is lah! Ah! Understand?
 G : Understand.
 6d : Singular and plural lah. Just singular and plural lah.
 Like the cans is -
 G : Plural.
 6d : Plural, so we use are lah.
 6b : So we use are lah.
 6d : So the can is - singular.
 G : Singular.
 6d : So we use is lah.
 G : Ah!
 (recording stopped)
 .. : We we know that...
 6a : Because the passage did not fill the..
 6d : How to discuss?
 6a : No collected lah in this sentences.
 6d : (reading)Do you know that the aluminium cans...
 6c : *I don't know what you people are talking about!*
 6d : *Its trying to say that you have to add...*
 6a : ...
 6d : Mengapa? Siapa dapat terangkan?
 .. : ...

6d : Subject, predicate lah.
 G : (reading) The aluminium cans are used for packing soft drinks.
 6b : Are! Not which eh!
 .. : Which!
 .. : Are! Are!
 6b : Are used for packing.
 You stupid one! (laughter)
 6d : Which or are?
 .. : Which!
 G : Are!
 .. : I say are!
 6e : Teacher!
 G : Do you know the aluminium cans are used for packing soft drinks, are used-
 6c : Which used?
 .. : Are used eh!
 6e : *It should be 'which'.*
 6d : Which are used-
 6a : *To make it passive, you must say 'are used'.*
 6e : Which used also can ah!
 6b : Cannot!
 .. : Can.
 6e : Which used is more, more, more better.
 6d : The subject is aluminium cans, the predicate - used for packing soft drinks can be recycled for use again.
 6e : *Look here-*
 6d : Subject and predicate.
 6e : You see ah! Oi! Oi!
 .. : Are lah!
 .. : I give my example lah!
 T : How are you coming along? So what have you discovered?
 6d : Singular and plural.
 6e : Is
 T : Singular plural? Okay! Alright! Very good. Singular-plural. So sometime, can you simply use is, are, as you like?
 G : No.
 T : No? So, we were saying that in a process you use the passive structure. Right? And you said that in a passive structure, what do you put in front? What do you put in front?
 G : -
 T : Look at the passive structure.
 6d : Recipient of action.
 T : The recipient of action is in front. Okay.
 Followed by what?
 6a : Verb, verb to be.
 T : Verb eh! Verb to be. After 'be' is what? After 'be' is what? Is a?
 .. : Action.
 T : Action. Another action. Alright. Now, today, our focus is on the

action, recipient of action or on the 'be'?
 .. : The 'be'.
 T : The 'be'. We're looking at the 'be'. And you were saying that the 'be' is sometimes singular or ?
 .. : Plural.
 T : Plural. Isn't it? Do you see that?
 G : Yes.
 T : Sometimes singular and sometimes plural. How do you know whether its singular or plural? When do you use it? Depends on what?
 .. : Whether is, are -
 T : Ah! Is, are, depends on what?
 .. : Depends the word, recipient in front plural or singular lah.
 T : Okay. Depends on the recipient of action, whether its plural or singular. Okay. So what did you learn today?
 G : Laughter
 T : Okay. You learnt that the 'be' in a passive structure, alright, can sometimes be singular or plural. And whether it is singular or plural depends on the ?
 G : Recipient of action.
 T : Recipient of ?
 G : Action.
 T : Action. You think you know what to write down now?
 G : Yah.
 T : Okay? Can write or not? Okay.

HANDOUT 4

6a : How to say the..
 6d : Ah. In the ayat pasif, the verb in a past participle.
 6d : In a passive sentence the verb must use in past participle lah.
 6c : Oh yes.
 6d : Okay write.
 6c : Passive voice..
 6d : Passive sentence must in past participle.
 6e : This way-
 6d : Must lah!
 6e : The past participle must use in the sentence which is passive voice.
 T : Okay. In a passive sentence, in a sentence with a passive voice, okay. After the 'be'-
 .. : be
 T : After the verb 'be',
 6e : After 'be' or after the verb to be?
 T : After the verb to be, okay, after the verb be, it is always followed by another verb.
 G : Eh!(agreeing)

- T : And what kind of a verb is it?
 G : Past participle.
 T : It must be the past participle. You think you can write it down now?
 Okay write it down.

HANDOUT 5

- 6d : *Why is it that many of them have been changed..*
 6a : Giving instruction. Giving instruction is something which has not passed so we cannot use the past tense.
 G : *Thats true.*
 6d : *Thats why we-*
So we can conclude that when we giving the-
 G : Instruction.
 6d : Instruction,
 6a : We must add the present tense.
 6e : We must use, we must use-
 .. : The verb to be must use the-
 6d : Simple present. Simple present.
 6a : The verb to be must-
 6d : ...
 6c : Verb to be must - is or are, is, are -
 6d : *How do we say it? Kesimpulan? Say it Pok See How.*
 6a : Ah?
 6e : *Say it.*
 6d : When we giving instruction lah, when we giving instruction-
 6c : *So long as it is the passive voice, the verb to be must-*
 6d : *This is not the passive voice, its the passive voice but-*
 .. : *Actually the past tense can be used.*
 6e : Ei! Present Continue lah.
 .. : *You can use that when giving instruction.*
 6d : *But not when giving instruction, you can't.*
 .. : *The past tense can be used.*
 6d : *But how can you use the past tense in the passive voice?*
 6b : *Wah, you sound like an expert.*
 6d : *Get lost.*
 6e : *is a*
 6d : *Is and are?*
 6e : *Is, are.*
 6c : *Yes. You said that you cannot use the past tense in the passive voice isn't it?*
 6d : *Ah.(agreeing)*
 6e : *So the verb to be is*
 6d : *Do you know what we're trying to get at?*
Do you know why we want to put 'were' inside? 'Were' is wrong isn't it?