GENERAL INTERVIEW QUESTIONS

Beliefs about English in General
1. What foreign language have you studied or learned? How successful were you? How have your experiences as a language learner affected your beliefs about language learning or teaching?
2. In what ways does your personality influence the way you teach? What are the important influences on your approach to teaching?
3. Students often hold stereotyped views about English or speakers of English. Is this so with learners you teach or are familiar with? What are some of these views and where do they come from?
4. What assumptions about learning do teachers in Kuala Lumpur commonly hold? How does this influence your classroom practice?
5. Why do you think English is an important language?
6. Do you think English is more difficult to learn than other languages?
7. What do you think the most difficult aspect of learning English are? (e.g. grammar, vocabulary, pronunciation)
8. Which dialect of English do you think should be taught (e.g. British, American, others)?
9. Do you think it is important to speak English with native like pronunciation?
10. How does English sound to you compared to other languages you know?
11. What attitudes do you think your learners associate with English?
12. Do you think English has any qualities that make it different from other languages?

Beliefs about Language Learning
1. How do you define learning?
2. What are the best ways to learn a language?
3. What kinds of exposure to language best facilitate language learning?
4. What kinds of students do best in your class?
5. What kinds of learning styles and strategies do you encourage in learners?
6. What kinds of learning style and strategies do you discourage in learners?
7. What roles are students expected to assume in your classroom?

Beliefs about Teaching ESL
1. How do you see your role in the classroom? How would this be apparent to a visitor?
2. What teaching methods do you try to implement in your classroom?
3. What teaching resources do you make use of?
4. How do you define effective teaching?
5. What is your approach to classroom management?
6. What are the qualities of a good teacher?

Beliefs about the Programme and the Curriculum
1. What do you think are the most important elements in an effective language teaching programme?
2. What do you think are the role of textbooks and teaching materials in a language programme should be?
3. How do you decide what you will teach?
4. To what extent is your teaching based on your student’s needs?
5. What is your attitude towards assessment in a language programme?
6. What changes would you like to see in your programme?

Beliefs about the Language teaching as a Profession
1. How would you characterize English teaching as a profession?
2. What changes are necessary in the language teaching profession?
3. What kind of training do you think language teachers need?
4. What kinds of professional development activities best support teaching?
5. What is the most rewarding aspect of teaching for you?
6. Do you think language teachers should be evaluated throughout their careers? If so, what form should this evaluation take?
Specific Interview Questions Regarding the Teaching of Vocabulary.

1. How important is vocabulary in ESL?
2. How important is vocabulary for reading comprehension?
3. What is your objectives when teaching vocabulary?
4. What is the importance of vocabulary?
5. What do you think is the **BEST** methods for teaching vocabulary in a Reading Comprehension class?
6. What materials do you use when you teach vocabulary in your class? Why?
7. What are the main problems you face in teaching vocabulary?
Taxonomy of Methods for Teaching Vocabulary

Definitional

~ Dictionary
~ Glossary
~ Thesaurus
~ Word Bank/Word Log
~ Teacher
~ Student

Contextual

~ Sentence
~ Passage
~ Fill-in-blanks
~ Discussion
~ Picture

Organizational/Based on Semantic Framework

~ Semantic Map/Semantic Network
~ Semantic Feature Analysis
~ Categorization/Classification
~ Analogies
~ Examples/Non-Examples
~ Synonyms/Antonyms
~ Homophones

Mnemonics

~ Paired Association
~ Keyword/Pegword Methods

Structure

~ Roots & Affixes
~ Compound Words
~ Constructions
~ Etymology/Derivation

Others

~ Multiple Meanings
~ Integration with Prior Knowledge
By Ramlah Salim

As I stood on the platform on my way to Sophia University at Ichigaya, my mind went back to my homeland, Malaysia. I just couldn't help comparing the life styles and the people of these two countries in Asia.

Malaysia is not as advanced or progressive as Japan, but modernization has certainly made a great mark on the life style of the people too. But despite all the modern ways, like Japan, Malaysia still retains much of her tradition and customs.

Malaysians still wear their traditional costumes daily, not waiting for formal functions. Malaysia has a diversity of races in the population, and they go around with their varied costumes, too, such as the "kekaya" for the Malay race, the "cheongsam" for the Chinese, "Sari" for the Indians and western dress for everybody.

Even the tribal people who live on the hills or near the jungles wear their colorful attire complete with beautiful beads and other accessories.

Bahasa Malaysia is the national official language of the country. In a multi-racial country like Malaysia, however, many other Asian languages and dialects are spoken too.

Malaysians enjoy a variety of holidays and festivals—a reflection of the nation's multi-racial and multi-religious character. National Day is celebrated throughout the country with parades and processions.

We also celebrate the Great Modern Festival, the Chinese New Year, the birthday of Lord Buddha, Indian's Festival of Lights and Christmas, depending on which religion one belongs to.

But harmoniously, all races will visit each other on all these festivals and that makes them more joyous and merrier. Even the tribesmen and women will hold a gay and colorful harvest festival every year.

These varied people, joined in the various traditional dances too. There are a lot of local folk dances of many varieties. Some dances are accompanied by vocal poetry with witty repartee. Some folk dances depict courtship and there are court dances performed to entertain guests at Royal functions, stage or television performances.

These dancers will wear traditional costumes full of glittering headwear and jewelry.

Malaysia's Royal Dancers perform to entertain guests, wearing their traditional costumes and glittering headwear.

We have a merry kind of folk dance too at weddings, where all the young people will enjoy themselves and who knows, might find a suitable life partner there for the next wedding in the village.

Malaysians are sport lovers too. This is evident in the varied sporting activities such as the traditional kite flying festival, top spinning festivals, boat racing, martial arts and the common sports like hockey, tennis and the rest. However, soccer-football is the country's most popular sport.

These are just some of the festivals and characteristics of the people who enrich life in Malaysia.
Windy Nights

Rumbling in the chimneys,
   Rattling at the doors,
Round the roofs and round
   The roads
   The rude wind roars.
Raging through the darkness,
   Raving through the tress,
Racing off again across
   The great grey seas.

(Rodney Bennett)
Rhythm of the Falling Rain

Listen to the ______ of the falling rain
________ me just what a fool I’ve been
I wish that it would and let me cry in vain and let me be alone again.

The only girl I care about has gone away
Looking for a brand new start
But little does she know that when she left that day
Along with her she took my heart.

Rain please ______ me now
Does that seem fair?
For her to steal my heart away when she ______ care
I can’t love another when my heart somewhere far away

The only girl I care about has gone away
Looking for a brand new start
But little does she know that when she left that day
Along with her she took my heart

Rain, won’t you tell ______ that I love her so
Please ______ the sun to set her heart aglow
________ in her heart and let the love we knew start to grow

Listen to the rhythm of the falling rain
Telling me just what a fool I’ve been
I wish that it would ______ and let me cry in pain
And ______ me be alone again

Listen to the rhythm of the falling rain

_______ patter Oh…
Listen to falling rain
_______ Patter
Muthu and friends

Muthu was thinking of his father's homeland, India. His father was born in India but Muthu is a fine Malaysian. Even though he celebrates Deepavali every year but he is familiar with the varied cultures in Malaysia. His actions of visiting his Malay and Chinese friends during Hari Raya and Chinese New Year shows the characteristics of the Malaysian people who live harmoniously with each other. Muthu always comes up with witty repartee when he talks and jokes with his friends. He is a funny and a witty kind of person. He likes to wear glittery attire with stones on his shirt that sometimes shine like diamond.
1. Conservation of the Turtles

1.1 Comprehension

Read the following passage and then answer all the questions that follow.

1. Do you know that giant leatherback turtles that frequent the beaches of Rantau Abang in Terengganu can claim a relationship with the dinosaurs? Both existed on earth more than 150 million years ago. But while the dinosaurs are no longer around, the leatherbacks are still in existence. This is proof that, so far, they have adapted to the environment. But the question is: how much longer can they withstand the onslaught of Man and the environment?

2. According to a study undertaken recently, it may not be far long before they join the fate of the dinosaurs. The survey shows that the number of nestings in Terengganu has declined from about 10,000 in the 1950's to only 37 in 1995. If this trend continues, extinction is predicted in the year 2003.

3. Many reasons have been put forward for this state of affairs. One of the main causes of the population decline is the over-exploitation of eggs. To the people in Terengganu, the eggs are a delicacy and fetch a good price in the wet markets of the town. It is a common sight to see villagers strolling on the beach with baskets or bags in their hands ready to harvest the eggs as soon as they are laid. For decades this has been a traditional activity. Thus trying to control or stop a lucrative pastime that has been passed down for centuries may be a difficult process. They just have to understand the need for the conservation of the eggs.

4. In addition, the turtles are accidentally caught in fishing nets. This problem has become more serious when trawling was introduced in the state. For ages, the giant turtles have been swimming across the oceans without the least hindrance and then suddenly, when trawling came, they find things in their path which they have not learnt to avoid. When they confront a net, they do not back away. In their effort to swim through, they get entangled. Since turtles cannot stay in the water for a long time without coming up to the surface to breathe, they die of suffocation.

5. 'Ghost fishing gear' is an even bigger problem. These are parts of fishing nets that are either torn loose in storms or old nets which are left in the ocean and are floating around. These are hazards as they are like floating traps to the turtles. In a case off the island of Pulau Tioman, a 'ghost' net was found containing the carcasses of 11 turtles.

6. Pollution is another cause for fewer turtle landings on the beaches. Oil spills and toxic waste products thrown into the sea by passing ships have taken their toll on these creatures. Tests have shown that persistent pollutants like DDT and tributyltin -- chemicals used in paints for ships have an adverse effect on the turtles' growth and their mating habits.

7. Many scientists are now asking. Is there a future for these ancient giants of the deep? In 1951, the Terengganu State Government imposed control over the collection of turtle eggs. In 1969, a total ban was imposed on the consumption and sale of the eggs. The Act ensures that all the eggs laid would be incubated in special hatcheries set up by the government. So far a few million hatchlings have been produced and released into the sea.

8. An important step was taken recently by the participants of the National Seminar on Turtles and Terrapins when they passed the setting up of a National Marine Turtle Trust Fund to purchase eggs and to set up hatcheries with better facilities to reduce the mortality rate of the hatchlings. Another aspect that was looked into was the setting up of a National Coastal Management Committee to look into the effects of pollution on turtles and other marine creatures.

9. However, it was felt that a long term conservation programme through education should be carried out. This can only be effective if it is geared from all levels of society, from the policy-makers to the corporate citizen. With the implementation of these programmes, it is hoped that the turtles will call at our shores in greater numbers in the years to come.
Our body is divided into three main parts, namely the head, the body and the limbs.

Let's start from the head. There are a pair of eyes, a pair of ears, a nose and a mouth on the head. Immediately below the mouth is the chin. The cheeks are at both sides of the face. The forehead is above the eyes. The eyebrows are just above the eyes. Inside the mouth are the tongue and the teeth. An adult has thirty-two teeth while a child has twenty.

The neck joins the head to the body. The shoulders which are below the neck join the arms to the body. Below the shoulders is the chest and below that is the waist.

The limbs consist of the arm, the hand and the leg. The arm and the hand make up the upper limb while the leg makes up the lower limb. The wrist joins the arm to the hand. There are five fingers on each hand. The thumb is the first finger on each hand.

The thigh joins the leg to the body. The lower leg called the shin is joined to the thigh by the knee. The last part of the leg is called the foot. Each foot has five toes. At the other end of the foot is the heel.

A. OBJECTIVE QUESTIONS

Circle the best answer.

1. The most immediate part below the mouth is the
   A eye   C cheek   D tongue
   B chin

2. The eyes are _________ the eyebrows.
   A in   C below
   B above   D by the side of

3. The word 'that' in paragraph 3 refers to
   A the chest   C the waist
   B the neck   D the shoulders
   
4. The arm, the hand and the leg are known as
   A the limbs   C the upper limb
   B the body   D the lower limb

5. The body is joined to the leg by the
   A shin   C chest
   B foot   D thigh

6. Which statement is not true?
   A The wrist joins the arm to the hand.
   B A child has thirty-two teeth.
   C The lower leg is called the shin.
   D The first finger of our hand is known as the thumb.