APPENDIX A

Transcript of Lesson 1

1  T1: ums course book please everybody, we’re going to go through the
2       answers, and then after that I’m going to give you something very very
3       special and you know when I say something very special what that is all
4       about isn’t it?
5  S1: yeah
6  T1: OK let’s go through the answers, um the up, uh quite a while ago I
7       gave you something on page 34, we have not discussed those answers,
8       page 34, um the reading part, we have not discussed the answers
9       because we were waiting for S1, she was in New Zealand, that time,
10      OK? can we go through this, um, only the reading part all the others
11     I think we have discussed so we’ll go through the reading part OK?,
12      I’m going to give you the answers, if you have any mistakes, I think
13      what you need to do is we’re going to go through, not rub it off
14      we’re going to go through why they’re wrong OK?, no you guys give me the answers it’s better that way OK?,
15      um S2 give me all the answers
16  S2: ah
17  T1: one is what?
18  S2: A
19  T1: uh hah, two?
20  S2: C
21  T1: mm hmm
22  S2: B, B
23  T1: mm
24  S2: four D
25  T1: continue
26  S2: five B six C seven B eight B, nine C ten A eleven B twelve A and
27       thirteen is A
28  T1: what happened to you last week?
29  S3: I have some reasons
30  T1: I see, you have some reasons, he is a very mysterious guy here
31      ((laughs)) he is, everything is
32  S3: next week I won’t be coming, I won’t be coming too
33  S2: next week is a holiday
34  T1: it’s a holiday, yup, OK, all the answers S2 gave, are they correct?
35  S4: please repeat
36  T1: very sleepy?
37  S4: no, repeat
38  T1: repeat, S2, please
39  S2: number one A, number two C, number three B, number four D,
40      number five B, number six C, number seven B, number eight D,
41      number nine C, ten A, eleven B, twelve A, and thirteen is D
S5: elephant B or D?
T1: ask him
S2: B, B, B, boy
T1: any questions?, these are the correct answers he got everything correct
T1: let’s go through anything you got (laughs) wrong, which one?, which one?
S5: thirteen
T1: thirteen?, thirteen it says, “it’s easy to find somewhere to leave a bike”
S5: what did you write my friend?
S5: I put donkey
T1: thirteen is D
S5: hah?
T1: you said C?
S2: I said D!
T1: he said D!
S5: I thought he said B oh
T1: there’s proof OK? don’t simply (laughs) OK any other any other answer you want me to go through?,
don’t be shy
S6: six
T1: number six, what did you write my friend?
S6: A
T1: A, and the answer is C, why did you write A?, that’s the question
S1: teacher, YP is not coming today, due to lazy and no transport
T1: laziness and no transport, OK, I think it’s the transport part that’s important, you wrote um A?,
T1: can you go through C for me and find why it should be, why it should be C?, um it says, “buying a bike was a sudden decision”, um
T1: “I started because I couldn’t really bear being squashed in with all these other people on the underground in the rush hour so another crucial thing for me is that I always, I always know how the journey is going to take” da da da da, OK so um “I noticed that during commuting hours drivers are really careful when cyclists are around”, um “no sudden decision” um how did um why, the answer is C, this is a C, I’m reading B, K?, the answer is C (laughs) no wonder, um, “that’s when I had my flash of inspiration, I jumped out of the cabin did the paperwork in fifteen minutes and got on the bike and arrived at the meeting in time”, a flash of inspiration, uh sudden decision, OK?,
T1: what else?, what else?, any other question?
S1: eleven
T1: eleven, eleven is B, what did you write my friend?
S1: D
T1: eleven is B, what did you write?
S1: C
C, that’s fine, let’s go to B, this way of travelling is reliable, which word tells us that this way of travelling is reliable, can everybody find for me because I also haven’t read it OK, so please find for me, why this way of travelling is reliable, “you can’t always depend on public transport for that, in the next, the next six years I’ve been cycling around I have noticed that during commuting” na na na na na don’t write those OK, please ((laughs)) now I’m so conscious now relax

which word? , which word?
you can’t always depend on
you can’t always depend on public transport that part, you can’t always depend on public transport but there’s another one it says, another crucial thing for me is that I’ve always, I always know how long the journey’s going to take, that means when you’re cycling you know OK from here to there it takes fifteen minutes so you can leave the house in fifteen minutes’ time so you take the public transport like a bus, you’re going to be stuck in the traffic jam, you can’t rely on public transport, two sentences OK? any, any other question which one?
teacher basically the whole thing I don’t know also, don’t know what happened,
you weren’t here?, OK, any other question?, done, let’s go to the next page, next part, next test, oh S3, you weren’t around, OK going to page sixty-six, we start from page sixty-six, from the back OK? um S1 did for us “Chasing Tornados”, it and it was a memorable experience ((laughs)) no just kidding OK, um “My Struggle with Cigarettes” we’ll start with that and you weren’t here so I’m going to ask somebody who

are here

S3 tell me all the answers

hah?

just read and cut out words, this is very easy I’m not asking you to do the difficult ones OK?

“usually I’m quite a strong person but I have to admit that I started smoking at the incredibly young age young age of twelve, and then I found myself unable to stop uh, I knew I had a problem”

so you’re cutting “did”? , I knew I had a problem, very nice, continue

“but I didn’t want to admit it, one day, our head teacher insisted”

any mistakes?, no mistakes, continue

“insisted on (very?) on registering me as an addict, and said that for half a term”

OK you need to cut one word out

is on uh

“insisted on” is goes together, “insisted” always goes with “on” so you
cannot cut “on” out there
S3: (bright?)?
T1: mm! , bright , mm mm hmm
S3: um “half a term I was allowed for , to smoke in the car park in the lunch break”
T1: cut something out
S3: “I was allowed to smoke”
T1: allowed to smoke , yes , no for , continue
S3: “I was absolutely amazed , I was also given many advice” , uh wait , many
T1: “many” cut out because advice you can’t count OK? , continue
S3: “and support and the doctor prescribed any nicotine patches” , any
T1: “any” out because many nicotine patches , patches you cannot , you cannot put any in front of ah plural OK? , continue
S3: “my head teacher believed that by getting us to admit that we are , we were”
T1: any mistakes? , any mistakes? , no mistakes , S3
S3: “to admit we were been smoking was helping us get back out self control”
T1: cut , something
S3: been
T1: been yes , we were smoking , -ing form is are was were only in front , not B-E-N OK continue
S3: “the experiment immediately sought me to start smoking secretly in the”
T1: something wrong
S7: smoking
T1: cut smoking? ((laughs))
S7: stop me smoking secretly
T1: ah? , stop me?
S7: smoking
T1: smoking , no “to” , OK , continue S3
S3: “in the school toilets I prevented many of other school pupils”
T1: very nice , no “of”
S3: “from inhaling my smoke , I tried to give up smoking completely”
T1: no mistakes , eleven
S3: “I found it difficult for a few days , but I’m pleased to say”
T1: mm hmmm , no “so”
S3: “that after a week I was no longer interested in smoking”
T1: very nice
S3: “indeed in spite the plenty , the plenty the great”
T1: ((chuckles)) yeah cut something out from there , from the middle
S3: the plenty great opportunities?
T1: plenty great , can you say plenty of? , if you want to put that
“plenty” there, so what should you cut? , if you want to put
“plenty” there must be “of” there, so we must cut the?
S3: great many?
T1: great many, yes!, great many heroes, yes you can say inventors, they
are great and they are many, OK, can?, OK, “plenty” cut out because
there is no “of”, OK?, continue
S3: “great many opportunities I have never smoked a cigarette again in
whole my life”
T1: ((laughs)) in my life ((laughs)) in my whole life, there’s no “my” so in
my life OK?, done
S1: teacher, three correct only?
S1: not including example?
T1: yes, any mistakes?, anything?
S3: teacher is there is there a word “many great”?
T1: great many, many great, great many, great many
S3: great many?
T1: great many, any questions?,
which one?, number?
S5: me, thirteen, “no longer” and “no more longer interested”, what’s
the difference?
T1: no longer and no more longer interested ((chuckles)) OK “but I’m
interested to say that after a week I was no longer interested in”, longer
is ah comparative, in front of comparative can you put “more”?
S5: no
S1: shorter, not more shorter
T1: no “more”, no more interested can, but no you know what I mean?,
OK?, thank you, let’s go to new g-, it’s not new, Kew Gardens OK
let’s go to that one, um, page sixty-five sixty-five, ah we won’t do
“The Legend of Manchester United” because you need to think more
about that but we’ll do “Kew Gardens” OK?
S1: teacher we have done that
T1: I don’t know, some people need to do homework
S1: oh oh oh
T1: ((chuckles)) K we’ll do “The Kew Gardens”, I need somebody to read
for me and
S6
S1: S6
T1: yeah?
S1: yeah
T1: OK, S6
S6: “The Royal Botanic Gardens at Kew is home to the world’s largest
collection of living plants, situated close to the river Thames in
Southwest London the gardens are one of the region’s most popular
tourist attractions, the Gardens are called Royal because of the because
before the government took over the area in 1845, members of the
royal family used to live there, today a large number of people come to
visit Kew’s, three museums and see the forty, thousand different kinds
of plants, currently on display there, every season is fascinating at Kew
, at Kew but at, as long as the winter hasn’t been too heavy”

T1:  hmm!, winter can you say too heavy?, heavy rain, but winter would be
always?, hard, we have learned this

S6:  hard

T1:  hard

S6:  “Easter is a good time to visit, as then it’s possible to see beautiful
spring time flowers in an area not usually”

T1:  what did you write?

S6:  permitted

T1:  permitted?, “not usually permitted to the public”, um no, “Easter is a
good time as there, it’s a good time to visit as that it’s possible to
see beautiful s-spring time flowers in an area not usually open to the
public” it’s a good time to visit and then you say permitted you you
know what I mean? the difference in the meaning, anybody who got
this wrong?

S7:  teacher, me

T1:  what did you write? no not you I don’t want to talk to you

S4:  allowed

T1:  allowed, usually, “spring time flowers in an area not usually, as then
it’s possible to see”, how to, um

S1:  not allowed meh teacher?

T1:  no no the place, it’s a place OK?, it’s a place it’s either open or closed,

S7:  allowed

S1:  allowed

T1:  no it’s either open or closed, it’s a place you go and see it go in uh

Botanical Gardens is either open or closed, so not allowed, ah

S5:  teacher if we want to use allowed must say allowed for is it?

T1:  for, it’s allowed for, allowed for, OK I’ll get the dictionary in a while

maybe its allowed for I don’t know maybe allowed-d allowed to also
can

S7:  teacher!

S1:  allowed to

S4:  teacher it’s used for

T1:  yeah but it’s the the word here is the place is open or closed

S7:  teacher, teacher, question, “allowed” and “permit” different?

S1:  teacher teacher you see open is allowed

T1:  no, no, no, no, ((laughs)) OK now, OK we’ll get the difference

between permitted and allowed in a while I’ll get the dictionary OK?,

no WY I cannot, it’s open or closed OK?, it’s open or closed, OK ne-

read from it my friend

S6:  “In 2002 Kew Gardens was nominated as a possible UNESCO World
Heritage Site, this is instead”
T1: instead? , word number nine , what? , instead and impressive , what an
impressive

S1: oh

T1: anybody got wr- something else

S1: no

T1: no no?

continue

S4: teacher “quite” the answer?

T1: quite an impressive what did you write?

S4: impressive

T1: impressive

S6: um “impressive achievement because only one other botanic garden has
been granted” ah

T1: no no no

S4: honoured?

T1: honoured it’s you are g- we you know we have done World Heritage
Sites what are those , World Heritage Sites ? , ah we have done those

page number everybody

S1: I know Heritage Sites

T1: you all know isn’t it? mm

S1: I got review

T1: World Heritage sites where , nobody can touch those places cannot
develop the places cannot pluck flowers , cannot do anything , those are
World Heritage Sites and , the place is so beautiful that it uh you want
to find the page also , the place is so beautiful that you uh they uh they
are , named this is honoured don’t do anything to this place honour

honour to have that name page thirty-six everybody World Heritage
sites , The Galapagos Island all those species there , nobody can do
anything over there because it’s protected , and you have the Red
Square Moscow , and you have page thirty-eight no not thirty-eight ,
page forty you have the Statue of Liberty and Taj Mahal and then
there’s one street I don’t know that one , K? , those are World Heritage
Sites nobody can touch those , cannot develop cannot do anything , they
are protected places yes?

S7: no

T1: OK (it’s a bit too?)

S7: teacher I really don’t

T1: you’ve been away for so long , don’t miss a class

S7: teacher I have no choice

T1: OK ((laughs)) S6 continue

S1: wait wait wait , S6 need to check the answer

T1: why?

S1: to sure , her answer is hundred percent

T1: whoa , never mind , remember the other day S1 was so courageous

and read all the answers ((laughs)) so S6 cannot , you’re not allowed
to do that, K

S6: “the original botanical in Padova Italy is the world’s oldest and home to a remarkably”

T1: remarkably fine collection yes

S6: “fine collection of rare herbs, interestingly since 2002 UNESCO will consider”

T1: mm hmm

S6: “only one nomination a year from countries which already have a Wor-
a World Heritage site, this is because the instant”

T1: instant?, you like instead and instant this is because

S5: present

T1: present list include, there is a list around three hundred sites, these are the sites that can be protect I don’t know how many I’m just saying three hundred, there is a list, don’t touch Taj Mahal don’t touch the Statue of Liberty there are there is a list, where you cannot touch these sites, so currently this is these are the number one places, these are the places you cannot touch, yes, continue

S1: teacher just now, uh question eleven ah

T1: eleven yes

S1: why is “remarkably?”

T1: it’s a remarkable, what did you write?

S5: teacher what’s the meaning of “remarkable”? 

T1: wait, you think I’m the walking dictionary

S7: human dictionary

T1: OK one for you you will be in charge, you ask too many questions you will be in charge, find out what’s remarkable ah, who’s first?, quick quick quick

S3: unusual or special

T1: unusual or special, remarkable, what did you write those who got this wrong?

S1: greatly

S4: greatly

S7: what’s “greatly”?

T1: greatly no remarkable this um fine collection rare, uh the word the key word is rare there rare herbs unusual OK rare herbs, OK can I continue?

S7: continue lah teacher

T1: ah, we’ll wait, we’ll wait for you

S7: teacher continue lah because I’m so blur

S5: teacher teacher, I also want to ask question three

T1: question three what did you write?

S5: I put C

T1: C

S5: uh no no no I put B

T1: claimed
no “the gardens are called Royal” that’s a name given to the gardens

called no claimed is like uh when the story is not uh true , some let’s say

a lighthouse where a big wave was sitting in the lighthouse and there

was a lighthouse keeper in it and there were stories about this lighthouse

keeper dying just before the photograph was taken the lighthouse keeper

died or something like that with , from the big wave , some people

claimed that the lighthouse keeper died just after the photograph was

taken but this is not the actual story , the actual story is that the

lighthouse keeper came out and checked the waves and then went in so

claimed is not a real story , here um it’s not true , claim it’s it’s not

true , mm go to the dictionary , go see see see see , not true , it’s sort of

giving stories for different explanations

to say something is true or is a fact although you cannot prove it”
ah cannot prove it , yes , cannot prove it but here the Royal family lived

there

teacher you want to ask for ask , for something (?)

no that that’s not the one , (explaining?) is not the one

granted

OK any other questions? , before we continue

identify

which one?

identify

identify

as Royal

identified , as Royal yes as you gave the answer on your own and it’s

wrong , um , S6 continue ,

everybody hush shh

“presently includes only a relatively small number”

mm hmm

“of sites from outside Western Europe UNESCO wants small countries

to be reps , represented on

any questions?

associated

no no no no , in our uh uh , before it says that if you have already

you uh a World Heritage site you cannot put in any more names , you

can only put in one name at a time at a year , so they want other

countries to uh nominate places , so you are representing , different

countries

teacher what is “associated” or “accounted”?

I put accounted
what’s “accounted”? 
accounted for
means what?
I preposition doesn’t go together there, on, accounted, isn’t this a nice class?
teacher or, teacher associated is connected
hand on hang on, associated means?
connected
connected, but you are representing from different, different countries
so?
“associated” meaning is what?
eh which are the words? associated and accounted isn’t it?
I can help you
account, I know you can help me, accounted, I am really bad at this finding places, account of, if you want to put account it has to be accounted of
what is “account-ed”?
account means, uh, written or spoken description of an event
no idea what it is
it’s a description, an account of something like a description of something, OK, if you want to, write account, there are so many meanings for account um
never mind
OK, then the next one is associated isn’t it?, L M N O P Q R S, don’t help me I know I’m slow with this dictionary, asso-, asso-, connected she was preparing to take a job associate something with something, uh “associated” doesn’t go with “on”
goes with?
it doesn’t go with “on”
with it
mm hmm “associated” goes with “with” only so that’s why no associated K?
teacher just now say take account of, this account is noun, accounted is verb
hang on hang on hang on, see see see see
S5 wo zhen blur
you must come to class my friend
teacher I’m
which one which one?, which page?, page nine
page yeah
which one?
take account, eh take account of, not on
so it’s no accounted
accounted, no no no, take account always goes with of, if you want to write something it’s a account on, hang on hang on hang on, account of no account of OK account of, everybody account of OK ah associated with, OK, we are done, do we need to discuss some more? , um S7
do page number sixty-four, homework, and also the Legend of Manchester United, homework, um, K so we’ll discuss then once they finish, OK let’s do something more interesting can we go to page seventy-two?
S7: wow teacher it’s so exciting
T1: I know, I know, I know you’ll thank me for it later OK
S1: what?, I am checking dictionary
T1: OK, seventy-two, everybody, we are writing a formal letter today and you are given a task
S7: ah hah
T1: K let’s read the task and let’s try to write this, um,
I need somebody to write, read for me, S8 would you like to read for me?, mm, “you are the secretary”
S8: “you are the secretary of the college science club, you have seen this advertisement and are interesting in organising”
T1: organising
S8: “organising a group visit you have written some question to ask the museum write the advertisement and the question
S7: read
S1: read
T1: never mind, I we read correctly
S8: “write a letter to the group organiser”
T1: organiser
S8: “organiser of the museum explaining what you would like to do and asking for information on it”
T1: mm hmm, read for me the advertisement you saw, the bl-
S7: this one this one, this one
T1: the white one,
are you OK?
S8: “science museum exh- exhbi-“
T1: exhibition, exhibition
S7: exhibition
S8: “exhibition, the next hundred year, come and find out about your future, over thir-, three hundred exbi-“
T1: exhibits
S8: “exhibits showing this exciting discoveries that, you will that will, affect the way we live, exhibition ten to six including weekend special, discount for education group”
T1: so you saw this advertisement and these are some of the questions you have written, K, these are the things you want to ask this is a letter of
inquiry you, are asking questions, OK, to the organiser, read for me
some more, what you want to ask

S8: “booking, necessary for group, how far in advance?”

T1: since you are going as a group is it necessary to book in advance?, or
sh-, or can we just come in, OK, no need to book, um be, - um, how
far in advance, if we were to book, how far in advance do we need to
book, for the group, OK, it’s something you need to ask, continue

S8: “number of people in a group the, maximum?”

T1: is there (laughs) is there a number of people that should be in a group,
so that’s something you need to ask as well, continue

S8: “photo, flash photography video camera”

T1: flash photography you know sometimes they don’t like the flash, so is
it OK so maybe the exhibit might, I don’t know what kind of exhibits
are there but, they don’t sometimes they don’t like it so, uh camera can
we take videos continue um you can ask um I’m going to make a report
, I’m going to make a report on these trips so I would like to take uh
some pictures w- is this allowed, so all these you ask, OK continue

S8: “refreshment snack bar or picnic place available?”

T1: so is there a snack bar to buy food uh or or if we bring our own food is
there a picnic space in there available you need to ask something like
that, OK now let’s go to part two still, OK let’s look at part two,
who are you writing to actually?

S6: museum, science museum

T1: group organiser of the museum, yes, and why are you writing?

S7: for information

T1: for information, what information will you include?

S7: um bookings number of people in group, maximum, photos

T1: OK OK OK OK (laughs)) how will you write? formal letter or
informal letter?

Ss: formal

T1: in a formal letter you don’t write direct questions OK?, no direct
questions we are going to learn how to not to write direct questions OK?
, can I have a cup of tea that is very direct so how would you change
this to indirect question?

S1: can I have a

T1: no that is direct can I have again, OK going to going to, again I
dropped it, the yellow box at the bottom here, this side, OK, now
where’s the café, instead of asking “where’s the café?” you can write “
, do you think if you could tell me where the café is?” OK?, that kind of
question, don’t write where’s the café

S1: yeah yeah yeah, I know do you think I can have a cup of coffee?

T1: (laughs)) OK so no direct questions in your in your formal letter

OK?, is the café open?, could you please tell me whether the café is
open, now everybody looking at the first direct question, “where’s
the café?”, and how it is changed, “do you think if you could tell me
where the café is” the “is” is at the very end , can you see that? , “where
is the café?” , but the “is” is going at the very end so you need to change
the structure of your question as well , can follow? , K the next one “is
the café open?” also the “is” is also at the very no no the “is” is not at
the very back but “could you tell me whether the café is open?” , not “is
the café open?” you don’t write “could you tell me whether the café ,
where the café is open? , ” wrong OK don’t write like that the “is” must
change the verb must change , OK? , um , let’s go to part three top top
, OK let’s plan our paragraphs , first paragraph of course you are
introducing yourself , so I am the secretary of the science club at which
college? , Chong Hwa college , OK? , write for me like that ,
and what else would you write in your first paragraph , other than
introducing myself?

S1: propose
T1: propose , no , from here from here from here three A
S5: I am writing now to
T1: from
S7: the sentence or?
S3: saying why you saying why you’re
S1: saying why are you writing
T1: everybody , everybody
S3: saying , why you’re writing
T1: so wh- what what , why are you writing actually?
S4: ask for information
S7: for information
T1: I , I just saw the your advertisement on the
S5: saying why you’re writing
T1: ah ah on the what ah the exhibition ah titled name ah the next hundred
years and I would like to enquire some information regarding the
exhibition , OK? got?
S7: no
T1: yes yes , you got it , ((laughs)) K paragraph two what should you
write? , I don’t want to talk anymore , I don’t want to talk anymore
quick ((laughs)) paragraph two what should you write?
S7: start asking questions
T1: asking questions , so let’s follow this , let’s follow our previous part ,
it says “booking necessary for groups? , how far in advance?” , asking
about booking paragraph two and also , asking about , what else can we
ask? , number of people , in second paragraph you ask about the
booking and the number of people allowed in a group , OK? , those
two go to para , second paragraph , third paragraph , what can you
ask?
Ss: photo
T1: ah photograph , ah no you can only put one , asking about , ask about
eating , ask about eating , can we bring our own food , OK , because uh
video cameras and photos go together because paragraph four you can put, photos and video cameras, **paragraph five what would you say?**

**S2:** conclusion

**T1:** conclusion, **how could you conclude?**, how would you conclude?, I am I am

**S1:** I am looking forward to hear your good news

**T1:** I am looking forward to?

**S1:** hear your good news

**T1:** hearing from you and visiting your?

**S1:** museum

**T1:** museum something like that OK?, some phrases are there, **how would you start your letter?** dear sir or madam or dear group organiser?

**S1:** dear sir or

**T1:** sir or madam, **never write group organiser OK?**, **faithfully or sincerely?**

**Ss:** faithfully

**T1:** if you don’t know the name, faithfully, I’ll bring you paper

**S1:** you can stop talking

**S7:** bye bye

**T1:** I have paper for some lucky people I can give you paper right now, see

**S3:** mm

**T1:** oh you don’t want to be lucky, you, all the boys, ((laughs)) I thought I had paper

**S7:** uh teacher you can go out and take it

**T1:** again?

**T1:** OK, dear sir or madam, I’m the secretary of the s-, **you still don’t want the lucky paper?**, this is the lucky paper you know?

**S1:** lucky paper

**T1:** this is the luckiest paper

**S1:** lucky paper, don’t have answer

**T1:** what you need the, shh, **don’t ask S1 to do that**, she’s a very good magician

**S1:** **who? who? who?**

**R:** I saw her

**T1:** you saw her

**S1:** hah?, who saw me?

**T1:** she was around

**S1:** why?

**T1:** she teaches here in the morning

**S1:** oh

**T1:** **OK start**, quick, ah how many minutes?,

**T1:** I will give you half an hour

**S7:** no teacher

**S1:** forty

**S7:** fifty fifty OK? one hour
forty-five, forty-five

fair fair OK OK

teacher, after dear sir and madam need title?
don’t write titles,
don’t follow school style,
please write polite questions no direct questions K?
“tell me where the snack bar is”, no don’t write like that

teacher, give the name of college
ah you just make a name please
Apple College Apple
I am a
secretary of
the science club at or in?
at, at
yes
write then I’ll see OK?, at, at, yes
you are right
both of you are not clear, debating at this actively for
teacher science club of?
at
not in meh?
in ah?
in what school?
college
oh in what college?
ah tell that tell that tell the
in college or at college?
at
teacher just write Inti College Science Club?
who says so?
teacher just write, the Inti College Science Club?
ah yes
no need to write of?
ah yes yes yes, OK BU
Sunway College
I hate Sunway College, don’t ask me why
Limkokwing
go HELP lah, Segi lah
HELP College
teacher, after use, after saying that I am secretary of some club,
some club then just continue with, I
say say why you are writing, Taylor
teacher, I see the advertisement first or, I want to, I write the?
I saw the advertisement
like a KDU College then I am writing
full stop full stop

yeah I’m writing, or I saw your advertisement?

writing you’re always writing wrongly the writing, the spelling, I’ve
corrected so many times

so, I am writing this letter to ask re-?

regarding the exhibition, the exhibition named um, the next hundred
years, at your museum, Taylor’s College is a university or a college?

college, college

they haven’t reached, university level?, there is a difference between
college and university you know, when you reach, certain university,
certain colleges, at at certain point they will name university, you
know so if you haven’t reach university level that means you don’t have
the capacity, capacity, last time was HELP College now it’s University
as well isn’t it?, it’s nice ah, like University and then College

teacher this advertisement I see on the road ah?

no, you check, ah no no, need to read, no need to tell where you saw
I saw your advertisement on, something like that

on my FCE

I saw the advertisement named

on my FCE, page thirty-two coursebook

no teacher I’m writing this letter regarding to the exhi- ex- ex-

shh

ex- ex-

yes, one at a time, one at a time, very important

I am writing this letter regarding to the exhi-

what? what?

exhibit-, exhibition

I am writing this letter regarding the exhibition titled (?), no need to say
which, and instead of saying full stop, you can say and I would like
to enquire some information I would like to ask you some
information regarding the

ask can I use the word “ask”?

yes, S4 how are you doing?

trying

trying, you’re missing one thing, one (zen?), join, join, join, he’s
very sad

no he’s very shy because

oh ho ho, finish quick

teacher, teacher, “I am writing to regarding” or “I am writing
regarding”?

what?

I am writing regarding

I am writing

regarding?

in regard
S1: in regarding?
T1: no no no in regard
S1: I am writing , in regard to , of , of what?
T1: the advertisement
S1: the science museum exhibition?
T1: the science exhibition named , The Next Hundred Years
S6: writing in regard of the
S5: teacher can (put the advertisement?) named?
T1: the exhibition not advertisement , exhibition , named The Next Hundred Years
S5: teacher can we put question mark inside?
T1: yes you can , but you cannot ask direct questions so , it has to be
nicely done like that , why would you want to wonder? , don’t wonder ,
I was wondering , no , you ask questions
S7: I saw your advertisement and I was wondering if I could
T1: you never wonder
S7: no “wonder”?
T1: to ask , some questions regarding the exhibition
S1: how far in advance
T1: how far in advance should you book like they say you want to , book a
group , should I book like three months in advance or two months in
advance or three weeks , cannot book last minute
S1: what is that?
S7: teacher , the second paragraph can I start with firstly?
T1: yes yes that’s the first thing you want to ask
S1: certainly
T1: don’t start with certainly , Kepong College
S7: I don’t know
T1: I would like to enquire , not require
S7: teacher it is necessary to do?
T1: to make
S7: to make booking for groups
T1: educational groups , add in words don’t simply write exact words
there ,
because this is a school trip and you can write educational groups
S3: teacher why are we asking about (booking?)
T1: which one? , asking about booking , is it necessary to , um you can start
like this , um , the group , uh the group is quite large so I was
wondering not wondering , I was , I was wondering whether it is
necessary for , necessary to make , to make uh what?
S2: advanced booking
T1: to make , is it necessary to to book for , a large group , and if it is
necessary , how far in advance do I need to book , something like that
S5: is it necessary to book in advance
T1: in advance , how far in advance , you must tell how far in advance , so
describe your group as well, my group consists of maybe eighty students, again I am changing my story eighty students, or or you don’t need to say eighty students my group is fairly large, and something like that, please add in extra information otherwise if you just write exactly what is written no you won’t get very far.

S1: teacher, can we use “beside” and “for”?
T1: besides
S1: “besides” and “for” “thus” these kind of words?
T1: yes linking words, I have given you a list of linking words use those, at the right place though
S3: “is it necessary to”?
T1: is it necessary to, make a (?) for a large group to make a, to book a, uh uh this is a tour isn’t it?, to book a tour also isn’t it?, so you can include that part as well isn’t it? is it necessary to book, for a tour, for such a large group, when you go to an exhibition you have to book the tour guide, you know for a tour, include extra words, ideas coming in OK?, this is your best friend I see
S6: yes
S4: besides that what can we use?
T1: other than that, besides um, in addition
S4: in addition
T1: in addition to, uh furthermore
S4: thank you
T1: how far in advance, do I need to book
S1: tour is?
T1: is it possible to have a special tour, is it uh, what did you write?
S8: is it possible to
T1: in a group in a group in a group
S8: “is it possible to”?
T1: in a tour
S8: teacher, how far in advance do we need to book?
T1: how far in advance should we, if it is necessary to book, how far in advance do we need to book
S8: if we need to book
T1: in advance for a tour for a group please don’t use contractions
S7: what is contractions?
T1: ah short forms, short forms
S1: doesn’t
S7: did I?
T1: no no no, just reminding, shh, refreshment snack bar or picnic space available, I would be grateful if you could tell me, mm what?
S7: if there is any refreshment
T1: snack bar
S7: snack bar?
T1: snack bar mm, don’t write snake bar,
snack bar, for students to buy some what?

S7: snacks

T1: or if we bring our own food, is there a picnic space available for students to, you can say that since it’s going to be one whole, a whole day so that we there’s a need for students to eat, **add in extra information**, is a

**what are you writing?**

S7: teacher

T1: **so what are you writing?**

S7: teacher, instead of “I would like to”, ” I would be grateful”

T1: where is it? where is it?

S7: last I

T1: I would be grateful, if you could

S1: write already lah here

T1: grateful, oh you’ve written already grateful

S7: grateful would like to, would also like

T1: would like to, if not, if there’s no snack bar then you go for the picnic space space available for students to

S7: bring some food

T1: yes, yes

S7: this one I

T1: last I

S7: I wonder

T1: I would like to, this is very direct, my friend, could you please tell me where the, I don’t want direct questions, **no direct questions, my friends**

S1: teacher, what is this talk about?

T1: since we will be coming for the whole day

S1: **what is that for?**

T1: ah this one you can use for food, besides

S1: furthermore

T1: **add in extra detail** you need to prepare a school report, for our newspaper, we need some picture for our newspaper, **add in information**, snack bar available in the museum if there isn’t any, if a snack bar isn’t available, would it be possible to have a picnic area for our students to have their lunch, something like that, ten more minutes

S7: teacher how to spell photography?

T1: photo G-R-A-P-H-Y, **quick quick**

S4: signature is left-hand side?

T1: ah which, just at this corner there

S7: teacher, last paragraph I look forward hearing from you and visiting you, your museum

T1: your museum

S7: **that’s all?**

S1: two hundred words, I forget where should I count
T1: he, blame him, he's the one
S1: I need to count again, (laughs)
T1: you blame him, don't blame me, ah hah hah, no no no no, S4, S4,
S4 here, don't write name in front on top, not at school OK
T1: the blame him, he's the one
S4: ah like that ah?
T1: mm I'm the secretary, you can introduce like that, but the name has to
be at the bottom, don't write your name at the top
S4: OK
T1: don't write the name at the top
S7: yeah, I am S4, the secretary, not like that, I am the secretary of, and
the name is at the bottom
S4: it must be something like this ah?
T1: mm oh you changed your college to a school, to a college, collage,
collage, change collage
to me, I don't want to mark so much
S4: it must be something like this ah?
T1: teacher, it's OK
S7: everything is correct, and then don't pass it to me
T1: you can, you can, contend
S7: you can, you can, contend
T1: don't pass it to me then if everything is correct, ah
S4 red pen, red, red
T1: thanks, why I have saw, I saw, if you put have, it's always seen, no
contractions
S4: contractions?
T1: I'm cut, ten marks for that
S1: teacher, what is another name of essay?
T1: composition, so?, why so?, I am don't write so it's like hey you
what's up what's up what's up like that you know, very informal,
that's why, I am writing to ask for some information about your, how
to change this one, as we can make necessary
S4: preparations
T1: necessary preparations, you are hanging all your sentences
S4: if I use, or,?
T1: no, it's either this or this isn't it?, this would enable
S4: us
T1: the students, to prepare, for the rules, in addition I would also like to
ask for some information, what is this?, about, don't write, that's
all, OK?, don't write, that's all,
just write we are looking forward to hearing from you and,
visiting, not that's all for today, this is bad, this is bad, this bad,
hanging sentences, bad, mm, what should I give you?, all the
information are included, but your problem is, sorry, I'll make you
happy, who's not done? who's not done?, I need, what should we
do?, we have twenty minutes, how about?, how about?
S1: no no no no
S7: teacher, don't flip the book
S1: hide and seek
T1: this is my
S7: hide and seek
T1: you see I told you write that, write that down, they don't want to study
S1: hide and seek, now you can see
T1: OK last week I was supposed to give you a you know homework and
the good news is
S1: you lost
T1: no I didn't bring the book, so this is bad, this is bad, uh what shall we
do?, because she wants to record everything we say
S3: who is she?
T1: you're too late, no she's doing her assignment, she's doing her Masters
of English as a Second Language, so she's recording everything we say
of ESL, it's her assignment so if she doesn't do well she'll fail, so you
guys must speak very properly, so she can, OK shall we do one part?
Ss: no
T1: and another part and another part?, um you haven't passed me this
by the way
S7: what's that?
S1: what's that?, test paper?
S7: teacher I didn't come also, teacher
T1: you are not included in our conversation, until you come regularly, uh
we have done tourism is encouraged, is good for our country, for a
country, the debate we have done this debate, OK let's do this, I need
to make a photocopy, so relax, talk about something nice, OK,
the printer is really difficult OK, now remember, speaking test, which
part is this?, part one you are giving information to the examiner, part
two you are describing a picture comparing and contrasting, part three,
you are doing, this one, you are discussing with your partner and
coming to a conclusion, negotiating, suggesting, and at the end of the
day you are choosing one picture, part three, so this is part three
actually, let's go through this, um, you will be given a question but
you won't be able to read in your speaking test, the examiner will be
saying to you, like this your society wants to raise money to buy some
new ah very slowly not as fast as this OK, to buy some new equipment
look at the options below and decide what the best method to raise the
money would be, discuss them and agree on the best way for each
method he she wouldn't say for each method think about OK?, this is
just an exercise for you practice for you, OK, so now what is, what are
the best things you need to figure out OK? , um how much money
would you need to start with , how long would take how easy it would
be for you how successful it would be , now to raise money , write
letters asking in for money , how many of you think this is the best
way to raise money for a , to buy new equipment , write in letters ,
hey we need some new equipment please give us some money
S1: no
T1: there’s no personal touch in your discussion you will say let’s talk about
writing letters do you think this is a good idea , asking question is an
asset in your exam , you must involve your partner as well ah , you say
no good you lose marks OK? , what do you think of writing letters and
getting the money and then the other person will say ah this is not a
personal approach , talking and this will say oh yeah I agree let’s go to
the next option busking
S1: good
T1: busking means , it’s not begging , busking means like you see on the
road people playing violin , dancing , then there’s a hat there , that you
must put some money , that’s busking , in Malaysia is it very
common?
Ss: no
T1: no no no no , but in Australia , Western countries it’s very common OK
busking ,

ing English please , like you go on the road and you do some
magic , then some people go put money
S1: ah? , who? , me?
T1: busking
S2: not bad
T1: but , this is to buy some new equipment , not only one , some new
equipment
S7: like?
S3: it’s not successful
T1: it might , you might not be able to raise enough money isn’t it? , OK so
somebody would say ah this is a good idea but we need to get some
people with talent , how to get people with talent , what I can only
dance but not many people would wanna see , it’s very personal OK , it
doesn’t matter when you talk , I would be talking like that OK? , so
busking and then somebody will say ah , we need to buy quite a number
of equipment so I believe we can’t raise enough money to buy this ,
let’s look at another option , how about sponsored parachute
bungee jump? ,
how to raise money for this?
S3: no no
S7: you jump one time , you get money
S4: one dollar one jump
S5: suitable geography location to do bungee jump
suitable geographic location like? Penang bridge, the KLCC, KL Tower, KL Tower, how does this work?, sponsored teacher, you jumping one time you get hundred thousand bucks no no, you have to get celebrities to do this isn’t it? yeah and also it’s like sponsored golf tournaments where if they win, the charity, some company will give million dollars to one charity, something like that, have you I I don’t teacher if it’s the you jump one time, you get one hundred thousand bucks who’s going to sponsor? yeah, who sponsor that? teacher equipment for the bungee jumping is sponsor sponsor? how would you raise money? yeah teacher, you get paid, you jump one time you get paid I don’t think that is how it works teacher, you get paid, you jump one time you get paid I think this is all about celebrities isn’t it?, picking the right celebrity, let’s say, ah, you like who? Britney Spears Brad Pitt, uh why Britney Spears?, why would anyone say Britney Spears? teacher teacher, like I, I don’t dare to jump it, and I ask a person to jump it, so I paid that person understand?, it’s just a business lah hah charity like that you have any idea how this works? I think I only know uh this golf, I always watch uh forced to watch golf tournaments OK, because that’s the only channel we’ll be watching at certain time of the day, celebrities like, let’s say, I don’t know who very famous people, they play in golf tournaments, and then any time this celebrity wins, let’s say, when you hit and that thing goes in the, whole uh uh that golf then this organisation, let’s say Petronas, will give, this charity like, breast cancer charity, one million ringgit, like that that’s, how it works that, I only understand golf, uh, this one would be similar as well let’s say Brad Pitt goes and jump, maybe, uh, let’s say, who is that IBM guy?, who’s that IBM guy? can say Bill Gates? Bill Gates will give, hundred million to me ((laughs)) to buy the
equipment something like that I think OK? , um how do you um , what do you think about this , raising money? , nothing? , is this a good way?

S4: it’s hard
T1: it would be quite hard to get the right celebrity isn’t it? , and to create the buzz and this is like creating the media to come in , this would be quite hard I guess , maybe yeah? , I don’t know , I don’t know , OK

next one , making and selling something

S2: mm
T1: this is what you do in school isn’t it?
S1: yes
S4: no
T1: no? OK

how far do you think this would be successful?

S1: take long time
S5: can find a cheaper sponsors
T1: sponsors? , cheap sponsors?
S5: provide , providers
T1: students will bring in the food and sell
S4: cause you need money for the materials
T1: as well as isn’t it , so you can tell agree disagree agree disagree OK , when you’re talking , how about washing cars?

S5: this is a good idea
T1: charity car wash?
S5: we have , people to do it , our club members
T1: yeah and in Western countries there’ll be girls washing the cars and then men will go and , you know , have you seen in TV?
S1: yeah
T1: yeah that could happen , yeah you can come in your car and then they will wash for you , then , I’ve seen this movie , there’s one , they want to raise money and then the girls very sexy you know , they , they set up , please don’t record that ((laughs)) , they set up , they set up , one ah ladies car wash area and then the boys also want to raise up money and they set up another one , but then the boys they never got any customers because the girls got customers and the boys were like , when are we gonna get customers , it’s a good movie you must watch that it’s a very nice movie OK? so raising money car wash I think it’s possible because you only have to buy the cost is very little isn’t it?
S1: yeah
S3: mm
T1: mm hmm and then you just wash and scratch people’s car , because you don’t know how to do those things OK but then that’s a good idea , OK

now is a raffle
S3: what’s a raffle?
what’s raffle?

raffle means like one dollar one dollar one dollar people will buy you know , it’s like , no he doesn’t know , you tell in English

something

like jackpot

it’s not like , yeah , raffle like , one ringgit one ringgit you buy your tickets you know

yeah

it has a number then you put in something

something like lucky draw

lucky draw

yeah lah , yeah lah

so people can buy with one dollar one dollar and you can make like one million dollars , and then the prize would only be five hundred ringgit , ((laughs)) do you understand the concept?

yes

so maybe a holiday to Bali , but the amount you collect might be like a holiday to America you know , so the money is a lot the amount you collect but you’re only giving the prize as to go to Bali only Indonesia , something like that raffle , organising a concert or party

yes yes yes

mm

school concert or party

that’s a good point

I think this is a good idea isn’t it?

you only need to dance

you can invite celebrities

invite celebrities

yeah our school did

who came? , Jay Chou?

no , Daniel

oh he’s not very handsome , ah if Jay Chou come I’ll go to your school , uh that could be that would be nice also organising everybody can have fun as well it would be easy as well isn’t it? , organising a party and decoration , street collection

no

no

you don’t go and simply collect isn’t it?

teacher , actually street collection just the result will be same , with busking

I think the street collection , the result wouldn’t be the same as busking

busking more better

yes , better because street collection some people is this genuine? , uh are they going to buy an equipment , uh you see when you are eating at a restaurant and then people come and show you something and then
they ask for money you would be thinking whether this is really genuine
you know, so not simply just giving money like this, busking would be
better, so if you were to choose what would they at the end of your
discussion you have to choose one, and dis ah you have to agree to
each other so, ah **would you like to do it pairs?**, maybe that would be
nice, talking talking talking, talking yeah, **two, two, two, two, two, two**

S7: hah?
S4: **now?**
T1: OK um no no no you have an idea what you need to do for pap-, uh,
for part three for speaking paper isn’t it, when we are really doing our,
when we really do our speaking test I would expect you to do OK, I’ll
take you outside and make you do until you perfect your speaking skills
, not to worry
S5: **why outside?**
T1: uh?
S5: why outside?
T1: outside, so nobody will disturb you, I’ll book another classroom
S4: teacher, I don’t have a partner
T1: I will get you a partner
S1: yeah
S4: he is someone I know
T1: **someone you know?**, from Kepong then
S4: never mind
T1: I’ll get you somebody from Kepong, OK, **do not worry**, OK
**everybody, um, homework**
S1: no
S7: ah teacher
T1: we have not touched this book for like how
S4: one
S1: for ages
T1: yes, for ages, uh **whatever S3 has done can everybody go through**
please, I’ve lost my book, I need a photocopy now, so **please follow**, 
um twenty-seven, I’ll tick for you
S2: twenty-seven
T1: **twenty-seven everybody you must have done by now, A Challenge**
**for Europe done, uh twenty-eight twenty-nine must be done now**
Ss: yes
T1: and very good
S7: **teacher are you saying about the bottle?**
T1: no no no very good you guys have done, um, thirty-nine
S4: no
T1: **part three, thirty-nine part three, uh the part which, with misfire, that one, misfire, and page forty everything, page forty everything**, 
**page forty-one everything, page forty-two everything, page forty-**
three everything

OK enough

that’s enough, teacher

aren’t you happy?

no

happy

not happy at all

do you want anymore?

no

OK um

teacher, forty, forty-two, forty-three, no forty-one?

uh?, hang on, hang on, you confused me now my friend, forty-one

also

eighty to forty-three

and the parts you missed the test in your course book, and

S7 the parts you missed the course book part.

S1 inform um YP, inform, he wouldn’t be going to school, it’s school holiday, inform YP, OK, I’ll see you week after next, next I’m not gonna wake up, it’s going to be like sleeping beauty, somebody must come and kiss me, don’t write that
APPENDIX B

Transcript of Lesson 2

T2: last week er we learned articles, so er actually in terms of (out those?) er it’s not only here in FCE, if you recall we have done articles er OK even last year, you look back at your (work in progress?) you have done articles, so this one is a little bit um more er in detail, so um let’s look at next page thirty-one.

we go on to “some”, “any”, “something”, “anything” alright?, some of these are actually er you know not too complicating, you have learned these actually before, so “some” and “any”, “some” and “any” alright?, here what we are looking at is countable as well as uncountable nouns.

to countable OK?, grades, you can actually, why do we call these countable?, S9 here why is it regarded as countable?, what is countable here?

S9: the grade

T2: sorry?

S9: grades

T2: grades, are you sure it’s countable?, how do you define it?, how do you find it’s countable?

S9: grade A, grade B

T2: yes or er er K, grade meaning grade B or grade one grade two, so it is countable and here I got some good grades, alright now, likewise er here, some good advice, advice it is uncountable, it is something that you cannot count, of course as you know you cannot count how much of advice, K?, you can sort of say “a little”, “a lot” but you cannot count in terms of numerical or so on, so OK, next, OK?, “some of the grades were outstanding, some of them were excellent”, OK?, “were any of them bad?, it was some weeks before the final, before the exam results came out, did any books you want, it doesn’t matter which one, tell me if you have any problems”, OK?, alright, so here we have “some”, we have “any”, “something”, “anything”, “I want to give you something to read, I don’t want to give you anything”, so let’s look at it, “I want to give you something, there’s something that I want to give you”, negative, “I don’t want to give you anything”, so there’s nothing I would want to give you, “have you got something for me?, have you got anything for me?,” alright?, OK, what’s the difference between these two?, S10, “have you got something for me?, have you got anything for me?,” what’s the difference?, what do you think is the difference between the two?, any difference between the two?, here it is as it says, alright?, “have you got anything for me?,” alright?, so I don’t know if you have anything, alright?, so “have you got anything”, I don’t know if you have any, so I’m just asking, whereas “have you got something” er I think possibly you have, possibly you have, so er that’s
why as “have you got something for me” , alright? , er meaning , for
example , OK? , meaning that erm , K , um , she says “teacher , I need to
see you” and probably you know she is holding something so I said
“have you got something for me? ,” because I think you might have
something for me , whereas if let’s say you come and say I might say
“have you got anything for me? ,” because er I don’t think you have
anything but I’m just asking , you see I don’t know if you have anything
, alright? , OK “there’s hardly anything left to eat” so almost nothing ,
 alright? , “have you see anything interesting lately? ,” “have you seen
anything interesting lately? ,” alright now , let’s go through this and try
to do this together and see whether er you can match this OK? , let’s
start with you , OK? , “it’s been?”
S11: “it’s been quite some time since I have been in touch”
T2: alright , OK , next , ah , S10
S10: “sorry about that , there never seems to be…”
T2: OK , slowly
S10: “any time today”
T2: OK , good , continue , “to do”
S10: “to do”
T2: any
S10: “any things these days except work of course”
T2: alright , there never seems to be any time , that means there never seems
to be any time to do anything , alright? , there never seems , there’s no
time to do anything , alright? , or any time these days , next , er , S9
S9: “anyway I have decided to , to have”
T2: to have is it “some time off” or “any time off”? , I want?
S9: some time
T2: yes , alright , I want some time off , OK , alright , some time off , “in the
next”?  
S9: “in the next few weeks”
T2: alright , continue er , S9
S9: “I am not promising”
T2: K , nothing , nothing , so , alright , “I’m not promising”?  
S9: something
T2: I’m not promising er something definite , not promising something , that
means er not promising something definite , OK , “but”? 
S9: “I am hoping to get home for at least a couple of days”
T2: couple of days , couple of days , OK? , uh you , can you please help us ,
“but”?  
S11: “but I need some money for the train , I have got”
T2: er sorry wait sorry , I I I I lost you er OK alright er , let’s… but , but
I’ll need , OK , alright , continue , “but I’ll need”
S11: “but I’ll need some money for the train fare”
T2: alright
S11: “I have got hardly any left in the bank until my next cheque comes
through”

T2: OK, alright, S10

S10: “could you lend me some?”

T2: no you can’t, sorry, I’m sorry, alright, OK ((laughs)), alright, OK, next, S10 continue

S10: “I will be able to get, some work”

T2: yes, you get some work

S10: “in a restaurant in the holidays so I will pay you back then”

T2: alright, S9

S9: “apart from that what I’d like to do more than anything else when I get home is just to relax”

T2: alright, I think basically er sorry, “apart from that what I would like to do more than”? , what did you say? , sorry I didn’t get your answer, “more than”? , “apart from that what I’d like to do more than”?

S9: something

T2: no, more than any, OK sorry, “apart from that what I would like to do more than er anything else”, “more than anything else”, today is second April, alright, alright, next page OK?, let’s look at this page, use of English, this would be part of our paper three part five, alright now, what are some of the task strategy here?, ah S10 can you read the task strategy?

S10: “task strategy, read the title and text first for general understanding, ignore the spaces, read each sentence for what kind of word is needed in each space, a noun, adjective, adverb or verb”

T2: alright, OK, first read the title, always always read er as you know in your FCE there’s a lot of reading OK?, so always try if possible to read the title, and then er, after that read text, OK?, ignore, ignore the spaces, just read the text and try, if you can sometimes if you read the text it sort of (fall?) automatically, you know?, the words just come automatically, then you can sort of scribble the words there and then when you read it again you can see whether it really fits in, alright, then you read each sentence, what kind of word is needed in each space?, so you think whether it should be a noun, a verb, an adjective or an adverb, alright?, continue, S10, “change”

S10: “change the form of each word on the right to fit the page”

T2: the space, alright?

S10: “the space”

T2: continue

S10: “read the whole text again, check it makes sense”

T2: OK, “check”?

S10: “the spelling, it must be correct

T2: alright, so after you have done that then you read it again to see whether it makes sense, sometimes you know er one you have to read read it again so that you see whether it makes sense whether it falls into context
and so on. OK, some words may need a prefix or a suffix. OK, what is a prefix and what is a suffix? Alright, er can somebody tell me what’s a prefix and what’s a suffix? K, what is a prefix? What’s a prefix? Prefix is a word here that you put at the beginning, alright? So let’s say er let’s say mm OK, common, alright, OK, common, if I put a prefix here, OK, then it becomes another word so what’s the meaning of this as compared to common? What’s the meaning? What’s the difference? Is there does it mean the same word? You know, it doesn’t mean the same word. Doesn’t mean the same word?

What actually does it mean? It has some sort of relation but it is the what the opposite. Alright? So let’s say er let’s say mm OK, common, alright, OK, common. Alright. Alright? Alright? Alright? Alright, so if I put it like this and I add, it becomes obligation. Alright? Understand? So it changes, er from a noun it can become a verb, from a verb it can change to a noun and so on, OK, now some words may need a prefix or a suffix and some might be negative, alright? K, let’s let’s look at this, alright. Now.


Nowadays some parents are taking on the responsibility of teaching their children at home. Alright, who do not know how to spell responsibility? Alright, who do not know how to spell responsibility? Alright, look up your dictionary if you’re not sure, alright, OK, er, S10, just try the next one. Alright now. Alright now. Alright now. Alright, er here OK, “parents do not have to be”, who knows, who knows what we should add? S10, do.
you know what we should add? something to do with academic, something to do with academic, what do you think would be the most appropriate er word? er it's definitely, it is definitely a suffix, it is definitely a suffix, so?

S11: academical
T2: academical? no, er, OK, how do you, OK, what did you say just now?, academically?, alright, how do you spell that?, how do you spell that?

T2: come again
S10: L-L-Y
T2: L-L-Y, alright, academically, alright?, OK?, alright, next, er, S10 parents do not have to be academically qualified but it is” alright, let’s see, “parents do not have to be, but it is”, ah, this is also a suffix but it’s a long word, it’s a long word, it’s something to do with need, but it’s not need, it’s N-E-C and it’s a long word, let’s see who can give that to me

S10: N-E-C?
T2: ah hah, then some more some more, it’s a long word
S10: necessary
T2: yes, very good, very very good, mm hmm, necessary, OK?
S10: that is not the same word that should replace need?
T2: let’s see, OK, “it is necessary to have access”, yes, it is necessary, necessary, that means it is a need, need, necessary come from the word “need”, it’s necessary to go to school, that means you need to go to school, so necessary, alright?, N-E-C-E-S-S-A-R-Y, “necessary”, alright, “to have access to library and teaching materials”, alright er, S9, let’s try
S9: “they should also provide a suitable classroom-like environment in the home”
T2: OK, again, “they should also provide a”?
S9: suitable
T2: yes, suitable, very good, S-U-I-T-A-B-L-E, suitable, S-U-I-T-A-B-L-E, suitable, S-U-I-T-A-B-L-E, suitable, alright, they should also provide a suitable classroom-like environment in the home”, S9 please continue
S9: “the results are”
T2: it’s a suffix, alright
S9: impression
T2: no, no
S9: impressive
T2: very good, impressive, alright, alright, impressive, OK?, “the results are impressive”
S9: “which surprise many many people”
“which surprises many people”, alright, next, S11
“some childrens who were”
ah, “some children who were dash in a large class change in model pupils”, so “some children who were”, OK, now I will give you the meaning, not attentive, right, now, how, what should you add to that word which means not attentive
inattentive
some children who were
ah, “some children who were” dash in a large class change in model pupils, OK, now I will give you the meaning, not attentive, right, now, how, what should you add to that word which means not attentive, inattentive, OK, S10 please continue, ah slowly
“by far the biggest problem”
yes, usually when you see “by far”, “by far” means it’s a superlative, OK?, “by far”, alright?, by far the biggest problem, by far the largest car, by far the most expensive car, OK so when you see the word “by far” usually it relates, OK, to something that is in the superlative, OK, “by far the biggest problem for teachers for parent teachers is the?,” what sort of attitude?,
please, S10
“for parents teacher is the attitude for other”
OK, you can read the whole thing, you can read the whole sentence, like I say you read the whole sentence before you try to fill the, er gap, now what they are talking about is the biggest problem for parent teachers is the attitude of other adults who say that children don’t socialise”, what’s the attitude?, what sort of attitude?, this is both, you add both a prefix and a suffix
prefix and suffix?
yes, S9?, you know?, S11, do you know?
I know sympathetic but I don’t know the prefix for it
ah-
un-?
unsympathetic
alright, K, that’s why I said you have this and you have that, alright, both the prefix and the suffix, alright, “unsympathetic attitude of other adults who say children don’t socialise”, alright, er, S9 “but moth”
most
“most parents seem perfect”
OK, this is a suffix
perfectly
ah, very good, excellent, you’ve done very well, OK, perfectly, alright, very good, perfectly, alright, so now we have finished this, OK, next you are going to explain to me the meaning of this,
alright? , look at this for a minute , I’ll come back and you try to tell me what’s the meaning of the whole passage , alright , OK ,
let’s sit closer together so that we can discuss this , come , S9 , sit here , come , come , alright ,
now after reading this er do you understand the text here? , do you understand what exactly does it mean? , do you? , you do?

S9: mm
T2: what about you?
S9: I think so
T2: you think so , S9? , any problem? , do you understand? , you do? ,
OK then you tell me , alright , in your own words , your own words , just like , just like a story , alright , you know just in a couple of words what actually this text says , yes , just in a couple of words , OK?

S9: this about the edu- education in UK
T2: alright
S9: it’s different from us , from our country
T2: don’t worry , just speak as what you think , er I will try to guide you as we go along , OK? , what I want is for you to speak , OK , and also to see whether you really understand what this text is about
S9: (there is not a rule to force?) to go to school
T2: good , good
S9: then but the parent have to teach their children at home
T2: mm , OK , alright , thank you , OK , S10 can you continue? , anything else that you can add here? , try , just look at it and try and see

S10: parents
T2: what what’s the meaning of academically? , here it says “parents do not have to be academically qualified” , what exactly does it mean?
S10: that means parents do not have , do not have to be , graduated in university
T2: or to be teachers , to be teachers , OK
S10: but the house must
T2: must have?
S10: must have the libraries
T2: yes
S10: and the materials for the children
T2: right , right , mm hmm
S10: and they should
T2: also provide or give , or the house should have , OK , a place which , you know
S10: where the children can study
T2: yes , is a suitable place or area , something like a classroom , OK , alright , now , OK , mm , what else? , what else can you tell us? ,
what’s the meaning of “the results are impressive”? , what’s the meaning , “the results are impressive” , what exactly does it mean?
like the children who are not good in a, in a group of pupil, in a group of children in a classroom
right, right
they get good results in their exams
alright, OK, so what else can you add?, what can you add?, it's the uh last part of the passage, can you tell me in your own words?, OK let's just very fast go through this, so it means like what S9 told us, in the UK it is not a must, no legal obligation, legal means you know there is no rule, no government rule, OK so no government rule so it's not a must, OK, to go to school, OK, to receive, you know, an education, so what happens is nowadays there are parents who go on what you call home schooling, even in Malaysia we have that, have you all heard about it?, in Malaysia?
I have heard of that but I don’t know what is that
you don’t know what is that, have you heard about home schooling?, no, in Malaysia?, have you?, have you heard about home schooling?, don’t worry, I’ll go to that later, so what it says here is some parents are taking on the responsibility, the responsibility instead of, you know, responsibility of sending their children to school, they teach the children at home but of course their home must have library and books for the children to read and they have the right type and sufficient materials, alright, and of course er what they found out is that the results are impressive, that means the results show that this type of schooling, and some children when they were in a large class, they didn’t pay attention but maybe because you know it’s home school, maybe with either the parents teaching them or maybe it’s in small group, then they are more attentive, they are more attentive, so you can see that you know from being inattentive, from not paying attention they become more attentive, and that’s why a lot of very um impressive results, but what’s the greatest problem here?, alright, for parent teachers OK?, mm some are parents who are teachers, they think that well this is not a good way, why, S11, why is this not a good way?, why?, why do some people think that home schooling is not a good way?
because home schooling is not in a group
not in a group, OK, what else?, what else?, what’s the meaning here, “they say that children don’t socialise”??, what’s the meaning here?
don’t mix together
yes, why is it that they don’t mix together?
because they teach in the home
teach in homes so usually it’s like just brothers and sisters, OK, so they don’t socialise with other people, OK but from what they have gather, from what they found doesn’t seem to be any problem because these children seem to be perfectly at ease, er, what’s the meaning of
“perfectly at ease with other children”? , “perfectly at ease” , er S9 ,
what’s the meaning of “perfectly at ease”? , mm? , that means they
feel very comfortable , comfortable , you know , comfortable in the sense
that OK , maybe , I’m not very sure , OK , maybe I sit here and I feel
very comfortable talking to you because I’ve been teaching you for so
long and let’s say , alright , another teacher comes in and then you don’t
feel perfectly at ease , OK? , so maybe it’s like not that comfortable ,
right? , so perfectly at ease , so you feel very comfortable , or maybe
teacher sitting here you don’t feel very comfortable , but when you sit
with your friend , OK , you feel perfectly at ease , er actually nowadays a
lot of , not to say a lot of but there are who teach their children at home ,
they take the materials and they teach their children at home , they follow
the syllabus , but er the parents , alright , will , er , sort of guide the
children as and how they want it , like some maybe they find that , OK ,
Maths is important so they place more emphasis on Maths , maybe less
emphasis on other subjects or some the way they teach the children
maybe they might have some workbooks but the children need to do a lot
of research , maybe the children go to the Internet and do a lot of
research and so on , so er they find that this way the children learn more ,
er what the parents want them to learn , what the parents want to , how
the parents want them to in such a way like , alright , how the parents
would like to guide them , it’s slightly different , so , what , OK , let’s
have a little discussion here , what do you think? , do you think it’s a
good idea? , what do you think? , do you think it’s a good idea? ,
home schooling , or do you think they should go to , you know , go to
school? , which do you think is better? ,
start with you , these days you teach , so what do you think?
S10: both I think are good
T2: alright but what if , let’s say let’s say if you have a child , which method
, alright , would you send your child to? , er have the child at home ,
and , of course you are a teacher , easier for you but , I won’t say
that first , OK you are a teacher maybe it’s easier to (demonstrate? ,)
, alright , but would you send your child to school , or would you say
it doesn’t matter , home schooling?
S10: when he’s young I will send to school
T2: alright , why? ,
you mean like nursery and kindergarten?
S10: yeah
T2: OK , why?
S10: they will learn a lot of things there
T2: can’t you teach?
S10: I can’t buy all the materials
T2: but do you need to buy all the materials? , OK , I’m just , you don’t
need to buy all the materials , you can just buy some materials , you
mean that’s not sufficient?
yeah, maybe you can, you can learn more things at home

in the school?

ah, in the school

at school, OK, alright, OK, S9, let's say you, which do you prefer?, or which do you think is a better way of educating a child?

mm, I think education in the school

you think going to school is better?, not home schooling?

yes

why?

because the children don't socialise

don't socialise, so you feel that not er not enough socialising, they don't mix enough, OK, what else?, what else?, is that the main thing?, that's the main point?

yes they will less communicate in other

less communication, er not suffi-, they don't communicate er as much, they don't communicate as much

same like the only boys school or girls school, they, like girls school, my friends (in?) girls school then they scared to communication with boys

with boys

always scared

yes, I I believe you also, what about you?, do you come from a co-ed school?, or is it just mainly boys school?

co-ed

co-ed, alright, so OK, let's look at this first before we go on, what's your views?, what what what are your views?, do you think that, alright, do you agree with both of them that you should send your children to go to a school, rather than you know home school?, or do you think that you know I prefer home schooling?, which which do you prefer?

I prefer send

to the school?,

why?, why?

because it (easy?) that we can't teach all of the things

can't teach everything, well of course if, OK, if you want to home-school your child you would already have some sort of preparation, you won't just say, OK child, son, daughter go home and study, stay at home and study, already you would have some sort of materials like what it's said here, alright, and you have a library, library means that you have a lot of books for them to do research, and they can go on the Internet, so there should be sufficient, er education, er materials

but parents need to know much

OK, what about those parents, those who don't work, mothers, right, mothers who don't work, so they're staying at home, so I might as well teach my child at home, what say you?, still not a
good idea?

S11: don’t think so

T2: not a very good idea, OK, alright, coming back to what S9 said, you come from a co-ed school, last time were you from a co-ed?

S9: yes

T2: and you?, co-ed, alright,

what’s the difference between going to a co-ed school and going to an all girls or all boys school?

S9: no

T2: no, what about you?, have you ever been in an all boys school before?

S10: no

T2: no, OK, uh, what S9 say is quite true because if you go to a co-ed school after a little while, OK, boys is just like a part of girls, you get what I mean, you don’t find it like, oh there’s a boy sitting next to me,
even if there’s a boy sitting next to you, you don’t feel that because you see him every day

S9: we fell in love

T2: alright, OK, unless you have a crush, you know what’s a crush?, like she said, if not then it’s very normal because he’s been your classmate,
you know, or form-mate, you know, since standard three standard one or form two so you don’t feel anything, whereas if you come from mainly a girls school and when you see a boy or you’re sitting next to a boy then you’ll feel, oh there’s a boy sitting next to me, I think you’ll feel very, well, excited or you’ll feel very embarrassed and so on,
correct?, because once you get er sort of you feel that well I see boys in my school every day so I don’t feel, you know, anything that is different, yeah, I I agree, totally agree, alright, now, let’s look at this OK?, “discuss these questions, what do children learn at school apart from what they are taught?” let’s have a discussion, what do children learn at school apart from what they are taught?, what do they learn?

S10: discipline

T2: discipline, very good, OK, alright, what else do they learn at school?, what else?

S10: manners

T2: manners, discipline, alright, what else?, what else do you think children learn at school?, apart from what they are taught, what do you mean by apart from what they are taught?, apart from the ABC or History or you know English and so on, she tells me that it’s discipline, manners, why manners?, don’t you think that parents teach them manners?

S10: yes the parents teach but the children will not follow, even teachers teach also the children will not follow
so why teach?
still have to teach them in class
it is part of the curriculum right? , uh hah , do you face that problem or
have you come across that problem? , the children nowadays they
are ill-mannered you know ill-mannered? , rude , very rude ,
impolite , do you come across that , children nowadays? , mm hmm ,
you do? , what about you? , do you find children are very rude
nowadays? , you think so? ,
are you rude?
no
are you?
no
are you?
o , OK , yes , I think that nowadays , you know , maybe because parents
pamper their children so much that children nowadays are quite rude , er
as compared to maybe you know , last time , last time I think that I dare
not even , I don’t know about you , I dare not even answer my mother ,
because one slap across , that’s for sure , now children , in a way they are
good because they are more vocal , they speak their mind , but that is
sometimes the way they speak is very rude , very very rude , they don’t
know how to say things in a polite manner
they learn from (?)
they learn from what they see , so are you saying that parents are
rude? , are you saying that parents are rude?
parents will not rude in from of them , but when they are , when they are
talking to others the children will always
and imitate , and imitate , you know what’s the meaning of “imitate”?
imitate , you know what’s the meaning of “imitate”?
no
imitate is copy , imitate , imitate , mm hmm , I
children is , children like to imitate
but of course , of course , but also sometimes children like to er well
maybe they are too pampered and er when they , sometimes when they
are rude the parents do not reprimand them , what’s the meaning of
“reprimand”?
(fine?)
correct them or sort of , correct , scold them , correct them , you see ,
parents don’t , er I think children nowadays are very very very rude ,
usually not all but some children are quite rude , um I have to admit that
sometimes my daughter is also rude , sometimes , sometimes she’s also
rude , I have to admit that , um so , “do you think you learn better on
your own or in class? ,” , OK , what do you think? , let’s say , do you
think you learn better on your own , you know you just learn on
your own , or do you learn better in a class? , what do you think?
in class
why? ,
don’t you think at home or you learn on your own you have you
know peace , you can concentrate? , I mean we’re about a class ,
maybe a very noisy class and so on , do you think you learn better?
in class can discuss together
T2: mm you can always give your teacher a call and you can discuss
together , isn’t it?
S11: yeah
T2: so don’t you think learning at home is better?
no
T2: no , still in a big group is good , alright , S9 what do you think? , for
you , would you prefer or do you learn better on your own or in a
class?
at home
T2: on your own?
S9: yes
T2: ah hah , why?
that’s because
T2: can concentrate better
and the , because uh last time I study in a secondary school and the
school the teacher never teach us , just come inside and copy all the note
and
she writes the notes and you copy?
ah
T2: OK , wait , isn’t that teaching?
but
T2: no , no , no , I’m being sort of what , isn’t that teaching? , because she
has the notes , you write and then , don’t you think that’s like
never explain
T2: explain to you what it is
so we don’t understand
T2: you don’t understand , alright OK , so S10 what say you?
learn from school already , at home also got learn
T2: OK but which is better? , which do you prefer? , which do you think
is better? , you learn , meaning that you learn better , meaning when you
learn on your own OK you find that you absorb more you can you know
understand
but will distract by other things
T2: at home?
S10: yes
in school also , you see this girl reading , sitting there playing
something or maybe you know you are distracted , or maybe you see
him , then also you are distracted , so what’s the difference?
but if you listen what teacher is saying you will remember more easily
T2: I believe that , I believe that when you really pay attention in class , what
the teacher says you should that’s what happen to me I when I do a test
usually I certain things questions that are difficult you know and when I think back sometimes I remember what my teacher said that day, then it comes back to you, you know, so I (believe?) that is er more effective in a way, OK let’s go to the next page, alright, here we have forming adjectives, OK suffixes, alright, S11 can you please read “sometimes we add”?

S11: “sometimes we add a suffix to form an adjective”
T2: to form an adjective, alright now, you look at the verb, it’s “suit”, this “suit” means like er this dress suits you, that means when you wear this dress it’s very nice OK, that’s a verb, but when you change it to “suitable” it becomes an adjective, S9 can you give me, you know what’s what are adjectives, right?, can you give me something, because it’s an adjective it describes a noun, can you give me a noun to describe, to to go together, to go together with the word suitable?, can you give me a noun?, suitable?
S10: suited
T2: give me a noun, a noun, a noun to put together with “suitable”
S10: a noun only?
T2: a noun, but it has to go together with “suitable”
S10: mm, suitable shirt
T2: suitable shirt, suitable timetable, alright, suitable time, alright, next, health, health is a noun, OK, healthy, “healthy” is an adjective, S10 give me something that goes together with this adjective “healthy”
S10: healthy diet
T2: healthy diet, very good, healthy er diet, healthy diet is a very good word, sometimes the (stem?) has to change, so what it means is “decide” not only add in a suffix but you change it, “decide” becomes “decisive”, alright, and um, excuse me, like just now what was the (early?) word, “need”, “necessary”, it changes, “beauty” becomes “beautiful”, sometimes we make internal changes, alright, “freeze”, “freeze” can be a verb and a noun, it becomes “frozen”, alright, let’s look at this “freeze”, er
S11 can you give me a sentence using “freeze” as a verb?
S11: verb?
T2: verb, using “freeze”, OK?, S10 you give to me as a noun, just make a sentence using “freeze” as a noun, OK, let’s say “freeze” as a verb, if you don’t come in you’ll freeze to death, that means, you know the meaning?, what’s the meaning of “you’ll freeze to death if you don’t come in”? , quickly come in, if you don’t come in you’ll freeze to death, what’s the meaning?, you’ll become so cold until you die, so “freeze” is a verb, you become so cold, alright, next, likewise, “heat”, “heat” can be both a verb and a noun, alright, S9 give it to me in a verb form, and er can you give it to me in a noun form?, “heat”, OK, S9 think of something that you are cooking, alright, or you have
cooked, alright, so er, the porridge is cold, S9 the porridge is cold, I can’t eat it so? OK I’ve given you a clue, understand, I’ve given you a clue, the porridge is cold, I can’t eat it

S9: I will heat it
T2: it up, heat it up or heat the porridge up, that means you go and make it hot again, alright, OK, as a noun, how do you use it as a noun?

S9: the heat is terrible in the summer
T2: yes, alright, the heat is terrible, that means it’s a noun, the heat is terrible, two days ago the heat was terrible, so likewise hot, a hot day, we can add a prefix to change the meaning of an adjective, “regular” becomes?

S9: irregular
T2: S9 “honest” becomes?
S9: dishonest
T2: yes, so it’s opposite, regular irregular, honest dishonest, so one you add in I-R, the other one you add in “dis”, so you have changed it from the word to the opposite, next “national” becomes, S11?

S11: international
T2: alright, “computer” becomes?
S11: microcomputer
T2: OK, “micro” means it’s very small, microcomputer, find examples of each type of adjective in the use of English (lit?) text opposite, let’s look at page one hundred and ninety-three and see what it says, ah form of adjectives, “most common adjectives have no special endings”, what it means is just, soon rich and so on, S10 read the next one, “sometimes we add”

S10: “sometimes we add a suffix to a noun or verb to form an adjective, example, comfort, comfortable, live, lively, some common adjectives suffix includes noun change to adjective, wouldn’t T2: would becomes wouldn’t, OK
S10: “sense becomes sensible” T2: “child”?
S10: “becomes childish” T2: OK what is the next one?, OK what is the noun?, what is the noun for this?, the adjective is famous, what’s the noun?, who knows?, S9 you know?, you know?, what’s the noun for that?, fame, fame, OK, F-A-M-E, alright, the noun is fame and the adjective is famous
S10: “music becomes musical” T2: alright, OK
S10: “verb change to adjective, active T2: OK what’s the verb for active?, this one the adjective is active, what’s the verb?
S10: act
T2: act, alright, OK, act, I act, you know, in a play, the boy is, he is an active boy, so it’s an adjective, active boy, alright, next
“care becomes careful, help becomes helpless, sleep becomes sleepless”

 alright, OK, **next er, S9 “a number of adjectives”**

“a number of adjectives end in L-Y”

L-Y

“and look like adverbs”

OK, **why do you say they look like adverbs?**, **why?**, because usually

adverbs usually have L-Y, usually not all the time OK, usually, alright,

**so example**, “lively”

“lively, friendly, lovely, lonely, daily”

OK, **all these are adjectives**, they are not adverbs, they are not adverbs,

lively, friendly, lovely, lonely, daily, alright, **can you please continue, S11?**, **“some adjectives”**

“some adjectives have the form of past or present participles”

**participles**

“participles”

OK, **E-D, past participles, adjectives describe something or someone**

, OK, I was very bored with the play, I was very bored by the play,

alright now, I want to ask you, OK, alright now, let’s say, maybe

sometimes, classes, it’s very natural, OK, I’m very bored in class, or

I’m very boring in class, **which is correct?**, **which is correct?**, which

**is correct?**, **holidays, holidays are coming**, the holidays are coming

, I’m very boring at home or I’m very bored at home?, which is the

**correct word?**

bored?

you think so?, hah hah, you think so?

yes

**S9?, what say you?**

bored

**sure?**, **sure?**, **very sure?**, do you want to

I think it’s boring

**OK, do you agree with him?**, boring

no, I say bored

**do you agree with him?**, he says boring,

**they are right**, **you must call them jie jie**, **they are right**, OK,

because when you say, OK, when you say you are boring, OK, it

means that you are not interesting as a person, understand?, OK you are

not interesting as a person, of course we’re all interesting, I mean

interesting as a person, OK?, alright, maybe I got things to talk to

people, and maybe you know I’m interesting, so if you say you are very

boring it’s just like a film, that show, that movie is very boring, there’s

nothing interesting, so, you know, nobody likes it, so if you say that

you are very boring that means people don’t like you, understand?, so

you don’t say that you are boring, if you say you are boring that means

people don’t like me, there’s nothing interesting about me

then they might say he is boring
mm?
then they might say he is boring
yes, you can say that, that you can say, he is boring, you can say that because er
he’s talking nonsense
yeah, or maybe maybe sometimes, hey, I thought you are going out
with Jack?, ah, no more, he’s no more my boyfriend, why?, he’s boring, you see, there you can say that person is boring, OK?, because
he is not interesting, nothing to talk about, he’s just sort of want to
(sleep? ,) and so on, so boring, but you don’t say yourself, understand, don’t say that you are boring because you say that I am interesting, I’m a good person, I’m interesting, alright, but you can be bored, I’ve got nothing to do during the holidays, I’m very bored, I’ve got nowhere to go, so remember that, alright?
next, can you continue, “other common”, “other common”
“other common types”
types of participles
types of participles adjectives includes
amuse
“amuse, amusing, annoy, annoying, depress, depressing, disappointed, disappointing, excite, exciting, interest, interesting, terrify, terrifying, tired, tiring”
Alright, amuse, alright, other types of participles adjectives, “the second part is often a participle”, a two-part, here is a hyphenated, alright?, OK, alright, a two-part, why. OK let’s see whether S9 can explain to you why here why it says “the second part is often a participle”, what’s the meaning of this?, what’s the meaning of the second part is a participle?, what exactly does it mean here, “the second part is a participle”?, S10 do you think you can help us?
is it because of already passed?
well here what it says is that when you look at it it’s a hyphenated word, “known”, if you check, alright, this is present, past, past participle, if you check your book, past participle, OK, the present is “know”, then it becomes “knew”, and “known”, that’s the past participle, so what it says is that the second part, the first part is “well”, this is the second part, it is a participle, alright, likewise, “beautifully-dressed”, OK, alright, “time-consuming”, alright, let’s go back to where we were just now.
let’s try and do this, OK,
complete each sentence with the words in the brackets and see whether you can do that, OK,
you can use your red pen or something to mark, OK,
let’s go through, and I’ll help you if er as we go along, OK,
let’s start with S11 first, “that boy”
that boy is not naughty but he is harmless
1955  T2:  he is harmless, OK, **next**, S10
1956  S10:  “it is natural for a child to be like that sometimes”
1957  T2:  OK, N-A-T-U-R-A-L, right, so you put in “natural”, **S9**
1958  S9:  “despite his illness all the courage”
1959  T2:  **courageous**
1960  S9:  “courageous”
1962  S10:  O-U-S
1963  T2:  O-U-S, correct, courageous, add O-U-S, “courageous decision to sit
1964  for his exam”, OK, **next**, **S9 again**
1965  S9:  “(Beck?)” often behave in a very silly and childish”
1966  T2:  childish, correct, childish, OK, I-S-H, childish, alright, **S11**
1967  S11:  “(Alvin?)” gave us some helpful suggestions about”
1968  T2:  yes, helpful, **the next one also S11, “Mr (Turpen?)”**
1969  S11:  “Mr (Turpen?) has always been passionate”
1970  T2:  sorry, **come again, passion what?**
1971  S11:  passionate
1973  S10:  “please clean the dirty equipment after you have done the experiments”
1974  T2:  alright, **the next one as well**
1975  S10:  “the tall teacher at my old school was horrible”
1976  T2:  alright, er **S9**
1977  S9:  “there have been (draman draman?)”
1978  T2:  OK, slowly, think about it, which do you think, you have the word
1979  er there, up there the suffix, which do you think?, which do you
1980  think?, dramatic, dramatic, alright, “dramatic changes”, alright,
1981  dramatic, alright, **and the last one as well S9, “I like”**
1982  S9:  “I like my music teacher and she is very lively”
1983  T2:  lively, OK now, I want you all to, **where is your book?**, you have
1984  vocabulary book, so many weeks, **S11, S11, S11, S11, you must**
1985  have a vocabulary book to put all your words,
1986  please look up words that you don’t understand, OK, what’s the
1987  meaning of “dramatic”, OK, write it down on a piece of paper,
1988  write it down and OK?, put that into your vocabulary book,
1989  “dramatic”, what’s the meaning of “dramatic”??, what’s the
1990  meaning of “passionate”??, OK, “passionate” and if you don’t know
1991  other words such as “harmless” or “courageous” put them in as well
1992  , look up the meaning, OK, not now but you can do that at home,
1993  OK, look up whatever words because that’s part of learning, OK?,
1994  alright, OK, go back and put down whatever words and look up the
1995  meaning, OK.
1996  **next, let’s go to phrasal verbs**, OK, phrasal verbs are verbs that have
1997  another, it’s a verb but there is another, usually it is a preposition,
1998  usually it’s a preposition that goes together with a verb, OK, so in this
1999  case the preposition is “handed in” so the preposition is “in”, preposition
for the “turn up” is “up”, not all the time is a preposition, so phrasal verbs are group, a verb and another verb that goes together, so here, “match the phrasal verbs in italics in the sentences to the (?)”, first of all let’s read the sentence first, let’s start with S10, “the principal”

S10: “the principal handed in his resignation”

T2: resignation

S10: resignation

T2: yes, you resign from a job, OK I don’t want to work, I want to resign, but resignation, the pronunciation is different, resignation, resignation, resignation, they have given us their resignation, resignation, “the principal handed in his resignation”, you want to do that on your own first or you want to go through this?, OK let’s go through this first OK?,

S9 read the next one, “the students”

S9: “the students turned up late for class”

T2: OK, S11

S11: “the teacher got her idea across the board”

T2: OK, this is “got across”, the phrasal verb is “got across”, that’s the phrasal verb, S10, “we work”

S10: “we worked up an answer very easily”

T2: S10, again

S10: “we stayed on at university another year”

T2: stayed on, S9

S9: “I got down to work as soon as I arrive”

T2: got down, the next one, S9

S9: “a taxi picked them up and took them to college”

T2: picked up, OK, S11

S11: “she kept up with their students”

T2: kept up, OK, again, S11

S11: “we carried out a survey with staff”

T2: a survey, a survey on staff attitudes, OK, a survey, carried out, and of course the last word is “he went over the exercise with his students”, OK can you all please do that?,

what you can do is actually write the

S10: ABC

T2: ABC right next to it, OK, you write ABC next to it so it’s easier, OK, write next to it, one example, I handed in, handed in my resignation, but OK if I don’t have a phrasal verb, I handed the car keys to S9, that means what?, I gave, isn’t it?, I handed my car keys, that means I gave, alright, so handed in, handed in, means give to a person in charge, let’s go through this first, OK, now “the principal handed in” so you give it to somebody, you give it somebody in charge, next, “the students turned up late for class”, what do you think?

S11: arrived

T2: arrived, that one is very easy, S10, next one, “the teacher got across
her idea very well”, got her ideas across, S9, do you know?, no?,
listen, listen, when I, OK, speak to you, in a way, what I want to say
across to you, OK, when I want to say something, not necessary just
teaching, when I want to say something to you, maybe I want to tell you
like what I did last night, or which picture I did, so what what happens,
I get my ideas across to you, so when you do that what do I do?, I
communicate?
S10: communicate
T2: I communicate, isn’t it?, when I get my ideas across, when I get what I
want to tell you to you, I communicate, isn’t it?, so I get my ideas
across, next, S11, let’s try the next one
S11: “we worked out the answer very easily”
T2: alright, what is ”we worked out”? , not sure?
S11: perform
T2: no, “we worked out”, not “perform”, no
S10: manage to understand
T2: yes, manage to understand, alright?, manage to understand, we worked
out, that means “work out” here, you do, you do, that means you work
out the answers, you do it OK, next, S9 try the next one, “he stayed
on”
S9: “he stayed on at university another year”
T2: what do you think it means?
S9: stay level
T2: er no, no, “stay on”, “stay on”, OK, now I give you OK, after class I
stayed on until twelve midnight, after class OK I stayed on, so?
S11: remain
T2: remain
S10: are you sure you want to stay until twelve?
T2: because S10 is keeping me company, right S10?
S10: I want to sleep already
T2: you want to sleep already, it’s your bedtime, next, S10, let’s try the
next one
S10: “I got down to work as soon as I arrived”, started
T2: started, alright, S9, the next one
S9: “the taxi picked them up and got them to college”
T2: alright, what is “picked up”?
S9: collected
T2: yes, collected them, collected them, can you please go to the
laundromat and pick up my coat, so what is the meaning is please go to
the laundromat and collect, right, and collect, or can you say somebody
go to the post office and pick up that parcel?, there’s a parcel, there’s
something for me at the post office, go to the post office and pick it up,
that means collect it for me, S11 please try the next one
S11: “keep up with the other students”
T2: “she kept up with the other students”, kept up, what is the meaning
here, kept up?
stay level
yes, stay level, so if the other student has eighty percent, she also get eighty percent, kept up, at the same pace, if the other person has C, you used to get E so you try to get C to keep up, to stay in the same level, understand? kept up, next, S9
“we carried out a survey of staff attitudes”
performed, alright, performed, and S11, the last one
he went over the exercise with his students, examined
examined, OK, now more or less you know the meaning, can you please correct it? OK alright, get your pen please and mark this as well, OK alright now, “haven’t your notes”
handed in
no, no, no
in
no, no, no, er, you’re supposed to put “handed in” or “turned up” or “bought across” and so on, “haven’t your notes”, OK, alright, “perhaps they’re in your coat, haven’t your notes, turned up”, that means haven’t your notes turned up yet, here turned up means haven’t you, in a way it means haven’t you found your notes, haven’t your notes turned up here, in a way the meaning is haven’t you found your notes, “haven’t your notes turned up yet? perhaps they’re in your coat”, next, S9, “are you”
“are you stay on after class today, normally you”
I told you I’m staying on, S10 is going to keep me company, are you staying on, correct, next S10
who is going to carry out that experiment?”
very good, “carry out that experiment”, S11
“it’s time I”
what’s another, what’s the phrasal verb for started, start?
got down
no, no, no, sorry, yes, got down, “got down to marking the papers”, it’s time I got down to marking the papers”, it’s time I started, so this is a past tense, alright, S9, ah this one is not a past tense, alright. S9, er let’s do the next one, slowly, think about it, what’s the word for examined, examined?
got down
went over
here you don’t say went over, so what do you say?
go over
yes, go over your answers carefully, that means examine your answers, go through your answers, go through your answers carefully
teacher, what is examine?

T2: sorry? examine? examine is to, alright, check through, check through, alright, OK, examine something, so to check through, so here it says examine or go over your answers means to check through your answers, alright, check through your answers before you pass up or go over your answers before you pass up your work, next, S11, “I haven’t”

S11: “I haven’t”

T2: the principal handed in his resignation, have you

S11: “I haven’t hand in my”

T2: handed in, alright, you haven’t handed in, that means you haven given, alright, here in this case, who is the person in charge, probably your teacher, I haven’t handed in my homework yet, it’s still in my bag, I haven’t given my homework to my teacher, let’s do number seven as well

S11: “I can’t”

T2: so you want to know everything, you want to, so what’s the word?, who knows this?, who knows the next one?, S10 do you think you can help us?

S10: is it “keep up”? yes, “I can’t keep up with all the latest technology”, S9, what’s the meaning of “I can’t keep up with all the latest technology”? it means that I know something, maybe I know something about computer, maybe something, but tomorrow you know something comes along, so I have to learn something new about information technology, but before you know it something new come along, so I cannot keep up, you know, keep to the same level, you know, I cannot keep up, or likewise if my teacher speaks very fast or my teacher comes in and you know do five lessons or two chapters each time, I can’t keep up, you can’t follow so much, understand, so you can’t keep up, next, S11

S11: “come and pick up your course book from my office”

T2: S10

S10: “he didn’t really get his meaning across to the student”

T2: alright, he couldn’t communicate, his student doesn’t really know what the whole lesson is, S9, “we are trying”

T2: “to work out”, always remember when you have this, this is always a present tense, always remember that, when you have this, this is always a present tense, always remember when you have this, you have fifteen minutes, let’s do this part first, let’s turn to page twenty-six, part three, key word transformation, “complete the second sentence so it has a similar meaning to the first sentence using the word given, do no change the word given, you must use between two and five words including the word given, write only the
missing words, you must do exactly what the manager tells you, you must carry out the manager’s instructions”, carry out, do we have the word “carry out” here?

S9: no

T2: no, we don’t, yes, we do, we do, we do, you turn back and you see number nine, carry out means alright perform, so we you must carry out the manager’s instructions, that means we must perform or we must do exactly what the manager say, let’s try this, “last”, what is this?

S9: “first I saw, I last saw”

T2: I can’t see here, “I last saw June a week ago”

S9: “I seen Jane since last week”

T2: your sentence is correct but there’s a little bit wrong, “I have not”, you see “I last saw Jane a week ago”, a week ago, so let’s say today is Wednesday, let’s say last week was twenty-seven, so I saw Jane on the twenty-seven until today which is the second, so I last saw Jane, so did you see her the whole week?

S9: no

T2: so I, what, haven’t

S9: seen

T2: yes, “I haven’t seen Jane”, when you have a haven’t and you want a time what word do you put there?

S2: since

T2: since, OK, always remember present perfect, present perfect when you want to have a point in time or a period of time when you want to use either for or since, let’s try this on your own, come, let’s try this on your own, now this one slowly, you read, you try to break it up into section if you’re not sure of the meaning, this is, your meaning is correct but this is not, this is something to do with the present tense, it’s something that is like often, isn’t it?, isn’t it?, so what do you think?, will?

S9: seen

T2: no, no, no, present, present tense, what’s the present tense for this?

S9: saw

T2: saw, we will?, always remember, “to” we must put present, understand,

where is the paper I gave you just now?, do you get out of bed immediately?

S9: sometimes, depends

T2: you don’t laze in bed?

S9: sometimes

T2: do you stay and laze in bed?, sometimes?

S9: yeah sometimes I laze then I fall asleep

T2: just like the other day on Monday, I think I switched off my alarm, the next minute I woke up it was already ten or eight fifteen, I have to be in Jalan Ampang by nine o’clock, but I was only five minutes late and this
morning I left my house at seven fifteen, I was also two minutes late,
ext next I want you to go back, all of you, and try and do paper one,
paper one, the whole thing, page thirty-four, thirty-five and thirty-six, this is a format of your exam, this is a format of what you exam will
be like, when you come back, I prefer you not to refer to the dictionary,
don’t refer to the dictionary,
try and see whether you can do this or not, and from there I will be
able to see how you fare, don’t worry if you don’t know or whatever,
just leave out the answer or wrong, so from there we would have an
idea of how you fare, because uh FCE is pretty difficult so I want to see
how you fare, but so far I see you all are quite OK, so keep your eyes
on that, so what else do you need to do for homework?, there’s
something else I asked you to do for homework,
look up the words OK?, any words you don’t understand, look it up
in the dictionary, write it in your vocab book because it will help
you, you never know sometimes you do your SPM you come across that
word, and ah
S9: I have done this word but I don’t know what is that
T2: sometimes even myself you know, not to say that I don’t know the
meaning, I know the meaning, but sometimes because ah my spelling is
not very good, because such a long (?), so sometimes I look at it and I
say go through the spelling, it’s something that you’ve learned but you
don’t know the answer, it’s something that gets to you, so go back,
everything is hard work but at the end of the day if you work hard you do
well when the money goes into your pocket, yeah, when you work hard
, when you do well, when the money starts going into your pocket, so
go back and go through this and see (?)
S10: are you going to mark this?
T2: you want to mark, no, I want to mark it, I want to mark it, because I
want to see how you are, how you fare and so on, let’s see (multiple?),
we are going to read a magazine about four people who travel to work by
bicycle, motorcycle and so on, so here we will read and put in either
A or C or D or sorry, or D, S9 here we will put in either A or C or
whatever, you match that,
next paper three, next page, so this one is uh,
next again what you do is the first time just read through it, the first
time just read through it, and then the second time when you read
through it you put in the word, now certain times when you read
through, the first time without placing in the gaps, sometimes when you
read through the words automatically come to you, you get what I mean
, because, you know, when you read, so if that comes to you and you
find, then you just write the word in, and see whether you know there is
such a word there later, next greeting cards,
here you have to use your own word OK, use only one word, use
your own word,
and then part five, use the word given below, use the word in capitals, this is what you did just now, so you either put a prefix or you put a suffix, for the last part part five, word formation, you either put a prefix or a suffix to put it which fits the gap there, so I think it’s not too difficult, I think you can manage, why your brother didn’t come last week?, what happened to him?

S11: no transport
T2: no transport?
S11: my father and mother go to Penang
T2: your father and mother went to Penang?, why, is it for Cheng Beng ah?,
you all didn’t follow your parents to Penang?
S11: because there is school
APPENDIX C

Transcript of Lesson 3

2283 T3: OK, shall I start? do you all have homework?
2284 S12: no
2285 T3: can we start with the course book today?
2286 how about we go on to “Predicting Earthquakes”?
2287 S12: page?
2288 T3: we’ll start with we’ll start with “Natural Heritage”, page forty-four,
2289 hi, alright, we’ve done the one with Nick Gordon isn’t it, or we were
2290 going to do it that day right?, so while I fix in my uh tape recording
2291 we’ll go to the next page first and do “Predicting Earthquakes”.
2292 OK?, “think of the word which best fits each space, use only one word
2293 in each space”, one word, now you’ve got to learn especially in exams
2294 you have to follow instructions, when it says two to three words it
2295 means two to three words, when they say one word you have to follow
2296 one word, so start “Predicting Earthquakes” while I fix in the
2297 cassette, hi,
2298 we’re doing forty-six, page forty-six,
2299 finished, everybody?
2300 S12: no
2301 T3: tough, is it?
2302 S12: no
2303 T3: K at this level you have to put in your own words, they’re not gonna
2304 spoon feed you and put everything there A B C D E, how do you
2305 answer this kind of thing?, you read the empty thing first, you know
2306 you put in the blank, “it has long”, what?, “known that animals”,
2307 insects and bird behave differently before an earthquake”, so?, “it
2308 has long”?
2309 S12: been
2310 T3: been known, you can just tell that the “been” belongs there right?, K
2311 S13 finished?, S12?
2312 S: one more
2313 T3: KT?, SW?, S9?, KR?, JT?, OK what happens is if you’re having a
2314 tough time uh we will start and then at your question if you can’t do it
2315 we’ll help you OK?, so S13 “Predicting Earthquakes”
2316 S13: “people have seen fish jump out of water to dry land and mice appear
2317 days before quakes allowing itself to be caught easily
2318 T3: OK people have, “people have seen fish jump out of water onto dry
2319 land and mice appear days before quakes allowing” what did you say?,
2320 it?
2321 S13: itself
2322 T3: this creature called uh uh the word “mice” the word that you see
2323 “mice” is that one or is that many?
2324 S13: one
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T3: no
S12: three blind mice
T3: **mice is plural, one what?**
S13: mouse
T3: very good, one mouse, two or three or four mice, so somebody else’s
question, if mouse becomes mice house becomes what?
S12: houses
T3: yeah we don’t say hice, sure?, right, isn’t that strange?, mouse is one
becomes mice, house is houses, totally different, **so now you’re going**
to change that second one?, now that you know that mice is plural,
change your answer, not itself, what’s the plural of “it”? , them?
S13: self
T3: OK so the answer should be either them or themselves, and the “selves”
is as you all know is S-E-L-V-E-S and not F right?
S12: yeah
T3: myself is with F, themselves is V-E-S, **correct, everybody?**
S15: yeah, teacher number one should be “have” or “had”?*
T3: people have
S15: **why not “had”?**
T3: oh remember I told you “had” apply to something that happened way
back in the past?
S12: **past perfect?**
T3: yeah so “have seen” it could happen quite recently right, “have” does it
tell you when it happened?, no, it could have been yesterday, or it
could have been two years ago, but I have seen fish jumping out of
water when there’s an earthquake about to happen, you know what I
mean?, OK, sometimes it’s not just the grammar, it’s the logic, like I
tell you, you must see does it fit what I’m trying to say, it’s not just a
matter of putting in any old word in there, **so now we move on to the**
next one, how about S14?
S14: “in December newspaper reports Chinese armies began to receive
reports of snakes coming out of hibernation (?)”
T3: good, began to receive, began to receive, that means they started
getting it then, **who knows what hibernation is? , KT? , what’s**
hibernation?, FL?
S12: water
T3: water?, S13, hibernation
S13: long sleep
T3: very good, long sleep, **do all animals undergo hibernation?**
S12: bear
T3: well especially in very cold climates, most of them, OK like bears um
I’m not sure of foxes, I think I’ve seen on documentaries foxes running
around in the winter trying to find food, but anyway I know for sure
bears go to sleep, **why do they go to sleep during winter?**
S12: it’s cold you get hungry easily
are they lazy?

no

no, yeah, he’s correct, it’s very cold, they get hungry easily and there is less food because everything is covered up with snow

going to break the ice and get the fish? so what’s the easiest thing? to use as little as possible energy, go to sleep until

snow, even the fish, they’re under the ice, it’s hard, how’s the bear going to break the ice and get the fish? so what’s the easiest thing? to use as little as possible energy, go to sleep until

snow, even the fish, they’re under the ice, it’s hard, how’s the bear going to break the ice and get the fish? so what’s the easiest thing? to use as little as possible energy, go to sleep until

summer

until spring, maybe if you were a bear you’d sleep the whole year long ah but yeah it’s true, until spring because that’s when the food, you know the ice melts and the food comes back and all that so then they wake up, don’t you think that’s a clever way of from nature to to uh save energy? that way they don’t have to look for food, they can just sleep it off and then get up very hungry so don’t go near a bear when he had just woken up, he might see you as a lamb chop or a drumstick or something, so S15 number four, “this was followed”

“this was followed in a series of minor tremors at the end of the month”

now what’s a tremor first of all? tremor is earthquake, what what happens with a earthquake?, when an earthquake?, what happens?

hah?

what happens when an earthquake?, how do you know you’re having an earthquake?, how do you know it’s not a flood?

you see a mirror shaking

everything shakes, now that shaking is called, in the earth, in the earth, the shaking is called a tremor, your things will shake but why are they shaking? because the earth is shaking, the ground is shaking, so say “tremor”

tremor

doyou know that your hand, they sometimes they use the word “tremor” for Parkinson

yes, so it’s kind of like a tremble right, normally we use tremble when a person is frightened, he was trembling with fear, you know, but tremor, tremor is for the earth, “this was followed” now said “in” right? it’s not, it’s “by”, it’s always “followed by”, “followed” and “by” go together, yeah, “followed by”, the first prize winner is so and so, followed by, alright? number five, how about uh S16?

the following months they received even more reports of strange (?) in the city of Prague

very good, more, number six, S17

“many of these concern (?) which are become (?)”

the extreme of frighten?

very
T3: uh the extreme, yeah, it’s something like very, too, not number two, too, yeah you got all the others right
S12: T-O-O
T3: of, have and too, T-O-O, got it? number seven S18
S18: “as a result city leaders have (?) an (?)”
T3: OK you must understand, you must understand, if you’re going to use “an entire city”, listen, if you’re going to use “an entire city”, that is general, here is it general?, we already know the name of the city, what’s the name of the city S18?, Hi?
S18: Hiching
T3: yes, Hiching, so remember what I told you?, if you have mentioned it already you must?
S18: the
T3: yes, use “the”, “the entire city”, number ten S19?
S19: “soon after a”
T3: major
S19: “a major earthquake struck, the city leaders have succeed for saving (?)”
T3: “in saving”, I know, we hardly hear this here but overseas they always use this, so it’s “in saving”, “succeeded in saving”, it always works like that, OK?, number eleven S20
S20: “after that China suffered a number of major quakes which they were not as prepared (?)”
T3: not, OK, now what happen is, um we normally use “after” with “that”, “after that”, so remember what I taught you last time about time?, I said over a period of time you use “for” and S20 for a date we use?, yes, “since”, so it should be “since then China suffered a number of major quakes which they were not as prepared for”, F-O-R, for, like if I ask you a question, are you prepared for? are you prepared for, always use “prepared” together with “for”, the more you use these the more you’ll realise it’s na- you know how to use it naturally, yeah you don’t have to think already?, prepared for, you know?, since, when to use it, you’ve got to use it naturally, that way it’ll be easier, don’t don’t use it like Maths you know, one plus one like equations and all that K?, just get use to the flow of it, “nevertheless Chinese have demonstrated that earthquakes will not always strike without warning”, number thirteen S12
S12: alright, “it is a fact that some animals are very sensitive to sound, temperature, torch, light and even ma-“
T3: torch or touch?
S12: “touch, light and even magnetic fields”
T3: yes, “it is a fact”, S21
S21: “therefore they may be able to detect the”
T3: seismic
S21: “seismic activity which comes before an earthquake”
very good , she said “which” , you can also say “that” , OK , “which” or “that” “comes before an earthquake” , then last one , how about S14? 

“it would be a pity to (?)”

yes , “it would be a pity” , I’ve I’ve heard before certain animals they know when there’s going to be a an earthquake , I think something like birds stop chirping , and um horses dogs will suddenly start barking , dogs can sense quite a lot of things , they can sense ghost , they can sense earthquakes , have you seen a dog late at night barking and all its fur stands up? , and its eyes (black?) like hopping out of its head? , the dog can see something that you can’t , and that the way they bark at the time is different also , so dogs are quite sensitive , they have like six sense , and then uh what other animals ah?

S12: fish

T3: ah , what do the fish do?

S12: they swim up to the surface

T3: and look kind of panicked right?

S12: yeah

T3: and the other animals too , they’ll get suddenly very quiet or very agitated , like they know something is wrong , so what does all this mean? , get a pet , your , who has been to Bukit Tinggi? , most of you ah? , I’ve been there a few times too , and do you know that recently they have been experiencing tremors? , yeah they have , because uh we’re quite lucky , we’re not as bad as Indonesia where we have volcanoes and all that a lot , cause they are situated on those rings you know , the Asia Pacific Ring or something like , Ring of what? , volcanoes , some more the volcanoes are under the sea , and some of them are up as you know lah in the mountains right? , so I’m sure you’ve seen like uh sometimes Penang or even Kota Damansara when they had earthquakes in Indonesia they could feel especially if they are in apartments here around Putrajaya too I think , yeah they can feel like shaking and they get so frightened , so this Bukit Tinggi which is below Genting Highlands they are actually on or near a fault line also but it’s like been dormant for a long time , according to the experts they have had tremors before , but the residents who stay there can swear that they have never you know in thirty years or forty years they don’t recall anything , but according to the scientist there are tremors every couple of years , but uh I think recently they are they are increasing much more you know , as you know the global warming and all that , the whole world is getting topsy-turvy right? , we’re having flood where there never were like Sydney even can get flooded , other places are drought like no water , or the snow there’s no snow for skiing in some places , it is weird and the ice caps are melting too yeah in the Arctic in the Antartic , so what are the polar bears going to do , cause they need the ice to survive you see , so imagine the polar bear stuck in this big block of ice and it melts , it’s got nowhere to go you know , what’s he gonna
do? , he can’t be swimming all the time , he’s not a fish right? , so
what’s gonna happen? , so I think it has something to do with that and so
in this Bukit Tinggi they’ve been having tremors lately , imagine you
sitting there and you suddenly feel dizzy , one of the symptoms is you
feel dizzy
S12: oh yeah , correct
T3: you’ll feel like you’re going to vomit or something you know because
you’re not stable you see , and suddenly you see your tea cups and all
that krak krak krak krak , but it won’t be as bad as California or how
about the people in San Francisco? , they are really sitting on a time
bomb because they said um any time any time now even any time soon
it’s going they’re going to have a major one , I think in 1908 they had a
very bad one and the whole city was uh almost destroyed and they
rebuilt , they’re very stubborn people , San Francisco is the one with the
streets go up and down the hills and you see those trams you know those
buses , they go up and down , have you heard of San Francisco
before?
S12: yes
T3: yeah?
S12: yeah
T3: so they’re sitting on a really bad fault line , that’s called a fault line you
know , which is like a crack in the earth down there , and they know it
but they love the area so much they don’t want to move , so stubborn ,
so it’s like just waiting for the bomb to explode , I think I’d move if I
was there , love the city or not , but I’d rather be safe , OK , tell you
what , now we turn the page back ,
we’re going to listen to Nick Gordon , who spent ten years in the
rainforest ,
what kind of forest do we have in Malaysia?
S12: tropical
T3: what? , rainforest lah
S12: yeah
T3: is it the same as the European forest?
S12: no , not the same
T3: not at all uh? , here is much wetter , oh yeah speaking of wildlife uh ,
just recently few days ago we had floods in KL right? , and then it seems
a python came out , don’t know where he came from , he was swimming
along happily and then they caught him , five metres or something ,
pythons won’t bite you but they’ll curl themselves around you ((T3
plays audio CD)) do you need to hear this again? , yes , no , maybe? ,
come on , you want to hear it again?
S12: no
T3: is that no or yes?
S15: no
S12: let’s do
T3: girls? , I saw them nodding their heads ((T3 plays audio CD)) OK ,
so you get it? ,
who has eaten spiders before? , anybody?
S12: no
T3: I think they eat them in Vietnam isn’t it? , in Thailand too maybe , they
fry them up and all that , and I’ve seen some of those reality shows
where you have to eat a plateful of spiders and other insects , what was
that one?
S12: Fear Factor
T3: yeah , ooh that was a horrible show , I’ll come out , I’ll get kicked out
very fast because they just need to bring out a tray of those insects and I
don’t care if you boil them or roast them , I’m not gonna put that furry
leg in my mouth , yucks , and do you see the people they have a
bucket behind them so that they can throw up after that?
S12: yeah
T3: and when they open their mouth a bit can see it’s all mashy and
disgusting , anyway thank goodness we don’t have to eat that kind of
stuff , but for them it’s a delicacy , I’m not sure if I’m really really
hungry like during war time would I eat a spider , I’m not sure , I think
I’d try my best not to , I’d rather eat grass or leaves or something like
that
S12: can’t , you can’t digest grass
T3: I know that , that’s why , that show you how disgusted I am , I’d rather
risk getting violently sick and dying , it’s true you can’t eat grass you
know , we’re not cows you see but there are certain leaves you know
you can eat them , you can chew them , so so let’s start from let’s
start from S13 again , and we go this way
S13: Nick says that he saw a f- he first saw a jaguar at um four past five in the
morning
T3: OK that’s really cute , because it’s not four past five , he started at four
but he saw it at?
S12: five forty-five
T3: ((laughs)) I think I need to play this tape three times , who can give me
the answer? , anybody? , hah? , I see S14’s lips moving , come on
S14: half past five
T3: yes
S12: it’s five thirty there
T3: OK guys you can give me either half past five , five thirty , you can ,
what I’m saying here is you can write the words out or you can put
them in numbers , you know zero five point three O also can , yeah ,
five thirty , half past five , yeah , I think the confusion crept in because
uh you heard him say four , he said he started looking you know for it at
that time , so which just goes to show aside from reading carefully you
must also listen , so the jaguar’s coat S17
S17: the jaguar’s coat was a mixture of black and white
black and white? \((\text{laughs})\) you got the black part right, OK, it should be deep yellow

T3: no, not beige, deep yellow and black, K, the spots are black, this is very interesting because it shows even when I played it twice I think your mind is closed off because you’re scared you won’t hear the answer, so you’re like listening so hard and then you miss the answer, you know what I mean?, when you try to remember that, the story’s quite long, so you try to remember back what you were, you know you it all gets muddled up inside there cause you heard a lot of information right, cause all that confused and all that, S18?

S18: Nick was disappointed at not getting a photograph of his first jaguar

T3: OK, good, at least one correct, next

S19: most male jaguars have a territory of typical

T3: a territory of? , no, I can’t hear your the word you’re saying, what word are you saying?

S12: typical

T3: oh, I mean, yes, they have a typical territory, they have a typical territory of what in size?, how many km?, I know the question is put a bit awkwardly lah, most male jaguars have a typical territory of what in size?, the word if you’re gonna use typical is a typical territory, you know, you still need to give me the size

S19: hundred and seventy

T3: yes you see you know the answer but you didn’t understand the question, the sentence, correct?, she’s correct, it’s hundred and seventy kilometres or you can put km if you want, S20

S20: the jaguar can move

T3: what do you call that?

S12: quietly

T3: OK what do you call this?, is the jaguar going to jingle a bell or sound his horn?, you know, pon pon, I’m coming, no, he’s going to go very?, very?

S20: quietly

T3: yes, quietly, see, a lot of these if you’re not sure you can use logic also right?, just picture a jaguar, is he going to make a whole lot of noise?, he’s going to wear tap dancing shoes?, tap tap tap tap tap, no isn’t it?, come on, and so?, where was that?

S12: number six

T3: makes it easy to miss them, so now S16’s turn

S16: on the trip in search of jaguars Nick was once living on spiders

T3: good, spider, I notice something else, when it’s something very interesting it’s easier to remember correct?, like spider, you were probably so disgusted by that so it was stuck in your brain right?, I mean you knew I wasn’t a centipede, it wasn’t ants, ah Japanese eat
chocolate-dipped ants, you know that?

S12: oh yeah
T3: somebody said oh yeah this stuff is good crunchy like nuts you know yum yum yum yum, what is it?, it’s ants, chocolate-dipped ants, ants maybe I might eat cause it’s so tiny, what the heck

S12: how about scorpion?
T3: I don’t know, I haven’t tried, why don’t you try and let me know how it taste?

S12: OK
T3: in fact I hardly see any
S12: what?, scorpion?
T3: yeah it seems when I was very young my parents stayed near the jungle somewhere and I almost stepped on one, I was very small then, almost kena, if I had stepped on it I might not be here teaching you today ((laughs)) it’s very poisonous, stay away from it, ah and when I used to stay in Taman Tun we were it was near the forest reserve there’s a forest reserve behind there where people go jogging at night, so this is now a developed area, they were building a school, one of those agama schools, and there’s a field a playground there, so I was walking through that, from my house to the shop, I was just walking through that playground, and because they were building and all that, so maybe the creature got disturbed, you know what I saw wriggling across the grass?, a huge brown snake, it doesn’t go straight as you know, it was going like this, and it was moving so fast and it was really big, and I know that brown snakes are considered poisonous, don’t think that they’re all brown lah, it’s OK lah, harmless lah, the brown ones are worse, seems the green ones are normally grass snakes, they’re not so dangerous, so later on on my way back from the shops I of course looked around for this snake and then uh I saw this Indian lady she was sitting there waiting for her boyfriend lah, sitting on the bench there, so I told her be careful I saw a snake there, she jumped up from the bench so fast, then she was looking on the ground there, I said I saw it going to the big drain there, so don’t think that if you live in the middle of town that you’re very safe, like I said that day when there were floods right there was a python in KL, probably came up from Klang River or somewhere ah, so just keep your eyes peeled, so next

S17: Nick says that forest people have a feeling fear for the jaguar
T3: fear?, but yes but also great, ((laughs)) look at him, if he sees a jaguar he’s going to do like that to the jaguar, great what?, what do you call that?, res?
S17: respect
T3: yes, respect, you know why?, it’s such a magnificent animal right?, you’re afraid of it and yet it’s so beautiful and its fur there, how these hunters can actually shoot them, I don’t know, they’re such beautiful
animals, next
to help them study the animals researchers have fixed radio collars onto
some of the animals
good, radio collars, uh so it’s some, I guess they put them to sleep first
right, they give them an injection to sedate them, otherwise imagine
you know, uh here kitty kitty kitty hold on while I fix this thing around
your neck, it’s gonna be a bit uncomfortable but you know ((laughs))
sure, sure, no, sedate them first, put it on and then the cat wakes up
and then you can’t get it off, we do this also with what?, turtles, they
catch the turtle they put a
put a mark there
it’s not a collar but it’s a it’s like a tracking thing, it’s like a
tiny little radio, I think they fix it on to the flipper or the shell, probably
on to the shell because that day I saw on some TV show where they
showed from the turtle’s viewpoint you know as it swam, the turtle was
looking you know, you could see the turtle’s head sometimes, yeah it’s
on the shell just behind, you know when they show the turtle swimming
towards people, not people, I mean other marine life and all that, it
was really interesting because it was from the turtle’s viewpoint, next
in some areas jaguars are killed by farmers because they are seen as a
threat
killed by farmers?, yup, why do they put here cattle, sheep, livestock, 
oh OK, you you could, if you want to make it clearer what kind of
farmers, because jaguars they eat meat, so farmers as you know we can
also have vegetable farmers right?, unless it’s a vegetarian jaguar, it’s
not going to be, can I have a soy burger please?, no, no, OK, so you
could also put cattle, sheep or livestock farmers, because farmers is
not just vegetables OK?, or fruits, we can also have cattle, sheep or
livestock you know, livestock is any living creature lah you know
buffaloes or something you know, last one
the (?) jaguars could be in danger due to (contend?) with animals such as
cats and dogs
which is really strange ah, cause they’re so much smaller, OK, so I’m
glad to see the later on part the later part you did pay attention more ah,
only the first one was a bit what, so let’s move on now to forty-seven,
many creatures wanted, that part there, “put the verbs in brackets in the
correct form”, so what it means is are you gonna copy blindly and
put what you see?
no
no, you’re gonna change it when necessary, you can even add a
little bit, here they didn’t say one word only, you can add
something if you need to, oh I think it’s gonna rain soon
tomorrow is going to be hot
sorry, how do you know?
sure, every Monday hot, Tuesday
no, I notice every morning is hot, just now was really hot and around three now is already, now is nearing five so suddenly bang boom then the rain comes from the left from the right, and then lightning thunder

Tuesday and Thursday will be afternoon rain

are you a meteorologist or something?

no, Ko-Ko time I see it’s raining

((laughs)) they make you still go out?

yeah

aiyo, then how?

no, no choice, because we have to go out for lunch, we have to go out from the school and it’s rains, every week

so you carry umbrellas with you?

nope, it’s fun

fun ah?, but then your uniform how?

just wet it lah

oh, you have two or three pairs lah?

five

oh, one per day, then it’s safe, there are some students they only have like uh two

two or three so they maybe like have to recycle it, finished?, easy right?,

first one S15

“many creatures wanted to settle down to sleep”

wanted to settle down to sleep, fine, second one S20

“other animals like”

owls

“owls (?)”

no need the first word, just the sleeping will do, good, had problems sleeping, falling asleep, you know, so had problems sleeping, you don’t need anything before that, I was sleeping, OK, next one S18

“I saw a bat suddenly fly out of the tree”

fly?

fly out

fly out of a tree, good, here you don’t need to say flying, you can say fly out, I saw a bird, I saw a bat fly out from the tree, I’ve seen a flying fox once, uh this was in Kepong, which is near another forest reserve, the FRIM forest reserve, I was just looking up at the trees there, the road is very broad, and suddenly this thing comes flying across, gliding across, because he doesn’t flap his wings like a bird you know, he leaps and he stretches out his arms and he’s got this skin joining here so it becomes like batman really like, but he doesn’t he doesn’t do like this flap flap flap, he just glides, and he he went across one tree all the way across a very broad road to the other tree you know, it was amazing to watch you know, I just stood there watching it, what are the chances of

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you actually seeing this right? , do you know how few flying foxes there
are left? , it’s like , I wish I could have filmed it or something , it’s really
nice , just gliding , whee , and he’s quite big , like a cat you know , like
that size , quite big , S17 “I couldn’t help”
S17: “I couldn’t help noticing (?)”
T3: I couldn’t help , now I’ve lost my place , I couldn’t help noticing , good ,
couldn’t help noticing , now if I don’t want to use the ing what would I
have to say? , I couldn’t help but notice , but they didn’t tell me that lah
so I’m just gonna follow lah noticing but I’m giving you another way of
using it , I couldn’t help but notice , uiyo , I couldn’t help but notice the
lighting that flashed right near S16’s head , it’s a sunny day but then the
thing is like crackle crackle , so “scientist” , who is it that turn? ,
S14 have you had a turn?
S14: (?)
T3: good , solving , so you can see a lot of continuous right? , S13
S13: “spectators saw the sky gradually going dark”
T3: you’re saying going dark?
S13: getting dark yeah
T3: going dark , now I would say there’s nothing wrong with that but uh
what we have done is there’s no need to change it , so “spectators saw
the sky gradually go dark” , going dark is not , is is is OK , but you
can just say go dark also , OK , so you put a slash there , go dark ,
going dark , going dark shows what? , going dark shows that you’re
watching it right? , turning slowly darker darker correct? , but go dark is
uh you know is a kind of a neater way of saying it , have you seen the
sky go dark? , one minute you can see the sun there glowing happily
nice yellow colour , around five minutes later you look the same spot got
a little bit of purple in it and then few minutes later it’s like dimmer
dimmer dimmer and the next thing you know it’s black
S12: eclipse
T3: you should try this on a nice sunny day , observe the sunset , it’s
interesting , the colours that come out you know , a bit purplish then it
turns dark , except where , during summer time like in England nine
o’clock at night you don’t need any light you can still read a book , it’s
like seven o’clock or seven thirty here , no lighter than seven thirty , like
seven o’clock here , that’s nine o’clock at night , imagine that , but it’s
only during summer , next one , S12
S12: “I regretted for not bringing a video camera”
T3: OK I regretted for not bringing , I was scolded for not bringing , but I
regretted , cut off the “for”
S12: not bringing
T3: yes , I regretted not bringing , you don’t need the “for” , so “the
experience was awesome” , S21 did you answer?
S21: “the experience was awesome made us felt very (?)”
T3: ah , what did I tell you? , don’t use double past tense , made is already
past, so?

“which made us feeling”

did I hear feeling?

very good, no, no, no, did I hear feeling?

T3: yes

(chops off the ing), you know why?, she says she thought I have to add something, sure, if I don’t add uh if I don’t add uh what’s the first thing you said?, what was the first word you added?

past

so she said if it’s not that I’ll add an ing there, no, sometimes it’s not necessary, so it made us feel very small, so remember made is already past uh KT, made is already past so we don’t want to have too many, certain sentences yes, I would have a past perfect and then a past tense yes, but not this one, this one for general sentences like this, you’ve already used a past tense you don’t have a double past tense there, OK? it’s like saying I didn’t didn’t, do you say that?, no isn’t it?, OK

“I find it hard talking for a few minutes”

S13: uh “I find it hard talking for a few minutes”

T3: uh OK this thing happen this thing happen and on the spot you’re your ing, you see the trouble with your ing is meant to show continuous right?, so “I find it hard talking for a few minutes” is it?, uh no, I tried talking to him yes, when you are doing a continuous action you use ing, but in this case what happened was he was watching this, he was watching what?, the sunset isn’t it?, and then at that time, don’t talk of continuous, at that moment I found it hard, very good, to talk, can you see the difference in the meaning?, you use talking to show continuous yes, but that’s when I’m having a conversation with him, I’m speaking to you, you know that kind of thing, but here he saw the sunset and he was speechless, so at that moment he found it hard to talk, to talk, not talking, and last one, ting ting ting, S16:

“a lot of people make the decision not to drive”

very good, not to drive, what’s the ancient Chinese belief uh?, when there’s an eclipse, it’s a dragon right swallowing the moon or the what?, the sun or something right?, but of course it’s not lah, it’s a matter of somebody blocking somebody, for instance if there’s a light shining behind you, you’re here, there’s a light behind me, then I come and stand in front of you and block your face, you don’t see the light right so you’ll think there’s an eclipse, but actually what is it?, I’m blocking it, OK?, simple as that, have you all seen an eclipse?

S12: no, long long time ago

don’t ever stare at it with your naked eye, you know what happens?, because it’s dark, your eye is stupid, your eye thinks, oh this is dark I can look, but what happens is the rays are still coming through, and your eye, if I shine a torchlight at your eye now, your eye will instinctively what?, the pupil will close, it’s to protect your eye, so when there’s an eclipse it’s dark isn’t it?, so your eye thinks eh there’s no problem it’s not too bright hee hee hee hee and then you look at it,
what happens is your retina gets damaged because the rays are still coming through, but your eye doesn’t close because it thinks it’s dark, cause your eye doesn’t have a brain you see, they have taught some of you before right?, how to how to look at the solar eclipse, you hold a bowl of water and watch the reflection, another one is take a piece of unexposed film and look up at that, another one is a piece of paper you know, you are supposed to see the shadow or something, but I haven’t tried any o these ah, I just, I don’t want to be blind just to see an eclipse, it’s not worth it, now now, 2B, should be very easy, just left or right,

S18
2877 S18: “he stopped at the shop to buy a pint of milk”
2878 T3: yes, to buy, but if I said he was, he was buying, can you see?, I can use both but in different circumstances, he was buying, it shows continuous, but he stopped at the shop to buy, number two S15
2881 S15: “I tried to get eggs but they didn’t have any”
2882 T3: S13
2883 S13: “Lucy stopped drinking coffee ages ago”
2884 T3: yes, now look at this, stop drinking, she didn’t stop to drink, stop to drink means she was doing something like running and then she stopped to drink coffee, then she continued running OK, but in this case she stopped drinking, number four S19
2887 S19: “please remember to post the letter”
2890 T3: yes, it’s not posting because it’s not continuous right?, you just put the letter in the post box right?, it’s not like it will take you half an hour right?, S20
2892 S20: “I remember calling Mike yesterday”
2893 T3: yes, but I remember calling Mike yesterday, because it was a continuous action in the past, but if I remind you, remember what Mike?, remember?
2895 T3: no, I cut off the I, I’m telling you now, remember, S12
2898 S12: to call
2899 T3: yes, to call, can you see?, how it changes, and then last one S16
2900 S16: (?)
2901 T3: OK now OK oh my book is black and white but yours got, these lights here, can you see the lights in the picture there?, we don’t get them here as far as I know unless aliens come, but they’re called the northern lights because they’re in the north lah, don’t go to Penang ah, you won’t find them, northern lights but who can tell me the other name?
2907 S12: what is northern lights?
2908 T3: S12
2909 S12: yeah?
2910 T3: ah you don’t know ah northern lights?, I thought you’re such an
wait, wait, wait, I sure know

you sure know? if you don’t know now, you’ll never know

some kind of milky way light or blah blah blah

it’s actually gases and all that right? but I’m asking you now what’s

the other name for it, who can tell me?

southern lights

no, northern lights are also known as aurora borealis, I’m sure you all

have heard this, some of lah, the scientific ones have heard it, aurora

borealis, you can find them I think in Norway, those kind of

Scandinavian countries and all that, and here apparently in Scotland

also, what happens is, don’t ask me when, I believe it’s summer,

but I can’t be hundred percent sure, maybe it’s all year long,

suddenly you see this uh around sunset time I think you see these

beautiful lights and they move, they don’t just stay there like spotlights

you know, they move like that, actually I read somewhere that they’re
gases and stuff like that and they’re multi-coloured, violet and yellow,

and they look like they’re dancing, yeah, very pretty sight, now they

say “read about the couple of trips from (?)”, use to, on from, for, of or

in and put the verbs in the brackets in the correct form, so you just use

what they have, you add a “to”, “on”, “from”, “for”, “of” or “in”

and finish the story, one good way to fill in this kind of thing is try to

see the time when it happen, if it’s in the past are you going to use

“will”? of course not, if it’s in the future are you gonna use E-D?,

again of course not, K?, so try and use logic and then you’ll find it

much easier than if you just blindly fill it in, finished?, OK S15 has

the answer for us, he’s going to give it to us the first one, come on,

S15

mm?

come on, you don’t know the answer? try

S15: (?)

good, of seeing, the possibility of seeing, that means she hasn’t seen it

yet, the possibility of seeing it, you use continuous here because when

you look at the northern lights are you just going to have a quick look

and close your eyes?, no isn’t it?, you’re going to stare there, be

mesmerised by it, S13

“she had been looking forward of going there for ages”

OK she had been looking forward of going there for ages?, not quite

right, she had been looking forward

in going

no, try “to”, try with “to”, S13

to go

she had been looking forward to going there, to, you normally look

forward to something, yeah?, you need the going for the same reason as

just now the seeing, so it’s gonna be continuous right when you go there
2956, the going remains but you normally say looking forward to, like this, I
2957 look forward to your visit, you're telling a pen pal, I look forward to
2958 your visit, it's like a collocation, these things go together, ah S12 I
2959 skipped you just now, go back to you now
2960 S12: "I was more interested in getting some rest and fresh air"
2961 T3: in getting, good, interested in getting, S17
2962 S17: "when you arrive Laura had a headache so I insisted (?)"
2963 T3: on, I uh, normally when you insist on, I'll drive you home, no lah, no
2964 lah, no need, no, no, no, I insist, he insisted, he insisted on driving,
2965 OK?, you normally insist on, why must we wear that colour?, I insist
2966 it on it
2967 S17: so "I insisted on getting (?)"
2968 T3: good
2969 S17: "she apologised for not helping and decided to go for a walk"
2970 T3: good, for not helping to go
2971 S17: "I didn't object to (?)"
2972 T3: I didn't object to, normally you object to something, so if I add a “to”
2973 what should it be?, I know you know, try
2974 S17: "I didn't object to her go"
2975 T3: after go?
2976 S17: (?)
2977 T3: yes, so remember “object to”, “insist on”, OK
2978 the only way to make it stick in, each of you must say “object to”,
2979 “insist on”, S17
2980 Ss: object to, insist on
2981 T3: and then “I didn't object to her going as I'm not very keen” it says “on
2982 walking”, this is a continuous action, on walking, so you need to make
2983 it continuous, S20
2984 S20: " (?)"
2985 T3: I can rarely prevent her?, from?, doing?, that's how it goes, I can rarely
2986 prevent her fro doing, you prevent someone from, uh when he saw the
2987 baby at the top of the staircase, he ran up and caught him, he prevented
2988 him from falling, you prevent from something, whose turn?, S16
2989 S16: " (?)"
2990 T3: read, you're correct, she's looking at me like, I'm wrong I'm wrong
2991 I'm wrong, she's gonna correct me, she's actually right
2992 S16: " (?)"
2993 T3: yes, of getting lost, I was afraid of getting lost because when you get
2994 lost are you one day are you at one moment walking down the path then
2995 suddenly oh I’m lost, no isn’t it, normally you walk around like a fool
2996 isn’t it?, in circles, like this tree looks the same as that tree, what am I
2997 going to do?, it takes you a while to get lost and it takes you a while to
2998 realise you are lost, correct?, so continuous action is the correct way to
2999 go, now turn the page quickly, you'll notice I'm trying to move very
3000 fast sometimes teach you we spend a lot of time on it it's good but we
must move as fast as possible OK, because I don’t want at the end of
the year we’ve got like thirty forty fifty pages not done, then no class
party uh, no sweets no jelly nothing, just work, finish, finish, OK, “Groundhog Day”, can you see that cute creature there?

S12: it’s a (chichiong park?)
T3: it’s a what park?, the groundhog it’s like a,
S15 are you making music?
S15: no
T3: the groundhog it it looks like a beaver doesn’t it?, what happens is in,
no it’s not a porcupine
S12: it’s like a porcupine
T3: I’ve seen hedgehogs before
S12: what’s hedgehog?
T3: hedgehog look like little durians you know?, I’ve seen a white one
which is like albino, I’ve seen the normal brown colour one, they’re
little spiky things but the difference is the spikes don’t come out,
they’re awfully cute, they crawl on the ground, they’re western
creatures, I don’t think we have hedgehogs in Malaysia, those are
hedgehogs and then we have porcupines, porcupines have the long
needles, you know?, and those can come out
S12: can shoot?
T3: they can shoot, the hedgehogs cannot but the porcupines with the long
needles can, but this is a groundhog, it’s not a porcupine, now what
happen is they have a custom in the US I think, when it’s spring, I
think these groundhogs I’m not sure, do they sleep, yeah yeah yeah,
they do sleep just like the bears, so I was trying to find other animals
which hibernate, so it seems the groundhog is one of them also, so
what they do is like a custom, they find the place where there are some
groundhogs, and then the mayor and all the other people will gather and
watch the hole in ground, they’ll watch it there you know, so when the
groundhog pops its head from the hole in the ground, that is the official
sign that spring has started, that’s what they call groundhog day and all
that, I heard about this cus- this custom a long time ago, it’ll pop its
head out of the ground and you’ll know it’s woken up, so it’s official,
spring is here, understand?, so fill in,
can you see the words down there?, they’ve helped you, A B C D,
you’ve just got to choose, how you answer this kind of question?,
don’t just put the first thing that pops into your head, read the
sentence with your word in it, does it sound correct?,
finished?, not yet, S12 finished already?, S13 finished?.
S12 make sure everyday you spray your house ah, because I heard
on TV uh that second round you get dengue it’s worse
S12: second round?
T3: if you get it second round it’s much worse
S12: the first round is when I was five I think
oh I got dengue when I was five but that was a long long time ago

S12: yeah

no but they say if you get it again you know I guess within the nearby time of the first round it’s uh you will get sicker, OK? so spray your house every day,

OK let’s start, this time we’re going to start from S16 and we’re going to come up this way, I like to change the direction, that will keep you on your toes you know, you never know who’s gonna come next, “according”

S16: “according to (?) the groundhog comes out of its winter sleep on (?)”

T3: second February

S16: second February

T3: now in modern, normally it’s two N-D correct?, two N-D, but of course in modern kind of English, you see English evolves, it changes, it’s not always like the old-fashioned way, so nowadays they say there’s no need to put the N-D, doesn’t mean you can’t put it but there’s no need to put it, but you must still read it as?

S12: second

S21: “if the sky is clear, he sees his shadow”

T3: yeah

S14: “ (?)”

T3: six more weeks of what weather?

S14: low

T3: low?, no, low clouds S14, low clouds, but the weather is either what?, calm or?, what’s the opposite of calm?

S12: rude, severe

T3: severe, severe means like teruk-teruk, OK?, severe, wait wait, let me get this straight, “if the sky is clear he sees a shadow, this means there’s going to be six more weeks of severe weather and he returns”, oh, so if the sky is clear he goes back inside the hole, hmm, OK, let’s see how this ends, S15

S15: “if the day is cloudy and he can’t see his shadow it means there will be an early spring and it stays above ground”

T3: ah hah, so if the sky is cloudy it’s gonna be early spring, oh it’s opposite of what I thought uh, I would have thought that if it’s nice and sunny you know, he’ll come out and put on his swimsuit and sunbathe, poor groundhog, next

S12: “each year reporters crowd in Punxsutawney”

T3: wait wait wait, it says number five, OK

S12: “crowd in Punxsutawney”

T3: OK uh, each year, your choice was “gather” “group” “crowd” “combine”, so it’s definitely not “combine” cause it’s not like an
ingredient in a cake right?

S12: crowd or gather

T3: yeah, that’s why, I’m trying to think of a sentence where you can use your “crowd”, each year reporters, OK you can crowd around, they crowded around, the reporters crowded around the movie star, correct?

but do you see an “around” there?

S12: no

T3: no, so “gather” is a much better word cause you don’t need an “around”, OK?, so do you understand? crowd around, gather, “in…”, oh my gosh what kind of name is this?, “Punxsutawney”, where do you stay?, Punxsutawney, sounds like somewhere in India

S12: “in Punxsutawney at dawn and a large quantity of cameras are focused on the burrow”

T3: quantity?, are you buying cameras?, I would like to order a large quantity of cameras

S12: number, number

T3: yes, you only use quantity of you’re buying it or something like that, or a large quantity of cameras, even there I would say a large number of cameras were stolen or something, OK so?

S12: “the burrow of a groundhog not named Punxu-what-ney Phil”

T3: Punxsutawney Phil

S12: “Punxsutawney Phil”

T3: oh he’s got a name, Punxsutawney Phil, what’s a burrow?

S12: burrow

T3: a burrow is a hole in the ground where he stays, it’s also a, you also have a hare, you know, the wild hare, the rabbit, they also have burrows, bears have what?, dens, lions have dens, tiger also

T3: OK, these are all the homes, do you stay in a burrow or a den?

S12: I stay in a house

T3: ((laughs)) just checking ((laughs)) OK, where were we?, “it’s spring”

S13: “it’s spring just around the corner”

T3: yeah, spring just around the corner, this is an idiom, an idiom is a sentence of expression whereby the meaning is not immediately clear, like if I told you I’m over the moon

S12: happy

T3: I’ve told you this before ah, those of you in my earlier classes, over the moon, does it mean I’m really hanging above the moon?, no, it means I’m really happy, but if you see the words I’m over the moon can you see immediately what the meaning is unless you know what the meaning is?, no, you won’t know right?, over the moon means above the moon, what are you talking about?, so same thing here, just around the corner

S19: (?) number eight

T3: hah?
“is it going to be a long hard winter”
is it going to be a long? , hard , yes
“in the weeks of (?)”
yes , hard , heavy , risk , S18
“groundhog day has become a (?) in recent years maybe because of the nineteen ninety-three new year float of the same name”
good
“this has made Punxsutawney famous and turned into a major celebrity”
((laughs)) imagine a groundhog can be a star , next , “the following”
the following February over thirty thousand people looked over in Punxsutawney”
ah ah ah , looked over? , no , did they just look into Punxsutawney? , did they just look like that? , no , what did they do? , OK , I had a party , but in the end there was so much food left over because nobody?
turn up
yeah , so read the sentence again
“the following February over thirty thousand people turned up in Punxsutawney”
another word for “turned up” I could use is showed up , turned up , showed up , there wasn’t enough food to go around because I invited a hundred people and in the end there were a thousand people , so they were fighting for the sandwiches ((laughs)) , K next “(?)”
sorry , unfortunately? , still , ((thunder boom)) oh wrong answer ((laughs)) he still lives there , still is used to show that it’s still like that , so “unfortunately something the large crowds were hoping something a prediction of good weather” , “unfortunately” , so? , we have eliminated “still” , now how do we use “despite”? , OK “despite” I use like this , despite the large crowds there was no pushing and shoving , despite means even though there was , despite , I’m just telling you the meaning ah , despite means that even though there was , but you know , so it’s not that , this one is unfortunately , so “unfortunately” , “still” already cannot I told you , and then “otherwise” , “unfortunately otherwise” does it make sense? , not at all right? , otherwise is a , you better go early otherwise you’ll be caught by caught in the rain or something yeah , so you use otherwise if you’re trying to show somebody what will happen if they don’t take your advice , K , so what’s the word left that you can use? , S20?
although
yes , although , read it again with “although”
“unfortunately although the large crowds were hoping for confirmation” “of good weather” , very good , come on , you got it right “(?)”
good , see , once she understood she can finish the whole thing already , so the answers there are although , hope for and last for , did you all get
it.

come on, move on, “Fascinating Weather Facts”, oh since it’s
raining now let’s do “Fascinating Weather Facts”, either left or
right, left or right, left or right, come on, very easy, I like it when
they introduce new words you know, earlier on I was asking them about
car parts, you all know all the car parts?, this one is what, the one
where you drive?

S12: steering
T3: steering what?
S13: wheel
T3: good, see it’s got another word, a lot of use we chop off the words, ah
cold?
S12: no, cooler
T3: how about the one where you can show left or right?
S12: spoiler
T3: the spoiler is the fancy stuff, have you seen the Jinjiang Joes driving the
cars with the huge you know like tails and fins that they add on?, at the
back of the car they add on huge like tail things fins things
S12: that’s a spoiler
T3: that’s a spoiler, so the one to indicate is the indicator lah, left or right
S12: which one?, signal
T3: people like to say signal, it is a signal but the correct one the correct
word is indicator
S12: indicator
T3: ah, this one here if you pull up if you don’t want to roll off the hill?
S12: handbrake
T3: yeah, handbrake, the front part here where all the fuel meters are
uh you know fuel the clock
S12: oh KM per hour
T3: sorry?
S12: the speed blah blah blah
T3: yeah but what is it called?, that that area there is called what?
S12: compartment, no
T3: sure?, not sure, S14?, S15?, no,
you don’t want to drive a car?, dashboard, I just want to see you all
know these words or not, I can see you don’t, dashboard, OK, the
drawer thing in the dashboard you know where you can put stuff
inside in the front of the car, you know like a drawer, what’s that
called?
S12: compartment
T3: yeah, what?, what compartment?
S12: which one?
T3: that one, the compartment, what compartment?, it’s called glove
S12: compartment, even if you don’t wear gloves, you know gloves?, even
T3: if you don’t wear gloves you can put things there because the reason
they have it overseas in Europe they’ll take off their gloves in winter
time and put there, that’s why glove compartment, **what do you call**
this the little mirror here? , is it meant for you to put lipstick and all?,
no, it’s meant to see the cars behind, **so what’s it called?**

S12: mirror

T3: yeah, **mirror mirror what?**

S12: on the wall, who’s the handsome of we all

T3: it’s called a rear-view mirror, rear-view because you look in the rear, K

“Fascinating Weather Facts”, who can I ask, **S14 do the first one**

S14: “when lightning strikes the earth the temperature is hotter than the
surface of the sun”

T3: my goodness me, so no wonder the people get badly burnt ah

S12: I don’t believe everything

T3: **sorry?**

S12: **how can it be hotter than the surface of the sun?**

T3: wow, no wonder they get really black uh when you get burnt, I mean,
no no, just picturing, I’ve seen coun- ah, there was once in the famous
Taman Tun where I saw the brown snake, I was standing in the shop
and it was raining, so I couldn’t walk back to my house you see, so I
was just standing there, la di da, then I actually say the lightning pour
into the house, I mean literally pouring, it wasn’t just zappo you know,
it was, it looked like that thick you know which was really thick, and it
was just flowing like this, it flowed for a few seconds, it wasn’t just
zappo you know, it was actually like a line continuously coming down
like that, and I was wondering oh my gosh and I was looking at it, after
it stopped

S12: smoke

T3: smoke came out from the house, so later on when I managed to get back
home, I kepoh-kepoh, we went and drove and you know went and look
at the house there, and the firemen were there, they had put out the fire
and the family they must have been watching TV or having their air-
con on you know, during a storm like that you should turn everything
off cause it’s heavy electricity you see draws the current, so they were
they were so pale, I remember there was like the mother or whatever
and the teenaged brother or whatever and son or whatever, and they
were like really frightened and pale, like standing there, I mean it’s not
funny but it was funny, I mean you know what I’m trying saying, they
were just standing there like so, and their house was like a bit charred,
you know, obviously their TV was on and the firemen were there, **so**
please uh when the when it’s storming turn off your TV you radio
and don’t use the phone.

I’ve even read in the papers about people getting zapped while using
a handphone, the guy was standing um in the doorway somewhere
in PJ I think, and it wasn’t even raining very heavily, and suddenly
he was on the phone, la la la, and suddenly the lightning struck
him and he died, K, so don’t use any of these kind of equipment,
so when lightning strikes the earth, thunder,

**which one comes first lightning or thunder S14?**

S14: thunder
T3: hah?
S14: thunder
T3: **are you sure?**
S12: yeah
T3: **so you hear the boom first and then you see the krrh is it?**
S12: krrkh first
T3: yes, **why?**
S12: cause light can travel three hundred thousand KM per eh three hundred thousand KM per second and for sound is like three hundred twenty KM per hour
T3: I’m not sure, I heard the three hundred one before, the sound I can’t verify that now, but he’s basically right, OK, light travels faster than sound, so if you heard the boom first, you’re actually hearing the boom from the previous krrkh, do you understand?, it’s not the boom and then the krrkh, it’s the lightning first and then the thunder, number two
APPENDIX D

Transcript of Interview 1

R: OK, so in your opinion, why do your students, um, why do students, perform much fewer directives than teachers do?

T2: well I suppose students nowadays they er, they have been spoon-fed, right, usually they wait for teachers to give the info, and um at times they are used to that particular method, so it’s very difficult for them to be proactive, to change

R: and um, why um, OK, when you are requiring students to do something that teachers, have the authority to tell them to do, right, this kind of directive it makes up the majority of teachers’ directives lah, basically telling students to do something that the teacher has the right to tell them to do ah, so why do you think these kind of directive make, make up the majority of your, of teachers’ directives?

T2: er you mean that why the teachers, have the authority or, sort of show their authority is it?

R: um no, not that, it’s just that um, why when in telling students to do something right, whether it’s asking questions, or or forbidding them to do something, or you know why is it that most of the directives telling students to do something you have actually have the authority to tell them to do something?

T2: well I suppose it’s a teacher and student sort of relationship, because in Asian culture usually it’s like um students or children will listen to er the person in authority, so I think basically it's our Asian culture

R: OK and questions also make up the majority of teachers’ directives as in there are a lot of questions, as a type of directive, why do you think this is the case?

T2: to lead them on, and, also to motivate them er, to give an answer

R: OK and why for students lah students’ directives, why do you think questions make up the majority of students’ directives?

T2: mm let me see, well I suppose they want some assurance, they want to reinforce, reinforce that what they know or what they don’t know

R: OK, OK um, now I’ll go on to this politeness, what kind of politeness strategies are used, politeness is basically um, um, the level of directness or indirectness used in as- in giving directives, right, and why do you think um teachers are very direct they utilise direct strategies, most frequently in performing directives?

T2: let’s see, well to show that the teacher is in charge

R: OK and why do you think indirect strategies these are like hints, you know, why are these not utilised by teachers at all in performing directives, in giving directives?

T2: hints, what do you mean by hints?

R: hints as in instead of saying please turn on the fan you can say something like ooh I’m feeling hot
T2: oh OK alright, I think this is due to time constraint, because at times, uh there’s so much, the syllabus is so vast, and there’s so much to teach and to, to teach so maybe of time constraints because of time constraints, so there’s no time to beat around the bush so the teachers have to be more direct.

R: K and um in your opinion, OK why do students utilise these kind of strategies in performing directives, (R shows T2 a list of student directives redressed through positive politeness from the data)

these strategies are you know instead of having a complete sentence they um, they use ellipsis means like it’s like truncated the the sentence is shortened and then they use slang like uh, uh, *meh* you know the *ah* and the *lah*, why do you think students do that, in performing directives towards teachers in the classroom?

T2: once again I feel that it really depends, I mean I think it’s a Malaysian culture alright, we are sort of very comfortable, er, in speaking when there is a er what do you call that there is the *lah* and so on so probably children they hear their parents speaking or using such, eclipse or what do you say just now? ellipsis?

R: um ellipsis is actually ellipsis is actually um, the um incomplete sentence for example like um um let’s see this one *ah* ((R shows T student directives redressed through ellipsis from the data))

T2: oh you mean not a full sentence?

R: correct not a full sentence

T2: not a full sentence, meaning that er go there, eat already, is it that sort of thing?

R: yeah yeah that sort of thing, uh like er this one, um “now” that is an ellipsis, it’s just really short

T2: alright uh maybe it also stem from our mother’s tongue, you see maybe also at times it stems from our mother’s tongue, and er this the students, maybe their mother’s tongue they way they speak so, they have actually when they come to speak English they actually er unconsciously er um how would I call it um, sort of translated it into English, so it’s like a very natural progression from the mother’s tongue to English

R: OK and um students, the students did not use any indirect strategies, they did not use any hints at all, in in giving directives to teachers, and why do you think this is the case?

T2: mm

R: like for teachers there were no hints at all remember? because uh to to save time, but for students why do you think they didn’t use any hints at all?

T2: once again they feel that well, it’s something that is simple that it’s, well it’s understood, that and being either a teacher or a parent or somebody so er definitely er you understand, you see that’s why to
them it’s not necessary to go into a full sentence
R: um I think that um, I think that was, mm, let me rephrase my question all right?, um in, um what I meant was in giving directives to teachers, students they are very direct and they did not use indirect strategies, as in they did not use any hints lah, they didn’t say like ah, instead of saying, yeah, they didn’t use any hints, so why do you think this is the case?
T2: alright you mean students? oh OK, I think I misunderstood your question earlier, OK I think it’s one of basically it’s because of um they don’t have a good command of the language, so that actually is a setback for them, so uh not having a good command of the language so they would not be able to go in a roundabout way, so they say what is another thing is I suppose that, whatever comes to their head straightaway they, you know, uh tell us, or open and speak it out OK R: OK now my next question ah, why do you utilise these strategies, these are called positive politeness strategies, I’ll show you what, I’ll show you the examples right,
((R shows T a list of teacher requirements redressed through positive politeness from the data)) why do you utilise these strategies most frequently in requiring students to do something that you have the authority to tell them to do?
T2: um let’s see
R: these strategies ah,
((R shows T teachers requirements redressed through inclusion of both the speaker and the hearer from the data)) these are like um, “let’s”, “we”
T2: this is to engage them, erm and also er, yes i mean to show the students that this is not just a one-sided, er because we want to do something, we want to do something together so that to show the students that it is actually a two-way thing or a teamwork that means it’s between the teacher and the student
R: OK and um now what about asking questions ah, when you ask questions why do you use direct strategies the most frequently? and these are the examples,
((R shows T a list of teacher questions performed baldly on record from the data))
direct strategies these are from your, like there is, there are no, it’s very direct, straight to the point K
T2: OK let’s see, possibly because the questions they are all direct from the book so it’s reading it out you see directly from the book and also, to be straight to the point K, so erm, well probably when you ask a question directly with no frills they concentrate on the question and what is, what is asked of them, and then they can concentrate directly on er the answer as well
R: OK and um, in telling students to do some- ah not to do something in
forbidding students to do something because it is your authority to do so, why do you utilise direct strategies?

T2: oh in this case then it is a command, the teacher has to show that she is in charge so er, she has to be authoritative and also to make it very clear, that this is, what the child-students are required to do

R: OK um why do you use these strategies um here,

((R shows T2 a list of teacher requestives redressed through positive politeness from the data))

these strategies here, right, most frequently in requesting that students do something, and these are actually things that you do not have the authority to request them to do?

T2: er, I suppose this is basic manners and courtesy, er, I’m sure that, er, whether you are a teacher or student I think there should be, er, you know respect towards each other so even as a teacher we should also show our respect to our students, so this is I think courtesy

R: OK, um, OK, but there are two types of politeness strategies and instead of um, you know instead of saying um, please right instead of saying please, um because please actually shows respect whereas these kind of strategies you use they show um more of um you know group membership that you are actually friends, right, so instead of showing respect, respect, you have actually used the strategy that shows membership shows unity and friendship, why do you suppose um you do so?

T2: mm, I, K, I think also, by doing so, er, we, I think, the students of, the students to the students if you respect them, alright, they would at the same time respect you and also I think uh it would, I think er let’s see, I think the students would respect you back and if there’s mutual respect then it’s so much easier to conduct or to teach a class

R: OK and my next question is, why do you use these strategies most frequently in advising or suggesting that students do something because it benefits them?, these are the strategies

((R shows T a list of teacher advisories redressed through positive politeness from the data))

T2: er let’s see, er well I feel that you see when, we give them some reason, so they, it makes them understand it better, then when we advise them and give them some reason and so on then they would understand it better and from there, you see they are able to follow your advice, hopefully they with the reasons given, it’s easier for them to follow your advice

R: K, and my last question um, why do you use direct strategies the most frequently in giving students permission to do something, um that you have the authority as a teacher right that means you have the authority to give them the permission to do something, and then you are actually using very direct strategies here so why is that the case?

T: alright uh, I think at the end of the day there is also, apart from being a
very, I would say er, I think there is also, we also at the same time have to show the students that, the teacher is in charge, so er, the teacher has the authority, for certain er, to give the authority for certain things, so I think at the same time at times, the teacher has to show that she in charge or, I think that’s all
APPENDIX E

Transcript of Interview 2

3473  R:   OK, so why do you um, perform much fewer directives than your teacher does?, how come so your teacher gives you a lot of instructions, she asks you a lot of questions right?, but how come you don’t, you don’t, you um, you uh, your questions and your your requests, they are much less than your teachers?

3478  S1:  hah?
3479  R:   hah?
3480  S7:  because we get information from the teacher because the teacher is the boss
3481  R:   because the teacher is the boss?
3483  S5:  she has more authority
3484  R:   she has more authority?, anything else?
3485  S4:  she has the right
3486  R:   she has the right to tell you to do something?, anything else other than that?
3488  S7:  why do we as students speak, uh no, teacher speak more than our
3489  R:   it’s not just speaking you know?, why does the teacher give you more, uh ask you to do more things you know?, uh no tsk ask why does the teacher er give make more requests, and then, uh ask more questions than you do in class?
3493  S7:  cause since centuries ago it’s already like that
3494  S3:  naturally it’s like that
3495  R:   naturally it’s like that? other than that?
3496  S7:  cause we don’t know anything, we can’t say anything
3497  R:   you don’t know anything?, you can’t say anything?, other than that?
3498  S7:  other than that, cause teacher is so fierce (laughs)
3499  R:   are you sure?, really?, because she’s so fierce?
3500  S4:  no
3501  R:   no? you were just joking?
3502  S5:  ask SH to kill you
3503  R:   OK and then, when you actually uh, you know uh, make requests, or ask for information or anything right, you, the type of directives is actually questions lah you have a lot of questions lah, so why do you have a lot of questions?
3507  S4:  cause we don’t understand
3508  S7:  curious
3509  S5:  curious
3510  R:   curious?, don’t understand?, and then?
3511  S5:  and then teacher will give answers to us
3512  R:   OK teacher will give answer to you, anything else?, no?, K and then when you ask questions right, why do you use ellipsis?, ellipsis is like
really shortened questions you know instead of saying “can you show me something”, you say “show”, alright, or or sometimes you just say “what”, or “how” or you just repeat your teacher’s question again, one word only, why do you use these kind of language when you ask questions?

S7: because you can’t get what the teachers are saying, are talking about and you can’t repeat what the teacher said

R: so you just repeat one word only?

S1: when we use “it” in a sentence we the “it” or something else will refer to previous sentence

R: and then no you even say things like “now”, or why is it “now”, “me”, “bored”, “verb”, it’s just one word only

S5: to save time

R: save time? , anything else?

S4: she can understand

S8: direct to the question

R: she can understand? , direct to the question? , but if you say something like “did I”, and then “no wonder”, it’s like very short right? can she understand you?

S8: yes

S5: we already familiar with each other

R: OK, and then why do you use “ah”, “meh” and “lah” when you ask questions? , you say “not in”

S5: Malaysian style

R: why? , why do you say “not in meh”, “hor” or?

S7: because it’s Malaysian’s English

S5: rojak English

S3: Manglish

R: and you feel comfortable using it in class?

S7: it’s like already a kind of habit or

R: but why why not you, can you not just say the “meh”? , can you not say “not in” or, “like this”? , why must you add the “lah”, the “mah”, the “ah”?

S8: because too direct already

S5: “lah” “ah” got the face, Chinese ah

S1: yeah

R: because you are Chinese?

S1: yeah most of the Chinese will “lah”, because we always talk, speak in Chinese we will add some “lah”

S8: because the Chinese version is got “lah” “ah” “mah” so we

S5: influence us when we speak English

S6: like in Bahasa Melayu

S7: Bahasa Melayu also got “lah”, “ah”, “apa tu”

R: but then, you can, you have the option, you know are quite fluent in English right, so you actually know that you can, you can, take away
the “lah”, you can take away the “mah” right?

S5: it’s like a habit
S8: no need so serious
R: no need so serious?
S7: it’s like not so funny
S1: it’s like a habit because since we are born we start to speak in Chinese, “lah” until now
S5: and then if we speak the accurate English with other Malaysian people
S8: they also feel very weird, because they also speak “lah”
S1: also because the, our environment, surrounding people
R: but I’m saying why in this class right, why do you use the “lah”, ah in
S1: this class you know?
S7: it’s not so formal
S1: more friendly, friendly and relaxed
R: oh
S1: no need to be so serious
R: no need to be so serious?
S7: no lah teacher, you know like, we want to like, uh, disagree
S8: something, like
S7: not so strict, will hurt
S7: will not hurt people like that
S8: “no lah”, like that
S1: we usually use those “lah”, “ah”, “oh”, “de” to add more expression
R: OK and then, why when you ask your teacher to do something lah you
S8: make a request lah for example you ask her to wait you know you want
R: to check something, alright or you want to ask her to repeat something,
S8: why do you keep saying, why do you keep putting “teacher” in front of
R: your sentence?, like you will say ah, let me give you an example, you
S8: say, um, “teacher, give me the name of a college”, “teacher don’t flip
R: the book”, “that’s enough teacher”
S7: teacher you know I’m talking to you, teacher
S3: just to call you
R: to address?
S5: the teacher don’t know we are speaking to you
S8: yeah yeah, like we are calling the friend we also call the friend name,
R: like “wei” that one
S8: so just to let the teacher know you are speaking to her lah?, other than
R: that?, any other reasons or not, that you have to put “teacher” “teacher”
S8: “teacher” in every sentence?, any other?
S5: as a respect
S7: maybe a kind of respect lah
R: ah OK and um
S7: respect
R: respect ah?, OK ((laughs)) OK and ah, and for suggesting that your
S8: teacher do something lah, when you want to advise her to do something
, uh, why do you, say it directly ah? this one, let me show you, ah,
you told her “relax”, this is S1, you told her “relax”, yes, how come
you are so direct ah?
S1: why so direct?
R: yeah you told her to relax, only one word “relax”, very direct, so why
were you so direct?
S7: cause teacher we know each other
S6: how should we, ask somebody to relax, in a proper way?
S7: yeah it’s “relax”
R: hah come again?
S7: relax or what?
S8: can use other word to?
S6: in British how they ah, tell people to relax?
R: no no I’m not saying
S6: you’re saying that she’s too straightforward right?
R: ah what I’m saying is that she could have said you know, uh, “why
don’t you relax ah”, or she could have said right, “please relax”, or she
could have said “teacher relax”, or she could have said “relax ah”,
“relax lah”, you know, but she is just straight to the point, “relax”
S1: simple question simple answer, my personality, my style, the way I
speak
R: which is direct is it?
S1: yeah
R: but with a teacher you know she is a teacher right, and then you are a
student why do you dare to be so direct?
S1: because this is not the first time we
S6: because we are so young
S5: and we are like friends
S8: we close to the teacher so we can
S1: if I don’t know you very well I don’t do that
R: oh which means that you feel that you know her quite well so you dare
to
S1: because we have been together for a while
S7: not a while but quite long
S5: we know teacher won’t scold us
S8: we attitude
S1: it’s also related to the something of communication of people, some
physchologic, psychology
R: OK and then, this one, OK and then when you suggest your teacher
does something, you know, you advise her to do something, you also
say, “er teacher, you can go out and take it”, ah, so “er teacher”, “er”
is like it shows
S5: it’s same like lah
R: ah why why why do you say “er teacher, you can go out and take it”??
because like um teacher are teaching there, you have to get his or her attention and then like, yeah, like you have to stop what she is talking about sometimes

so the “er” is to stop her lah?

to get her attention

OK last question ah, OK, when you want to give your teacher permission to do something this is when she you say you want her, you want to give her permission to do something lah, you use um, you use a BM word you know, this is yours, you say “you can you can conteng”, so, why why why why did you use, why did you use “conteng” instead of saying “you can write here”, “you can scribble”?

no teacher, I can’t think about the English word for conteng, you see

so the only reason is because you couldn’t think of the English word?

OK that’s all thank you