

English for Communication II

SBLE1042

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Centre for Professional and Continuing Education (PACE)
Universiti Utara Malaysia
Sintok • 2010

ISBN 978-967-5311-49-9

First Published, 2010

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The Self Module Series is one of the teaching and learning mode under the Off-Campus Studies of Universiti Utara Malaysia. This Self Module Series is to be improvised and revised during every teaching activity and the distribution of this Self Module is restricted within the campus of Universiti Utara Malaysia.

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PREFACE

English for Communication II is the second in a series of the university English core courses offered for students of Universiti Utara Malaysia. This intermediate level module is designed to help students develop and solidify the language skills that they need, with particular emphasis on reading and writing skills. The topic-based course that adopts an integrated approach also provides opportunities for students to consolidate their listening and speaking skills, as well as the vocabulary and grammar learnt in the previous course.

We hope that learners will find the course both interesting and helpful.

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ACKNOWLEDGEMENT

We would like to express our gratitude to the English Language Division, Humanities, College of Arts and Sciences, as well as to the Centre for Professional and Continuing Education (PACE) for giving us the opportunity to write this module.

Many other people have also helped and contributed, especially in terms of providing constructive feedback and ideas, in the production of this module. Our sincere thanks are also extended to the Penerbit Universiti Utara Malaysia for their technical assistance in the publication.

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SYNOPSIS AND COURSE OBJECTIVES

This intermediate level course emphasizes the development of reading and writing skills while consolidating the oral skills, vocabulary and grammar learnt in the previous course through an integrated approach. This self-instructional course enables the students to analyze and evaluate ideas in listening and reading texts. In addition, they will learn to write paragraphs and expository essays.

The module is divided into six units, which revolves around six different themes: Chapter One: Relationships; Chapter Two: Cultural Diversity; Chapter Three: Lifestyle; Chapter Four: Crime; Chapter Five: Discoveries and Inventions, and Chapter Six: Disasters.

Upon completion of the course, learners will be able to:

- **Give** and **ask** for opinions and justify preferences in specific situations.
- **Identify** main ideas and specific details, recognise sequence, and make inferences from listening and reading texts.
- **Give** meanings of words and phrases as they are used in lexicogrammar structures in reading texts.
- **Develop** cohesive and coherent paragraphs using topic sentences, supporting details, and appropriate connectors.
- **Produce** coherent and unified expository essays.

HOW TO USE THIS MODULE

This module is self-instructional. To begin with, you need to familiarise yourselves with the organisation of the module. You need to follow the sequence set out in the module as each lesson equips you with the knowledge and skills needed to work on the next lesson/section. You need to read through the notes and explanations provided in each lesson before completing the exercises/practices given. If you encounter problems, refer to the answers given in the answer key. If you face any problems in using the module, please seek the help of the course instructors.

CHAPTER ONE

RELATIONSHIPS

LEARNING OBJECTIVES

After completing this chapter, you will be able to:

1. **Read** for specific and general information in a text.
2. **Use** the Simple Present Tense and the Present Continuous Tense.
3. **Ask** and **give advice** on problems related to relationships.
4. **Listen** for specific information.
5. **Write** a paragraph around a topic sentence.

Before You Read

Discuss the following questions.

1. With whom would you discuss your personal problems? Why?
2. What characteristics would you look for in a friend?
3. Do you feel closer to your friends or your family members? Why?
4. What do you think are the important elements that sustain a close relationship?
5. What are the things that you would do for:
 - a. a friend?
 - b. a family member?

READING

Read the passage below and answer the questions that follow.

Relationships

- I** There are a variety of relationships in which we are involved in our daily life. They range from short relationships with someone we meet on the street to close relationships that last a lifetime. The closest relationships will always occupy the most of our attention and time because they have the potential of bringing the most happiness in our lives. The most common
- 5**

relationships in our lives involve family, friends, and acquaintances.

- II** The family is as a domestic group of people with some degree of **kinship**, be it through blood, marriage, or adoption. “Family” includes your siblings and parents, as well as relatives whom you may not interact with every day, such as cousins, aunts and uncles, grandparents, and stepparents. The family relationship is one of the most important relationships in a person’s life. We first learn about loving and caring from our families. The family is the first you miss when you are far away, and the family is the one you feel you can lean on when you need support. Our relationship with our family members is **essential** to our emotional development. Who we are, and how we should emotionally react and behave in different circumstances is mainly learned by our **interaction** with our family members. 10 15 20
- III** Many times, however, families are **hampered** in their relationships by hurt, anger, and confusion. These emotions are natural and normal. By communicating openly and talking through the problems or conflicts we face in our relationships, it is possible to create happier, more stable ones. Families need to be units of mutual caring and support. They can be sources of lifelong strength for all individuals. It is never too late to begin the process of improving family relationships. 25 30
- IV** Friendship is another relationship that takes up an important part of our lives. A friend is a person you know well and regard with affection, **trust**, and respect. Making and keeping friends, however, can be particularly **tough** if you are shy or unsure of yourself. The best way to make new friends is to be involved in activities on campus and in the community where there are other people your age. Another way to make friends is to be friendly and helpful to other people. Talk to people, get to know them and find out if you have something in common with them. 35 40
- V** Keeping friends needs **dedication**. Friendships that take friends for granted fall apart. If you want friendships to last, you have to work at maintaining them. Friends should be supportive and encouraging of each other’s efforts in whatever they do. This does not mean that you cannot disagree on issues. True friends listen to and respect each other’s opinions. By mutually 45 50

supporting each other, whether or not you agree, you ensure a more stable friendship.

VI The third type of relationship we are involved in is the casual relationship. Casual relationships are those we have with people we do not know well. These are people whom we term acquaintances – people we know and say “hello” to in passing. You might wonder why it is important to have a healthy relationship with someone you **barely** know. Well, all non-family relationships start with a casual relationship. An unhealthy casual relationship without mutual respect will lead to a friendship or an **intimate** relationship without respect.

VII Casual acquaintances are simple relationships that are easily maintained. When you smile or say “hello” to someone you recognize on the street, you are communicating in an **appropriate** manner. When you show respect, and are friendly and polite to people, they will be drawn to you. More often than not, healthy relationships are likely to spring from this.

VIII Though there are many more types of relationships in which we are involved, depending on our needs and expectations, the above-mentioned are the more common types. All of them, however, require mutual respect and communication to remain healthy and survive the vicissitudes, the changes and challenges, of life.

(Source: Retrieved from: <http://www.pamf.org/teen/abc/types/family.html>)

Read the questions below and discuss the answers with a partner.

1. What are the types of relationships that are described in the passage?
2. What is a family?
3. Why is a family relationship important?
4. How can we resolve relationship problems within the family?
5. How are friendships maintained?
6. Why is it important to have a healthy casual relationship?
7. What are the two important elements that help to sustain a healthy relationship?

Vocabulary Check

The words below are **boldfaced** in the passage. See how they are used and do the following exercises.

| | | | | |
|----------------|-------------------|--------------------|-----------------|--------------------|
| Kinship | essential | interaction | hampered | trust |
| tough | dedication | barely | intimate | appropriate |

A. Fill in the blanks using the words above.

1. There is always a strong sense of _____ between family members.
2. Going through life without the support of friends or family can be _____.
3. Acquaintances are people you _____ know.
4. Healthy casual relationships are likely to develop into healthy _____ relationships.
5. Relationships are _____ when there is no open communication.
6. A friend is someone in whom you have _____.
7. We learn by our _____ with our family members about the _____ manner in which we should behave.
8. Mutual respect is _____ in a healthy relationship.
9. If you want a relationship to be successful, you should work at it with a lot of _____.

B. Match the meanings below with the words from Exercise A.

1. family tie: _____
2. activity of mixing, talking and working with others: _____
3. strong belief in the honesty, goodness etc of someone: _____
4. hindered, made difficult: _____
5. difficult: _____
6. extremely important and necessary: _____
7. hard work or effort: _____
8. suitable: _____
9. extremely close: _____
10. almost not, hardly: _____

GRAMMAR

The Simple Present Tense

You use the Simple Present Tense when:

1. you want to talk about your **thoughts or feelings at the present moment.**
e.g. I *am* very busy.
e.g. They both *taste* the same.
2. you want to say that something **is always or generally true.**
e.g. The sun *evaporates* greater quantities of water near the Equator.
e.g. The sun *rises* in the east.
3. you want to talk about something a particular person or thing **does regularly or habitually.**
e.g. I *play* soccer every Sunday.
e.g. She *washes* her hair every day.

Form of The Simple Present

Statement I, You, We, They **sing.**
 He, She, It **sings.**

Negative I, You, We, They **do not sing.**
 He, She, It **does not sing.**

Question **Do** I, you, we, they **sing?**
 Does he, she, it **sing?**

A. *Fill in the blanks with the correct form of the verbs in parentheses. The first one has been done as an example.*

0. Families **come** (come) in all forms and sizes.
1. There _____ (be) many kinds of relationships.
2. Many people _____ (think) that “intimate” _____ (mean) being physically intimate.
3. A romantic relationship _____ (be) one where you _____ (have) a deep feeling of connection to the other person.
4. We _____ (establish) relationships with many different types of people.

5. _____ (Remember) that communication _____ (be) the key to resolving conflict.
6. When and how we _____ (express) love _____ (be) determined by our preferences.

B. *Fill in the blanks with the correct form of the verbs in parentheses. The first one has been done for you as an example.*

Peer pressure can play a major role in friendships. If someone (0) **is** (be) vulnerable to peer pressure, the relationship (1). _____ (be) not balanced. (2). _____ (Remember) that you (3). _____ (have) the right to stand up for what you (4). _____ (believe) is right. (5). _____ (Express) yourself with your friends. You (6). _____ (have) the freedom to say “no” if you (7). _____ (disagree). If you (8). _____ (be) scared of losing a friendship by standing up for what you believe is right, then you (9). _____ (be) in an unstable friendship. True friends (10). _____ (respect) each other’s opinions.

(Source: Retrieved from: <http://www.pamf.org/teen/abc/types/family.html>)

The Present Continuous Tense

You use the Present Continuous Tense when:

1. you want to talk about something that **is happening at the moment you are speaking**.
 e.g. We *are having* lunch. Come and join us.
 e.g. My head *is aching*.
2. you want to **emphasize the present moment** or **indicate that a situation is temporary**.
 e.g. Only one hospital, at Jitra, *is functioning*.
 e.g. They *are trying* to create a more democratic society.
3. you want to **indicate changes, trends, development, and progress**.
 e.g. His handwriting *is improving*.
 e.g. The worldwide demand for energy *is increasing* at a rate of about 3% every year.

4. you want to talk about something that has been **planned for the near future**.

e.g. I *am leaving* for Melbourne tomorrow morning.

e.g. They *are dropping* by this evening.

Form of The Present Continuous

| | | | |
|------------------|---------------|------------|-----------------|
| <i>Statement</i> | I | am | singing. |
| | You, We, They | are | singing. |
| | He, She, It | is | singing. |

| | | | |
|-----------------|---------------|------------|---------------------|
| <i>Negative</i> | I | am | not singing. |
| | You, We, They | are | not singing. |
| | He, She, It | is | not singing. |

| | | | |
|-----------------|------------|---------------|-----------------|
| <i>Question</i> | Am | I | singing? |
| | Are | you, we, they | singing? |
| | Is | he, she, it | singing? |

- A.** *Fill in the blanks with the correct form of the verbs in parentheses. The first one has been done for you as an example.*

0. Relationships **are becoming** (become) more complicated in these modern times.
1. People _____ (find) it more and more difficult to deal with relationship problems.
2. Hamad _____ (leave) for Kuala Lumpur this evening.
3. Listen! Stella and Marie _____ (have) an argument about something.
4. If you _____ (feel) depressed, you should see a counselor.
5. Relationships between parents and children are often difficult when the children _____ (grow) up.
6. How _____ you _____ (cope) with the situation, right now?
7. Many young professionals _____ (delay) getting married.
8. They _____ (think) of living together for two years first, before getting married.
9. At present, George and his family _____ (travel) in Tibet.
10. They _____ (plan) to move to George Town by the end of the year.

B. *Fill in the blanks with the correct form of the verbs in parentheses. The first one has been done for you as an example.*

In their eager search for romance, many young people (0) **are ending** (end) up in relationships that (1) _____ (head, not) anywhere positive. Many young people (2) _____ (look, not) out for the tell-tale signs that indicate that they are in an abusive relationship. To ascertain if you are in an abusive relationship at the moment, ask yourself these basic questions: (3) _____ I _____ (go) out with someone who (4) _____ (try) to control me? (5) _____ I _____ (worry, always) about his or her reactions to things I say or do? (6) _____ he or she _____ (threaten, always) to harm me? Does he or she scare me? (7) _____ he or she _____ (put, always) me down in front of friends? (8) _____ he or she _____ (threaten) to be violent towards me?

If two or more of the above items apply to you, you are in a relationship that is likely to become abusive. The first thing you need to think about when you realize you are in an abusive relationship is to get out of it.

By ending an abusive relationship, however, you (9) _____ (put, also) yourself in danger. It is, therefore, important to turn to a trusted friend for assistance first. Tell him or her about what (10) _____ (happen) in the relationship. When you end the relationship, do so in a place where there are other people. This is to ensure that your abuser cannot abuse you further. Alternatively, you can end the relationship over the phone or via the e-mail.

(Source: Retrieved from: <http://www.pamf.org/teen/abc/types/family.html>)

Forms of The Simple Present and The Present Continuous

| | <i>Simple Present</i> | <i>Present Continuous</i> |
|------------------|---|--|
| <i>Statement</i> | I, You, We, They He, She, It | sing. sing. |
| | | I am singing. You, We, They are singing. He, She, It is singing. |
| <i>Negative</i> | I, You, We, They He, She, It | do not sing. does not sing. |
| | | I am not singing You, We, They am not singing He, She, It is not singing |
| <i>Question</i> | Do , I, you, we, they Does he, she, it | sing? sing? |
| | | Am I singing? Are you, we, they singing Is he, she, it Singing? |

Practice Makes Perfect

- A. *Fill in the blanks with the correct form of the verbs in parentheses. Use either the Simple Present Tense or the Present Continuous Tense. The first one has been done for you as an example.*

The relationship between lovers (0) **is** (be) by far the most complex and rewarding of them all. Probably the most beautiful is the one where you (1) _____ (get) back all the love and trust you (2) _____ (give) your partner. When you (3) _____ (find) a partner you can't do without and your partner (4) _____ (feel) the same way as you do, it is indeed a blessing. You (5) _____ (know) you have found your perfect match. Anyone who (6) _____ (experience) this type of relationship will do well to keep in mind that it also (7) _____ (have) its challenges.

A friend of mine found himself in such a blissful relationship. "It really (8) _____ (be) heaven on earth. I (9) _____ (float) on 'cloud nine,' as they say. She (10) _____ (behave) like an angel and I (11) _____ (look, always) forward to going home early from work. I never knew love could be so blissful", I remember him saying, early in their relationship.

These effusions of love and bliss, however, changed to complaints, twelve months later. "She (12) _____ (follow, constantly) me around. It (13) _____ (look) like I can never have a private moment to myself! Her laughter, that seemed cute, at first, (14) _____ (drive) me up the wall, now! What's more, she (15) _____ (complain) that my snore (16) _____ (keep) her awake at night!"

- B. *Fill in the blanks with the correct form of the verbs in parentheses. Use either the Simple Present Tense or the Present Continuous Tense. The first one has been done for you as an example.*

"Some people (0) **believe** (believe) that marriages are made in heaven," she said. "You (1) _____ (joke)," I replied. "I (2) _____ (not, know) anyone who (3) _____ (do)." "Well, you (4) _____ (know) me," she replied. "I (5) _____ (believe) that marriages are made in heaven. I met a man the other day. I (6) _____ (forget) his name, now. He said that there (7) _____ (be) a huge ledger in heaven that (8) _____ (have) the name of each person's soul mate."

(9) _____ you _____ (try) to tell me that you
(10) _____ (believe) him?" I asked. "I certainly do," she
answered.

LISTEN UP!

Listening 1

You are going to listen to a talk on the three (3) most common relationship problems.

Before Listening

Think about the following questions.

1. Are relationships important? Why?
2. Do you have any relationship problems? What are they?
3. How would you overcome your relationship problems?

While Listening

Listen to the talk for the information you need to answer the questions below.

1. What are the three most common relationship problems?
2. What is the fear of intimacy?
3. What are the three ways of minimizing these common relationship problems?

SPEAK UP!

Speaking Focus

Below are some helpful expressions that we normally use when we ask for and give advice. Use them in the activities that follow.

Talking about problems

Asking for advice

*I have a problem... What do you think I should do?
should...How can I go about handling the situation?
Do you think I should...?
I wonder if you could suggest a way for me to...*

Giving advice

*I think you
I suggest you...
My advice to you is...
You could try to...
Why don't you try...*

A. Discussion 1 (Pair Work)

All of us are involved in relationships and, consequently, experience various relationship issues. These issues may be minor or major. To help

us deal with these issues, we usually seek the help and wisdom of family members, friends, and, sometimes, even professionals such as counselors. Often, we find that it is easier to talk about our problems to strangers, anonymously. Many newspapers, magazines, and online blogs cater to this need.

Below is a blog entry from an undergraduate student seeking help. Read the entry and discuss it with your partner and come up with a helpful piece of advice. Share this with the rest of the class.

Guest:

Hello. I wonder if you can help me with a problem that has been nagging me recently. I am a naturally shy person and find it difficult to approach someone whom I'm interested in getting to know on campus.

I've seen him look at me a few times in a way that suggests to me that he may be interested. I don't know for sure, but that is the feeling I get. Last week, I saw him at the cafeteria. He smiled and said hello. I responded in like fashion, but neither of us stopped to talk further.

I've always had this problem of approaching members of the opposite sex. This may be due to what happened to my beautiful sister when she was at campus. She fell for a guy but was rejected in the end. I still remember the heartache and suffering that she had to endure. I know that I would not be able to undergo a similar experience.

This guy, however, looks nice and decent. A part of me wants to get to know him and another wants to avoid any potential heartbreak. Can you help, please? What do you think I should do?

*-
Keen but cautious-*

B. Discussion 2 (Group Work)

Below is another blog entry seeking advice on a more serious relationship issue. Get into groups of four members. Read the entry and discuss the problem/problems mentioned and come up with a helpful piece of advice. Share your advice with the rest of the class.

Hello,
I am currently struggling in my marriage of four years. I struggle with feeling insecure, not trusting my husband, afraid of losing him. My mother, sisters, and I were abandoned by my father for another woman. I am trying to find a local support group to attend. Thus far, I have had no luck. I don't communicate with my husband and I feel that he holds things back from me. I feel I cannot keep this up much longer. What should I do? I would really appreciate your help.

Desperate

FOCUS ON WRITING

Writing a Paragraph Around a Topic Sentence

What is a paragraph?

A paragraph is a group of sentences which logically develops a **topic** or subject. All the sentences in the paragraph must relate to the topic, whatever it might be.

What is a topic sentence?

It is not enough to have a topic for a paragraph. You need to say something about the topic. That is, you have to state your idea about the topic. This idea about the topic is called the **main idea**. This main idea is usually presented in a statement which is called the **topic sentence**. The topic sentence is the governing statement that other sentences in the paragraph develop. It is a complete sentence that is neither too general nor too specific. The other sentences in the paragraph give details – examples, statistics, facts, and other kinds of evidence – to support that statement.

Where is the topic sentence?

The topic sentence is usually the first sentence of the paragraph. This is so as to give the reader a preview of what the paragraph is about, to aid

the reader in understanding the thrust of the paragraph. However, the topic sentence may appear in the middle of the paragraph or at the end, as the last sentence. Sometimes, there is no topic sentence altogether. This is when all the other sentences in the paragraph collectively convey the main idea so clearly that the writer finds stating the main idea in a specific sentence unnecessary. In this instance the topic sentence is *implied*. Below are some examples of short paragraphs to illustrate the points made above.

Example 1: *The first sentence as the topic sentence (boldfaced)*

There are three common relationship problems. The first problem is the fear of intimacy. People who experience this fear may be overly anxious about losing their selves. The second problem is the fear of change. This refers the fear that one feels about changes or lack of changes in one's partner. The third problem is the fear of abandonment. This fear refers to the feeling of being rejected or left to fend for oneself without the emotional support of others.

Example 2: *The middle sentence as the topic sentence (boldfaced)*

The Bukit Merah resort, in the state of Perak, which is frequented by families during holidays, boasts an island named Orang Utan Island. This island never fails to attract most of the visitors to the resort. Though we had been there before, it was only on my last trip there that a fact about orangutans crystallized in my mind. **Orangutans are exceptionally silent animals.** Mike, the dominant male, sat on his haunches about five feet away from the chain-link fence that separated us. He quietly ate the apple slices that we tossed him. Two other orangutans ambled up to about four feet away from Mike, but neither Mike nor these two made any sounds that could be taken to mean "Yo!" or "Keep off!" Another orangutan, a female, came very close to Mike and plopped in front of him, but neither seemed to have anything to say. Orangutans seem to prefer silence.

Example 3: *The last sentence as the topic sentence (boldfaced)*

One way of maintaining friendships is by showing respect to your friends. Only by showing respect and acknowledging the self worth of your friends can you help in making the relationship meaningful. Another way of maintaining friendships is by being considerate towards the feelings of your friends. By being considerate, you show that you care for your friends and value their comfort. **Showing respect to your friends and being considerate towards them are two ways of maintaining friendships.**

Example 4: *The implied topic sentence*

Though Joe's incorrect use of language often leads to a lot of miscommunication and a lot of embarrassment among his acquaintances, it is not the only reason why people avoid him. His slovenly appearance and his lack of social graces contribute greatly towards this. The most cited reason why people avoid him, however, is his lack of personal hygiene.

In example 4, the main idea is clear, but it is not stated in one complete sentence. If you were to state it in a single sentence it may go like this:
There are four reasons why people avoid Joe.

A good topic sentence should:

1. state an idea that requires an explanation.
2. state an idea that is narrow enough to be discussed in one paragraph.
3. be written in a complete sentence and not as a fragment.
4. use statements and not questions.
5. not state specific details.

A. Work in pairs. Based on the 5 criteria above, decide which ONE of the 4 below makes a good topic sentence.

1. Japanese comics are called *manga*.
2. Books that tell stories using drawings and graphic images are called comics.
3. Comics have educational value.
4. Comics of fantasy.

B. Read the following sentences. Identify the topic sentence and arrange the remaining sentences in the order that seems most logical.

1. One account has it that he bled to death on the road while waiting for medical attention.
2. On September 20, 1927, Bernard was killed in an automobile accident on a Utah road.
3. Supposedly an ambulance arrived, but its driver picked up a less seriously injured white woman first, then came back for Bernard.
4. The controversy over the death of Bernard Smith, a black blues singer, has never ended.
5. Other sources claim that Bernard Smith died in the back of an ambulance on the way to a black hospital after he had been refused admittance to a white hospital.

C. Read the following sentences. Identify the topic sentence and arrange the remaining sentences in the order that seems most logical.

1. Problems dominate the news.
2. If you read the headlines and listen to the news networks, you can easily get the idea that we are living in the most dangerous of times.
3. Together with these are the problems of today's youngsters.
4. The plague of terrorism, poverty, discrimination, pollution, and the high unemployment rate present crises never before faced by our society.

D. Expand each of the following topic sentences to form a complete paragraph. Give specific details to support the topic sentences.

1. **There are two easy ways to make friends.**

2. **Communication is the key to a healthy relationship.**

CHAPTER TWO

CULTURAL DIVERSITY

| |
|----------------------------|
| LEARNING OBJECTIVES |
|----------------------------|

After completing this unit, you will be able to:

1. **Read** for general and specific information in a text.
2. **Use** the Simple Past Tense and Past Continuous Tense.
3. **Listen** for specific information.
4. **Use** comparison adjectives and compare-and-contrast words to talk about similarities and differences.
5. **Write** an outline of a unified paragraph.
6. **Use** transition connectors that show the relationship between ideas in one or more sentences.

Before You Read

Discuss the following questions.

1. Which of the following statements would apply to you?
 - a) I'd be happy living all alone in a hut in the woods.
 - b) I sometimes need to be alone and away from anyone.
 - c) I feel good when I cooperate with others.
 - d) I like to meet new people.
2. Look at the title of the reading passage. What do you think it is about?
3. Look for the following words that describe different types of privacy and their meanings in the text. (They occur only in one paragraph.)

Write down the meaning of each of the words in the space provided below:

- a) reserve _____
 - b) isolation _____
 - c) solitude _____
 - d) intimacy (with family/
friends) _____
 - e) anonymity _____
4. Read the passage. As you read, think of what the writer is trying to say.

READING

Read the passage below and answer the questions that follow.

Cross-cultural Variations on Privacy

- I Most social scientists agree that human beings, regardless of culture, are a social species with a natural tendency to affiliate and interact with other human beings. At the same time, however, humans cannot tolerate physical contact with other humans over an extended period of time and need privacy. **These** same competing needs are found in the animal kingdom where virtually all animals seeks periods of time when they desire the company of other animals and other times when they seek individual seclusion. 5
- II Although the need for privacy is innate and universal, the degree to which an individual human feels the need for seclusion varies considerably across cultures. For example, Americans value privacy so much that **they** have made **it** law. School children learn that the law guarantees all citizens the right to be secure in their persons, houses, papers, and effects against unreasonable search and seizure. Americans literally believe that they have a right to privacy. 10 15
- III Anthropologists contend that individuals in virtually all cultures engage in a continuous process of seeking privacy at some times and companionship at others. In **this** sense, privacy is culture bound and is considered a learned response to particular social situations. Privacy is a “boundary control” process in which people sometimes make themselves accessible to others and sometimes close themselves off from others. The behavioural and environmental strategies that people use to accomplish this process are defined by culture. 20 25
- IV According to Alan Westin, privacy is a necessary condition for acceptable social behaviour. In some circumstances, privacy is literally required in order to not violate cultural norms. Most cultures specify (sometimes legally) that certain behaviours must be enacted in private. Such rules and norms vary from culture to culture. Even within cultures, microcultural groups have different perceptions of privacy. In the United States, for example, African-American opinions and policy preferences toward privacy differ from **those** of the white majority. African-Americans are more concerned, and believe others are more concerned, with invasions of privacy. 30 35
- V Darhl Pedersen identified six types of privacy: reserve, an unwillingness to be with others, especially strangers;

- isolation, a desire to be alone and away from others; solitude, 40
being alone and free from observation by others; intimacy
with family, being alone with members of one's own family;
intimacy with friends, being alone with friends; and
anonymity, the desire to go unnoticed in a crowd. Pedersen
believes that knowing a culture's preferences of privacy can 45
help determine when and where communication can and
should take place. For example, if you know when and how a
culture desires privacy, you would know when to restrict
communication with persons from that culture. Invasions of
privacy are negatively perceived across cultures and will be 50
interpreted as a sign of incompetent communication.
- VI Jon Lang suggests that privacy is closely linked to the
built environment because **it** can be designed in many ways
to promote, encourage, or restrict communication with
others. For example, in Java people live in small bamboo- 55
walled houses that have no interior walls or doors. Except
for the bathroom, there are no private areas. Westin claims
that because the Javanese have no physical privacy, **they** have
developed a kind of psychological privacy in **their** everyday
behaviours and communication. They speak softly, conceal 60
their feelings, are emotionally restrained, and are indirect in
their verbal and nonverbal communication.
- VII While the Javanese culture may be characterized by
having minimal privacy, the Balinese culture desires
maximum privacy as is reflected in their houses which are 65
surrounded by high walls and narrow doorways. The
Moroccans also value privacy as a way of protecting
themselves from the external environment and keep private
the things they value most. The doors of their homes are so
tall that the only way to see into a home is to walk from the 70
rooftop of one house to another.
- VIII In summary, people of all cultures have an innate
inclination to affiliate and communicate with others. At the
same time, however, people cannot tolerate extended
physical contact with others; **they** develop a need for privacy. 75
The degree of privacy desired is learned and varies from
culture to culture. The way in which a particular culture
achieves privacy involves a complex formula of cultural and
environmental factors. Focusing on one of **these** dimensions
provides a distorted view of the privacy regulation system of
any culture.

(Source: Adapted from Neuliep, J. W. (2000). *Intercultural communication*, pp 116-118. NY: Houghton Mifflin Company.)

Read the questions below and answer the questions.

1. What is the innate and universal characteristic of the human species that is described in the passage?
2. What is privacy?
3. According to the passage, how are humans and animals similar?
4. What determines variations in people's need for privacy? Give an example to illustrate this.
5. Is it important to know a culture's preferences about privacy? Why?
6. How does the built environment affect the privacy behaviours of people? Give an example to illustrate this.

Vocabulary Check

Read the text again and do the exercise that follows.

Match the words taken from the passage on the left with their meanings on the right.

- | | |
|------------------------|---|
| a) affiliate (line 3) | 1) unwanted actions (e.g. trying to find out details about another person's private affairs in a way that is upsetting and often illegal) |
| b) seclusion (line 9) | 2) the act of suddenly taking control of something, especially by force |
| c) innate (line 10) | 3) the state of being private and away from people |
| d) seizure (line 16) | 4) the inner part or inside of something |
| e) violate (line 30) | 5) hide something carefully |
| f) invasions (line 38) | 6) form a close connection |
| g) interior (line 56) | 7) having qualities or abilities which one is born |
| h) conceal (line 60) | 8) disobey or do something against |

- | | |
|-------------------------|---------------------------------------|
| i) restrained (line 61) | 9) changed facts, ideas, etc. so that |
| j) distorted (line 80) | 10) remained calm and controlled |

Pronoun Reference

Find the words that these pronouns refer to in the passage. The first one has been done for you

- | | |
|-------------------------|---|
| a) These (line 6) | <u>humans' need for affiliation and privacy</u> |
| b) they (line 13) | _____ |
| c) it (line 13) | _____ |
| d) this (line 20) | _____ |
| e) those (line 36) | _____ |
| f) it (line 53) | _____ |
| g) they (line 58) | _____ |
| h) their (line 59) | _____ |
| i) themselves (line 68) | _____ |
| j) they (line 75) | _____ |
| k) these (line 79) | _____ |

GRAMMAR

The Simple Past Tense

The simple past verb consists of **one word** only (base form + ed).

Regular verbs:
e.g. walk – walked, play – played, talk – talked

Irregular verbs:
e.g. go – went, do – did, see – saw, meet – met, take took, read – read, put – put

| positive form Subject + verb (base form + ed). | negative form Subject + didn't + verb (base form). | question form Did + subject + base form? |
|---|---|---|
| I/you/she/he/it/we/they walked. | I/you/she/he/it/we/they didn't (= did not) walk. | Did I/you/she/he/it/we/they walk? |
| I/you/she/he/it/we/they wrote. | I/you/she/he/it/we/they didn't write. | Did I/you/she/he/it/we/they write? |
| <p>We use the Simple Past Tense to talk about situations in the past and actions which happened in the past.</p> <ul style="list-style-type: none"> E.g. Sharon went to Australia for her vacation. The chalets were vacant for most of last year. <p>(Note: The simple past forms of the 'be' verb 'am' or 'is' and 'are' are 'was' and 'were.')</p> <p>We also use the Simple Past Tense to talk about a habit in the past.</p> <ul style="list-style-type: none"> E.g. My uncle always played badminton in the evening in his younger days. | | |

Fill in the blanks with the verb given in the simple past tense. The first one has been done for you.

- In the past, children (tend) **tended** to have friends from other ethnicity than they do these days.
- Liza (visit) _____ her Dutch grandparents last year.
- Rajan (study) _____ in a national Chinese primary school, which accounts for his _____ fluency in Mandarin.
- Shukor (hear) _____ stories of haunting at his house two days ago, but that does not scare him because he does not believe in ghosts.
- The *kopitiam* owner _____ (not, expect) that the marble-topped coffee tables in his shop _____ to be worth thousands of ringgit until a tourist _____ (offer) to buy one from him.

5. _____ they (lose) _____ the contract because of disagreement about the use of local talents in the advertisement?
6. Toward the end of primary school, Linda (realise) _____ that India Oh (be) _____ only a friend and not a relative!
7. I once (consider) _____ surfing the internet a waste of time until I (discover) _____ the benefits of virtual travelling.
8. _____ the students (bring) _____ their national costumes for the exhibition?
9. We (use) _____ to live in a village where people (know) _____ one another as if they (be) _____ family.
10. Finally the furniture factory manager (see) _____ for himself that language (not, pose) _____ a big problem for the foreign workers of different nationalities once they (learn) _____ their job duties.

Practice Makes Perfect

Fill in the blanks with the correct verb in the simple past tense. The first one has been done for you.

Rhoda Berlin is a marriage and family therapist (MFT) in Seattle, USA. With her Asian face, people often assume that she's a social worker rather than an MFT. Here is her story about her family background and how it has steered her to her profession.

For me, the philosophy and perspective of my chosen field comes quite naturally, a natural extension of my child-of-Korean-immigrants worldview. Most of what I (0) **experienced** (experience) growing up (1) _____ (be) excellent training for my evolution as an MFT. Luckily for me, I (2) _____ (not, know) about the "profile" of the MFT field until I (3) _____ (be) already in grad school. I (4) _____ (be) and am quite comfortable in my professional skin. As a child, my home life (5) _____ (be) more traditionally Korean than I (6) _____ (realize) at the time. Of course, what else (7) _____ (do, know) my parents _____ ? They (8) _____ (be) strangers to their new

land and (9) _____ (have) acculturation challenges of their own, so my brother and I (10) _____ (develop) our own strategies to successfully maneuver the wilds of suburban childhood and adolescence. Needless to say, a lot of effort (11) _____ (go) into defining, then stretching the confines of my own skin.

My parents (12) _____ (make) a conscious choice to raise their family away from the local Korean immigrant community in Los Angeles. Growing up in a bi-cultural environment (13) _____ (have) a profound effect on me. Too Korean to fit in 100% with my Caucasian friends, and too “Americanized” to fit in 100% with my Korean-born extended family members, I (14) _____ (know) what it (15) _____ (be) to be “on the outside looking in.” Thus the quest for a strategy to blend in, slightly different from the approach of my Caucasian friends, (16) _____ (be) born. I (17) _____ (have) no cultural footsteps to follow and (18) _____ (plow) a path of my own.

The Past Continuous Tense

| | | |
|---|---|---|
| The past continuous verb consists of two words (‘be’ verb + main verb+ing). Use the past forms of the ‘be’ verb was or were instead of am, is, or are e.g. was walking, were walking. | | |
| positive form Subject + ‘be’ verb + main verb+ing. | negative form Subject + ‘be’ verb + not + main verb+ing. | question form ‘Be’ verb + Subject + main verb+ing? |
| I/she/he/it was walking. | I/she/he/it wasn’t (= was not) walking. | Was I/she/he/it walking? |
| You/we/they were walking. | You/we/they weren’t (= were not) walking. | Were you/we/they walking? |
| <p>We use the Past Continuous Tense to talk about actions which continued to happen at a particular point of time in the past.</p> <ul style="list-style-type: none"> • E.g. At eleven o’ clock last night, Ross was driving home from work. <p>We also use the Past Continuous Tense to talk about something which continued to happen when another action occurred.</p> <ul style="list-style-type: none"> • E.g. They were sitting in the garden when a car crashed into the front gate. | | |

They arrived while I **was speaking** on the phone. (The time adverbial 'while' or 'as' indicates the action in progress.)

** (For further explanation, see the **Past Continuous Tense** vs. the **Simple Past Tense**.)

Fill in the blanks with the correct verb in the past continuous tense. The first one has been done for you.

- 0 This time last week Jack (meet) was meeting his online friend for the first time.
1. European tourists (go) _____ to the Caribbean for their holiday until the Tourism Ministry had a Malaysian Week in Paris to promote Malaysia as a tourist destination.
2. For two decades after the 1980s, the United States (benefit) _____ still _____ from Malaysia, which was then its primary source of foreign students.
3. _____ Eric (laugh) _____ out of shock when his friends told him that the paintings he brought back from his travels were worthless?
4. The telecast of the President's speech was cut off while he (speak) _____ about enlarging the common ground and mutual interest and mutual respect with governments around the world.
5. I remember vividly how the little girls (gaze) _____ in amazement when their teacher introduced a blond blue-eyed girl to them.
6. Mrs Gan would alter the position of her front door on the advice of a *feng sui* master because she (not, sell) _____ her house, and she believed that the alteration would bring her good health.
7. The three newly opened hotels gained much publicity because they (collaborate) _____ to put up a massive three-tier crystal fountain to represent Malaysia's multiracial society, with its flow of water symbolizing endless blessing and prosperity for the nation.

8. Fuad was so anxious about saying the right thing that he didn't notice that everybody (laugh) _____ at his facial expression.
9. Although he never met his grandfather, through family stories, Gareth (learn) _____ about the type of person he was, how he set an example for him to follow for the future, throughout his growing years.
10. _____ they (celebrate) _____ the birth of their first grandchild at the same time as their golden wedding anniversary at the hotel?

The Past Continuous Tense versus the Simple Past

We use the Simple Past to talk about situations in the past and actions that happened in the past.

- E.g. I **met** Raymond at the café last night.

We use the Past Continuous with the Simple Past to describe two actions in the past. Both actions occurred at the same time, but one action began earlier and was in progress when the other action occurred.

- E.g. I **was leaving** the café when Raymond **arrived**.

(‘When’ is associated with a completed action. It means ‘at that time.’)

- E.g. While I **was leaving** the café, Raymond **arrived**.

(‘While’ is associated with an action in progress. It means ‘during the time.’)

Complete the sentences below, using the simple past or past continuous form of the verb in brackets.

1. The young Australian recording artiste _____ (sightsee) in Kuala Lumpur when he _____ (see) a copy of a pirated CD of his album on display at a street stall.
2. While they (wait) _____ for the bus, two children (approach) _____ them on the pretext of selling bread and buns but they'd really wanted to ask for alms.

3. Despite having to learn a foreign language, Yee Yin _____ (choose) to study in Germany because a Germany company in Penang _____ (sponsor) her studies.
4. Claus Honegg _____ (undergo) training in Malaysia when he _____ (learn) that it might be better not to know the local languages because you would think you understand what the locals mean when you really don't.
5. During the first few months of her appointment, the in-coming President of the century old Chinese clan association in Johor _____ (promoting) the setting up of a co-operative, which _____ (succeed) in endearing her to the members, especially the younger generation.
6. The crowd _____ (leave) when it _____ (start) to drizzle, but a fireworks display _____ (make) them turn back to watch the dazzling end to the 500 year old Bon Odori festival, which is an annual celebration of the Japanese to honour the spirits of their ancestors.
7. While six-year old Ada _____ (experiment) to find out if water moved faster than kerosene at the balcony of her home, her father _____ (come out) for a smoke and _____ (set) their house on fire.
8. While the speaker (talk) _____ about the importance of presentation to young designers, he _____ (notice) that they _____ (not, pay) attention. They probably didn't recognize that it would be useless if you could design well but could not sell your design.
9. At first, chicken chop which sounds like a western dish _____ (not, sell) as well as chicken rice until it _____ (become) known that it _____ (be) actually a local one.
10. It _____ (be) in the early 1990s that increasing dialogue between artistes and ecology experts _____ (help) to transform public understanding of global warming and _____ (provide) impetus to action that would save millions of lives without something horrible having to happen first.

Practice Makes Perfect

Complete the sentences in the story below, using the simple past or past continuous form of the verb in brackets. The first one has been done for you.

Patty, a young Canadian, fell in love with Malaysia when she came on a training stint six years ago. After she had finished an Arts degree, she returned to Malaysia and has been living and working here for the last four years because she loves it here. Below is an account of her experience of her first visit here.

When Patty first (0) **arrived** (arrive) in Malaysia, she (1) _____ (live) in a housing area not far from the town of Batu Pahat in Johor where she (2) _____ (undergo) a year's training in a multinational company. During the first few weeks, she (3) _____ (stay) with the family of a colleague Poh Sim. She (4) _____ also _____ (travel) to work with Poh Sim. Immersed in the everyday life, Patty (5) _____ (become) fascinated by the diversity in the people and their cultures. She (6) _____ (be) particularly intrigued by Chinese antiques and home décors and (7) _____ (want) a house of her own in which the interior design would be totally oriental. One evening, while Patty (8) _____ (dine) with Poh Sim's family, a cousin Hock Sin (9) _____ (offer) to let his house to her because (10) he _____ (move) to Kuala Lumpur to take up a new job. Of course, Patty very happily (11) _____ (jump) at the unexpected offer. With Poh Sim's help, she quickly (12) _____ (move) to the house. In the following months until the end of her training, Patty (13) _____ (buy) and (14) _____ (collect) Chinese home décor and antique pieces every other month when she (15) _____ (go) on her antique 'hunting' trips all over the country. A year later, Hock Sin was transferred to Johor, and by then, Patty had completed her training and gone back to Canada. Hock Lee arrived home very early in the morning after a long drive. While he (16) _____ (open) his front door, he (17) _____ (catch) a whiff of prayer incense. On entering his house, he (18) _____ (stumble) backwards in shock at his discovery: A couple of huge Chinese black and white lanterns (19) _____ (hang) from the ceiling and a photo frame of gold and silver papers, those used as offerings to the dead, (20) _____ (grace) the coffee table in his living room!

LISTEN UP!

Before Listening

Think about the following questions.

1. What is the meaning of cultural diversity?
2. What is the 'built environment'?
3. Do we all design the built environment in the same way?
4. Why is it important for us to develop an understanding of the relationship between cultural diversity and the built environment?

You are going to listen to an interview on an aspect of cultural diversity. The interviewer and Mr. Richard Lee, an environmentalist, are talking about the relationship between culture and the built environment.

Listening 1 (Track 2)

You are going to listen to the first part of the interview on Culture and the Built Environment. In this part of the interview, Mr. Richard Lee talks about the built environment and its effect on human communication.

Listen for the information you need to answer the questions below.

1. What are natural and built environments?

| <i>Types of Environment</i> | <i>Elements</i> |
|------------------------------------|--|
| Natural or (a) _____ Environment | Includes the (b) _____ geography of the earth, its climate, and (c) _____ (d) _____ processes. |
| Built Environment | Consists mainly of (e) _____ to the terrestrial environment, including architecture, (f) _____, lighting, and (g) _____. |

2. What is the effect of the built environment on human communication patterns?

| <i>Types of Built Environment</i> | <i>Communication Patterns</i> |
|---|--|
| Built environment that facilitates access | People are (a) _____ (b) _____ to communicate. |
| Built environment that (c) _____ access | People are less likely to communicate. |

Listening 2 (Track 3)

You are going to listen to the second part of the interview on Culture and the Built Environment. In this part of the interview, Mr. Richard Lee talks about the role of the built environment in the use of space in social interaction.

Listen for the information you need to answer the questions below. Circle the correct answer.

1. Hall's classification of social distances is based on _____.
- (A) ethologists' observations of animal behaviour in their environments.
 - (B) ethologists' observations of human behaviour in their environments.
 - (C) ethologists' observations of how people maintain social distances in their environments.
 - (D) ethologists' observations of how animals maintain social distances in their environments.
2. According to Hall, as social distance increases, the privacy of a person increases, but the privacy of the interaction _____.
- (A) changes.
 - (B) increases.
 - (C) decreases.
 - (D) varies.

3. Which one of the following is **NOT** one of Hall's four levels of social distance?
- (A) Intimate
 - (B) Comfortable
 - (C) Social-consultative
 - (D) Public
4. Which **one** of the following activities shows the maintenance of personal distance?
- (A) shaking hands
 - (B) touching
 - (C) casual gathering
 - (D) public speaking
5. Which of the following cultures prefer to use closer interaction distances?
- I Latin American
 - II Scandinavian
 - III Spanish
 - IV Arab
- (A) I & IV
 - (B) II & III
 - (C) II & IV
 - (D) I, III & IV

SPEAK UP!

Before You Speak

Talking about Similarities and Differences

What do you say when you want to discuss or talk about similarities and differences?

1. ***Comparative and Superlative Adjectives***

One of the most common ways of expressing difference is through the use of comparative and superlative adjectives.

Read the example of comparison given below:

e.g. African-Americans are **more concerned** with invasions of privacy **than** white Americans.

| Comparisons | | | |
|---|--|--|---|
| To compare different things, use the comparative adjective and add than . | | | |
| To compare different things which are the same in some ways, use as + adjective + as | | | |
| Comparative and Superlative Adjectives | | | |
| Comparatives show relative differences among people or things while superlatives express extremes of difference among people or things. | | | |
| Adjectives | | Comparative | Superlative |
| 1 syllable | tall | taller than | the tallest |
| 1 syllable + y | easy | easier than | the easiest |
| 2 or more syllables | expensive | more expensive than less expensive than | the most expensive the least expensive |
| as + adjective + as | e.g. The Moroccans are as private as the Balinese. The Javanese are not as private as the Moroccans or Balinese. (negative) | | |

The following are statements of comparison. Complete the sentences using the adjectives given in brackets. The first two have been done for you.

1. Malaysian factories are **safer than** (safe) Japanese factories. (different)
2. Malaysian companies are **as modern as** (modern) Japanese companies. (the same)
3. The British are _____ (polite) the Italians. (different)
4. French tourists are _____ (not, ready) American tourists to try a new language. (the same)
5. European drivers are _____ (careful) American drivers. (different)

6. Asian parents are _____ (protective) of their children _____ Western parents. (different)
7. The quality of Taiwanese product line is _____ (low) that of the Japanese. (different)
8. Koreans are _____ (innovative) Japanese. (the same)
9. Azlan who has lived in the United States for 5 years is _____ (not, traditional) before. (the same)
10. It is _____ (warm) in London _____ in Cardiff during summer. because of environmental factors. (different)

2. Other Words or Expressions of Similarities and Differences

- A. *Read the examples of comparison given below. Which examples show similarities and which ones show differences?*
 - a. These **same** competing needs for companionship and privacy are found in the animal kingdom.
 - b. African-American opinions and policy preferences toward privacy **differ from** those of white Americans.
 - c. **While** the Javanese culture may be characterized by having minimal privacy, the Balinese culture desires maximum privacy.
 - d. The Moroccans **also** value privacy.
 - e. The Balinese built houses which are surrounded by high walls and narrow doorways because they value privacy. **Similarly**, the Moroccans built tall doors because they do not want others to look into their homes.
- B. *Use the following words and expressions of similarities and differences to complete the extract below. The first one has been done for you.*

| |
|--|
| similarly while also differ between similar but |
|--|

Everywhere around the world, weddings are celebrated with some kind of ceremony. These ceremonies (0) **differ between** cultures, (1) some _____ of the customs associated with wedding ceremonies

such as the wedding dress and wedding ring come from common beliefs and (2) _____ ancient traditions.

The wedding dress is one of the most important customs associated with wedding ceremonies. Today many brides marry in a white dress, which symbolizes purity. This tradition started in the 1950s. Before that time, brides wore their best dress, and the colour did not matter. Today, in the United States and Britain, brides wear white dresses. (3) _____, in Finland, brides wear white dresses and golden crowns.

White is not the colour worn by brides only in Western cultures. In Japan, brides (4) _____ wear white. White was always worn by a Japanese bride even before it became popular in Western cultures. The Japanese bride may wear a traditional kimono at the beginning of a wedding ceremony and later change into a Western-style white dress. (5) _____ the white dress is popular in Japan, brides in China and Pakistan wear red, which symbolizes happiness. In Samoa, brides wear a dress made of material from the bark of a tree, along with fresh flowers and a crown of mother of pearl.

(Source: Adapted from Broukal, M. (2005). *What a World 3: Amazing stories from around the Globe*, pp 72-75. NY: Pearson Education.)

Practice Makes Perfect

The following is a conversation between two people about what they think is the most serious problem in the world. Hatta and Jay, who are work colleagues, are having a drink in a coffee shop. They have just attended a forum on Problems of the Twenty-first Century.

*Complete the dialogue using the words (adjectives) in brackets to complete the conversation. Use **the comparative adjective + than** or **as + adjective as**. The first one has been done for you.*

Hatta : I'm going to have *teh tarik*. What about you?

Jamu : Yeah, why not. All those issues discussed at the forum are making me think how we take everything that we enjoy now for granted.

Hatta : Yup. We enjoy almost instant service here. Mmm *teh tarik* the way I like it best – thick and sweet.

- Jamu : I also like my tea thick but (0) **not as sweet as** (not, sweet) you like yours. Perhaps we should cut down on or stop drinking *teh tarik* altogether. Does drinking tea in any way contribute to global warming?
- Hatta : What - no *teh tarik*? I don't think the impact of drinking this brew would be (1) _____ (much), say, the impact of smoking on the kind of global warming that was discussed at the forum.
- Jamu : Well, superficially it may seem to be so – preparing a cup of tea seems innocent; however, like growing tobacco, tea growing requires land clearing, deforestation which in the long-run contributes to global warming. I'd say that tea growing is (2) _____ (guilty) tobacco growing in contributing to global warming.
- Hatta : You're probably right. But I think there're problems that are (3) _____ (serious) global warming. But right now, I can't think of anything (4) _____ (enjoyable) having an evening out, sipping tea and basking in the peace and our friendship whereas elsewhere in some parts of the world, many people have died and are still dying from illnesses and injuries because of war and other human conflict conditions. This is despite the ingenuity of the human mind to create technology to make life (5) _____ (simple) but ironically the human race has lost the wisdom to live in peace.
- Jamu : Yes. Human greed is behind the root of many instances of conflict. This you see happening even within families – well-to-do brothers and sisters fight over who gets a (6) _____ (large) inheritance. Similarly, among the not so rich or poor – brothers edge out sisters for a room in a two-room flat, pushing out the girls to sleeping in the living room or along the corridor!
- Hatta : That's really sad. There's so much people have to learn. It's a reflection of the failure of education, which I think is probably the most serious problem of the world. If people were (7) _____ (educated) and able to think and act rationally and morally, the world would be a (8) _____ (peaceful) and (9) _____ (happy) place to live.

- Jamu : I'm not too sure if that would save the world from conflict. Some very educated people may be (10) _____ (ethnocentric) or can only think within their own world view when it comes to certain issues, especially if they think their own survival or livelihood is threatened.
- Hatta : Arrgh! There's no way out for us. Let's not let that spoil our *teh tarik* – let's drink up for tomorrow may never come!

FOCUS ON WRITING

Paragraphing

1. Unity in Paragraphs

When you write each of the paragraphs of an essay, it is important to pay attention to unity. Unity is an important element of a good paragraph. A unified paragraph consists of a group of sentences that support the topic sentence, the main idea of the paragraph.

Making Each Sentence Contribute to the Main Idea

This involves making each sentence relate or relevant to the main idea that is stated in the topic sentence and deleting any sentence that violates this unity.

To ensure there is unity in a paragraph, write down its outline so that any irrelevant sentence will be apparent. For example, paragraph 1 below reveals this outline:

Topic Sentence: The contemporary Japanese house is caught between tradition and modernism.

Supporting Statement: The Japanese have built Western-style houses but have not abandoned many of their traditional practices.

Paragraph 1 is unified because every sentence contributes to the main idea.

i.e. The contemporary Japanese house still shows traditional influences despite modernism.

Paragraph 1

The contemporary Japanese house is caught between tradition and modernism. **Although** many *contemporary Japanese houses* reflect a Westernised design, the Japanese attitude about life has not changed. Most Japanese probably prefer the traditional **but** build Western-style homes because it is fashionable and expected of them. Regardless of how Westernised *they* may have become, the Japanese have not abandoned many of their traditional practices. For example, the Japanese have not abandoned the custom of taking off their shoes when entering a house and sitting on the floor. The Japanese *yuka* floor developed as a result of *this* custom. The *yuka* is actually a raised floor that was developed to maintain sanitary conditions. **Even** *contemporary houses* have a raised floor.

Task 1: Based on the outline given below, revise Paragraph 2 to improve unity by deleting one or more sentences that are not relevant. Be prepared to give reasons for your revisions.

Topic Sentence: The design of the Japanese house is driven by the emphasis on privacy.

Supporting Statements:

- I The Japanese kitchen is the private domain of the wife.
- II The Japanese bathroom is a place of solitude for family members.

Paragraph 2

The design of the Japanese house is driven by the utmost importance given to privacy of family members. This is illustrated by two rooms of primary importance in the Japanese home - the kitchen and bathroom. The kitchen, even in modern Japanese homes, belongs to the wife. The kitchen is her place, not to be disturbed by other household members, and not to be entered or even observed by guests. The kitchen is a private place. The principal room in a traditional Japanese home is the reception room, also called the sitting room. The room usually faces the garden and incorporates an alcove, called the *tokonoma*. In both traditional and contemporary Japanese homes, the bath is thought of as a time of recuperation and solitude. The bathroom, which is in a separate room from the toilet, consists of two separate places, one for bathing and the other for soaking.

2. Coherence in Paragraphs

Another element of a good paragraph is coherence. Coherence in a paragraph means all the ideas fit together, and the movement of the ideas from one sentence to the next is logical and smooth.

Continuing and transition connectors can be used to achieve coherence. These are used to connect a group of sentences so that each sentence is connected to the sentence before it and the sentence after it in a paragraph i.e. to create coherence in a paragraph.

a. Continuing Connectors

There are three kinds of continuing connectors:

1. Repeated words and phrases
 e.g. In paragraph 1, the phrase *contemporary (Japanese) houses* is repeated in Sentence 2 and last sentence (Sentence 8).
2. Demonstrative pronouns such as *this, that, these, and those* are used to replace nouns or whole phrases or ideas.
 e.g. In paragraph 1, the word *this* in Sentence 5 is a demonstrative pronoun.
3. Personal pronouns such as *they, he, she, it, him, her, and them* are used to replace nouns.
 e.g. In paragraph 1, the word *they* in Sentence 4 is a personal pronoun.

Task 2: Look at paragraph 2 and find any continuing connectors that gives it unity.

b. Transition Connectors

A transition connector is a word that shows that the relationship between sentences or part of sentences and create a logical flow.

The main transition words and the ideas or relationships they show are given below:

| | Relationship | Examples |
|---|--------------------------|---|
| 1 | cause and effect | as a result, therefore, thus, hence, so, consequently, accordingly |
| 2 | comparison (likeness) | similarly, in the same way, likewise |
| 3 | contrast (opposite idea) | however, but, in contrast, on the other hand, despite that, in spite of, although, and yet, still |
| 4 | Concession | nevertheless, nonetheless |

| | | |
|----|------------------------|---|
| 5 | example (illustration) | for example, for instance, namely, specifically, to illustrate, to demonstrate, in some cases |
| 6 | Emphasis | indeed, in fact, even, of course, truly, definitely, obviously, undeniably, without a doubt |
| 7 | additional idea | in addition, furthermore, moreover, also, too |
| 8 | sequence (order) | first, second, third, etc., to begin with, next, after, eventually |
| 9 | choice (alternative) | otherwise, or, if, unless |
| 10 | summary (conclusion) | in summary, in conclusion, in brief, in short, indeed |

e.g. In paragraph 1, the word **Although** in Sentence 2 and the word **but** in Sentence 3 are transition words showing contrast while the word **Even** in the last sentence shows emphasis.

Task 3: There are three other transition words in paragraph 1. Find and underline them.

Task 4: Look at paragraph 2 again. Find examples of transition words, if any.

Read the passage below. Then carry out the tasks that follow.

| | |
|----|---|
| 1. | It has been said that the English and the Americans are two great people separated by one language. The differences which language gets blamed may not be due so much to words as communications on other levels, such as the way space is handled. There are no two cultures in which differences in the way space is used are marked as in the educated (public school) English and the middle class Americans. |
| 2. | One of the basic reasons for this wide disparity is that in the United States, space is used as a way of classifying people and activities, whereas in England it is the social system that determines who you are. In the US, your address both home and business is an important cue to status. For example, the Joneses from Brooklyn and Miami are not as “in” as the Joneses from Newport and Palm Beach, and businesses located on Madison and Park Avenues have more tone than those on Seventh and Eighth avenues. The Englishman, however, is born and brought up in a social system. He is still Lord – no matter where you find him, even if it is behind the counter in a fishmonger’s stall. |

| | |
|----|--|
| 3. | <p>In addition to class distinctions, there are differences between the English and the American in how space is used. The middle-class American growing up in the US feels he has a right to have his own room, or at least part of a room. American subjects, when asked to draw an ideal room or office space, invariably drew it for themselves and no one else. When asked to draw their present room and office, they drew their own part of a shared room and then drew a line down the middle. An American is available if his door is open at home or at his office. He is expected not to shut himself off but to maintain himself in a state of constant readiness to answer the demands of others. Closed doors are for conferences, private conversations, and business, work that requires concentration, study, resting, sleeping, dressing, and sex.</p> |
| 4. | <p>The middle- and upper-class Englishman, on the other hand, is brought up in a nursery shared with brothers and sisters. The oldest occupies a room by himself, which he vacates when he leaves for boarding school, possibly even at the age of nine or ten. The difference between a room of one's own and early conditioning to share space, while seeming inconsequential, has an important effect on the Englishman's attitude toward his own space. He may never have a permanent "room of his own" and seldom expects one or feels he is entitled to one. Even Members of Parliament have no offices and often conduct their business on the terrace overlooking the Thames. As a consequence, the English are puzzled by the American need for a secure place in which to work, an office.</p> |
| 5. | <p>In conclusion, the spatial and architectural needs of the English and American are not the same. If we assume that man, like other animals, has a built-in need to shut himself off from others from time to time, this contrasting pattern would have an impact on English-American communication. When the American wants to be alone, he goes into a room and shuts the door – he depends on architectural features for screening. The English, on the other hand, lacking rooms of their own since childhood, never developed the practice of using space as a refuge from others. They have in effect internalized a set of barriers, which they erect and which others are supposed to recognize.</p> |

(Source: Adapted from Edward T. H. (1986). *English and American concepts of space*, pp 224-227. The Prentice-Hall Reader.)

Task 5: Study paragraph 3 and do the following tasks.

1. Write an outline for the paragraph.
2. Identify the continuing connectors and underline them.
3. Identify the transition connectors and underline them.

Practice Makes Perfect

Fill in the blanks with the appropriate transition words to show the relationships given in brackets.

1. Cultures celebrate the day of the dead by making offerings for their dead relatives. The offerings they make may differ between cultures. _____, the annual celebrations have in common the purpose of reuniting family members and remembering their ancestors. (contrast)
2. The ancient Hindus considered the wedding ring as a symbol that a down payment had been given for the woman and that she was no longer available. _____, the ancient Greeks and Romans kept the ring as a sign that a young lady was “sold.” (comparison)
3. Handshakes are important in the Middle East. Most Arabs shake hands every time they meet someone and every time they leave, whether they meet in the street, at home, or in the office. _____, Arabs will kiss and hug friends of the same sex as a form of greeting. (addition)
4. In France, kissing is the customary greeting, and multiple kisses are normal and will vary from region to region. _____, visitors, wherever they come from, may either be pleasantly surprised or rudely shocked to receive a two-kiss greeting which is considered to be polite! (consequent)
5. Tea is one of the purest products as when it is drunk pure as the Chinese, Japanese, and Koreans do. _____, it is drunk replete with milk, lemon, and sugar as the Westerners do. (choice)
6. There are different ideas about beauty in the world. _____, since the invention of television, global

culture has been dominated by a Western bias in the conception and portrayal of beauty. (concession)

7. Some vegetarians only eat certain vegetables, and do not kill plants. _____, they will not eat carrots and potatoes because when you pick them, the plant dies. (example)
8. A global hotel industry study to rank tourists based on nine criteria found the French to be the world's worst tourists. French tourists were polled for being terrible at foreign languages and the least generous or ready to tip. _____, French tourists were ranked next-to-last for their overall behaviour and politeness. (emphasis)
9. Respecting the right of someone to privacy and free will means telling and giving them only and exactly what they asked for, and no more. _____, it is letting people do what they want – it is their business to do what they want - and not for us to ask them why. (summary)
10. The ubiquitous tea stall in Malaysia began with the British colonialists growing tea on a commercial basis in Cameron Highlands. At the time, the Indian love for tea probably filtered down to the man in the street. _____, many Indians started selling tea at stalls that have become a Malaysian institution. (sequence)

CHAPTER THREE

LIFESTYLE

LEARNING OBJECTIVES

After completing this chapter, you will be able to:

1. **Read** for specific and general information in a text.
2. **Use** the Simple Present Perfect Tense and the Present Perfect Continuous Tense.
3. **Ask for** and **give opinions**.
4. **Listen** for general and specific information.
5. **Write** a 5-paragraph essay.

Before You Read

The term 'lifestyle' was first coined in 1939 and conveys a variety of meanings. Lifestyle means the way someone lives, which can include how the person communicates with the others, the things he or she enjoys doing, what he or she likes to eat and wear, and how the person takes care of his well-being, which means his or health. One's lifestyle can also denote the person's attitudes, values and aspirations, and the way how he or she views the world. Lifestyle can be associated with many aspects of living that affect our daily life, such as fashion and trends, sports, food, technology, entertainment and health.

Discuss the following questions.

1. Do you know the name of material that is used to make the ubiquitous jeans?
2. Why do you think are jeans popular in the world?
2. What are the qualities that people look for when buying a pair of jeans?
3. Name some of the famous jeans brands that you know.

READING

Read the passage below and answer the questions that follow.

THE HISTORY OF JEANS

- I Denim is more than just a cotton fabric; it inspires strong opinions within the hearts of historians, designers, teenagers, movie stars, reporters and writers. Interest bordering on passion can be found among textile and costume historians today, especially in the debate over the true origins of denim. In 1969, a writer for American Fabrics magazine declared, “Denim is one of the world’s oldest fabrics, yet **it** remains eternally young.” If continuous use of and interest in an item makes it “eternally young” then denim certainly qualifies. From the 17th century to the present, denim has been woven, used and discarded; made into upholstery, pants and awnings; found in museums, attics, antique stores and archaeological digs; worn as the fabric of hard, honest work, and as the expression of angry rebellion; used for the sails of Columbus’ ships in legend; and worn by American cowboys in fact. 5 10 15
- II One of the most successful clothing companies in the world that has popularized denim in **its** fashion line through its jeans is Levi’s. Levi Strauss started as a wholesale dry goods merchant beginning with **his** arrival in San Francisco in 1853. He sold the common dry goods products, including clothing. He worked hard and acquired good reputation for quality products over the next two decades. In 1872, Jacob Davis, who had been making riveted clothing for coal miners and who purchased cloth from Levi Strauss & Co, invited Levi to become **his** business partner, and together **they** began to start producing copper riveted “waist overalls” for labourers using denim cloth. They used denim because it was a very sturdy fabric for clothing, suitable for men doing manual labour. 20 25 30
- III At Levi Strauss & Co., the denim waist overalls proved to be a success. Later, the company began adding jackets and other outer wear made from denim. After the demise of Levi Strauss in 1902 at the age of 73, his four nephews – Jacob, Lois, Abraham and Sigmund Stern took over. By then, a wonderful variety of denim products were manufactured for sale by the company. The use of denim in clothing attire was in popular demand due to their 35 40

customers' preference: it became more comfortable with every washing, while at the same time, maintained its strength.

- IV By the 1920s, Levi's waist overalls were the leading product in men's work pants in the Western states in America. Enter the 1930s, and denim was now associated less often with labourers, but became synonymous with a life of independence and rugged individualism, as portrayed in the popular Western cowboy movies by the likes of John Wayne and Gary Cooper. **It** became an authentic American symbol when men prefer to wear the pants just like the cowboys do. When the war was over during the late 1940s, denim pants began to be more associated with the leisure activities of prosperous post-war America. Levi Strauss & Co. began selling its products nationally for the first time in the 1950s. **This** enabled the Easterners and Midwesterners of America to wear real Levi's jeans, as opposed to the products made by other manufacturers over the years. 45 50 55
- V The 1950s brought great acclaim to Levi's jeans and denim pants in general. Events in this decade had led the company to change the name of its most popular product. Until the 1950s, the famous copper riveted pants were often referred to as 'overalls'. However, after World War II, the customer base of Levi Strauss & Co had changed dramatically from male labourers to working adult men, leisure-loving teenage boys and their older college-age brothers. **These guys** called the product "jeans", and by 1960 the company decided to adopt the name for their popular pants. 60 65 70
- VI Now, how did the word "jeans" come to mean pants made out of denim? There are two possible explanations on this. The word might be a derivation of "Genoese", meaning the type of pants worn by sailors from Genoa, Italy. The other explanation is jean and denim fabrics were both used for workwear for many decades, and "jeans pants" was a common term for an article of clothing made from jean fabric; Levi Strauss himself imported "jeans pants" from the Eastern part of the United States to sell in California. When the popularity of jean gave way to the even greater popularity of denim for workwear, the word "jeans" seemed to get stuck with the denim version of **these** pants. 75 80

(Source: Adapted from Downey, L. (2007). *A short history of Denim, Levi Strauss & Co. Historian.*)

Read the questions below and discuss the answers with a partner.

1. What was Levi Strauss' occupation before his pants became famous?
2. Who was Levi Strauss' business partner in producing the soon-to-be famous copper-riveted waist overalls?
3. Why was denim preferred than other material in making the overalls for the male labourers?
4. According to the text, how were the cowboys portrayed in the Western movies?
5. In America, when did the denim pants begin to be associated with leisure activities?
6. Who were the main customers of Levi Strauss & Co. before World War 2?
7. What was the original name for the "jeans" that we know today?

Vocabulary Check

Read the text again and do the exercise that follows.

Match the words taken from the passage on the left with their meanings on the right.

- | | |
|-------------------------|---|
| a) eternally (line 10) | 1) bought |
| b) discarded (line 12) | 2) one who buys and sells goods in large quantities |
| c) merchant (line 21) | 3) original |
| d) purchased (line 26) | 4) achievement |
| e) sturdy (line 31) | 5) forever |
| f) demise (line 36) | 6) closely associated with something |
| g) synonymous (line 48) | 7) the origin of (a word) |
| h) authentic (line 51) | 8) thrown away |
| i) acclaim (line 60) | 9) strong, well-made |
| j) derivation (line 73) | 10) death |

Pronoun Reference

Find the words that these pronouns refer to in the passage. The first one has been done for you.

- | | |
|-------------------|--------------|
| a) it (line 8) | <u>denim</u> |
| b) its (line 19) | _____ |
| c) his (line 21) | _____ |
| d) his (line 27) | _____ |
| e) they (line 28) | _____ |
| f) It (line 50) | _____ |

- g) This (line 56) _____
- h) these guys (line 68) _____
- i) these (line 83) _____

GRAMMAR

The Present Perfect Tense

We normally use the Present Perfect when we want to talk about something which happened in the past but is relevant now. Often we use words like **just/already/not ...yet** with the Present Perfect.

I feel really tired. I've just finished my report.
I haven't spoken to Budi yet but I've already spoken to Mick.

We also use the Present Perfect to talk about an imprecise time in the past but as soon as we become precise we switch to the Past Simple.

I've never been to Australia. Have you ever been there?
Yes, I have. I went in 1998.

Here is a brief review of the form and function of the present perfect tense.

➔ The **present perfect** is used when the **time period has not finished:**

➔ **I have seen three movies this week.**
 (This week has not finished yet.)

➔ The **present perfect** is often used when the **time is not mentioned:**

➔ **Gurmit has failed his exam again.**

➔ The **present perfect** is often used when the **time is recent:**

➔ **Ikuko has just arrived in Kuala Lumpur.**

➡ The **present perfect** is often used with **for** and **since**.

➡ **Chong has lived here for 20 years.**
Chong has lived here since 1978.

The present perfect is formed like this:

➡ **have + past participle**

Fill in the blanks with the present perfect tense of the verb. No. 0 has been done for you.

1. The price of oil **has fallen** (fall) rapidly since July.
2. She is getting married in a week, and she _____ (not, choose) her wedding dress yet.
3. It's so hot that I _____ (drink) five cans of cola this afternoon.
4. We're late – the concert _____. (already begin)
5. In the last few years, it _____ (become) more and more difficult to get into university.
6. You _____ (eat) my lunch! How dare you!
7. Tina can't go bowling any more. She _____ (break) her leg.
8. I _____ (lose) my text book. Have you seen it?
9. Lim is out of breath because he _____ (run) all the way from the bus station.
10. I was so exhausted after the exam that I _____ (sleep) for twelve hours!

Practice Makes Perfect

Complete the text below with the correct tense and form of the verb. The first one has been done for you.

Jared (0) **has been** (be) my friend for over 20 years. We (1) _____ (know) each other since we were children. Ever since Jared's father died, my parents (2) _____ (treat) Jared and his three older brothers as their own kids, and they often came to our house to play together. Recently, Jared, his wife, and Adam, his little son, (3) _____ (move) to a house on the same street as me, and now our

children play together almost every day. For the last ten years, Jared and I (4) _____ (play) for the same football team every Saturday. Jared is a better player than I am, but in the last few months he (5) _____ (have) some trouble with his left knee, and he (6) _____ (find) it hard to play a full game. He (7) _____ (see) his doctor several times about his knee, but the doctor does not know what is causing his pain. The doctor (8) _____ (x-ray, also) Jared's left leg but cannot find any fracture or broken bone. Jared (9) _____ (decide) to take a break from football for a while, so that his knee can fully rest and recover. It is going to be lonely on the team without him. However, Jared (10) _____ (promise) that he is going to come and watch me play in the next friendly match.

Present Perfect Continuous Tense

The structure of the present perfect continuous tense is:

subject + auxiliary verb + auxiliary verb + main verb
 have been base + ing
 has

Here are some examples of the present perfect continuous tense:

| | subject | auxiliary verb | | auxiliary verb | main verb | |
|---|---------|----------------|-----|----------------|-----------|-----------------|
| + | I | have | | been | waiting | for one hour. |
| + | You | have | | been | talking | too much. |
| - | It | has | not | been | raining. | |
| - | We | have | not | been | playing | football. |
| ? | Have | you | | been | seeing | her? |
| ? | Have | they | | been | doing | their homework? |

Contractions

When we use the present perfect continuous tense in speaking, we often contract the subject and the first auxiliary. We also sometimes do this in informal writing.

| | |
|---|---|
| I have been | I've been |
| You have been | You've been |
| He has been She has been It has been John has been The car has been | He's been She's been It's been John's been The car's been |
| We have been | We've been |
| They have been | They've been |

Here are some examples:

- I've been reading.
- The car's been giving trouble.
- We've been playing tennis for two hours.

Q: How do we use the Present Perfect Continuous Tense?

There are basically two uses for the present perfect continuous tense:

1. An action that has just stopped or recently stopped.


We use the present perfect continuous tense to talk about an **action** that started in the past and stopped recently. There is usually a result **now**.

| | | |
|--------------------------------------|----------------|---------------|
| I'm tired because I've been running. | | |
| past | present | future |
| ■ | | !!! |
| Recent action. | Result now. | |

- I'm tired ^[now] because I've been running.
- Why is the grass wet ^[now]? **Has it been raining?**
- You don't understand ^[now] because you **haven't been listening**.

2. An action continuing up to now

We use the present perfect continuous tense to talk about an **action** that started in the past and is continuing **now**. This is often used with **for** or **since**.



| | | |
|---|---------------------------|---------------|
| I have been reading for 2 hours. | | |
| past | present | future |
|  | | |
| Action started in past. | Action is continuing now. | |

- I **have been reading for** 2 hours. [I am still reading now.]
- We've **been studying since** 9 o'clock. [We're still studying now.]
- How long **have you been learning** English? [You are still learning now.]
- We **have not been smoking**. [And we are not smoking now.]

For and Since with Present Perfect Continuous Tense

We often use **for** and **since** with the present perfect tense.

- We use **for** to talk about a **period** of time - 5 minutes, 2 weeks, 6 years.
- We use **since** to talk about a **point** in past time - 9 o'clock, 1st January, Monday.

| for | since |
|---|---|
| <i>a period of time</i> | <i>a point in past time</i> |
|  | x  |
| 20 minutes | 6.15pm |
| three days | Monday |
| 6 months | January |
| 4 years | 1994 |
| 2 centuries | 1800 |
| a long time | I left school |
| ever | the beginning of time |

Here are some examples:

- I have been watching TV **since** 7pm.
- I have been studying **for** 3 hours.
- Jane hasn't been feeling well **for** 2 weeks.
- Tammy hasn't been visiting us **since** March.
- He has been playing football **for** a long time.
- He has been living in Bangkok **since** he left school.

For can be used with all tenses. **Since** is usually used with perfect tenses only.

Complete the sentences below with the Present Perfect Continuous form of the verbs given. No. 0 has been done for you.

1. We have discovered this great café and we **have been going** (go) there a lot.
2. You are covered in paint! What _____ (do, you) ?
3. I have to write an essay. I _____ (write) about half of it so far.
4. She has gone to the doctor. She _____ (not, feel) too well lately.
5. The man in the “Who Can Eat The Fastest” looks as if he was about to throw up. He _____ (eat) all the noodles that he can for the past hour.
6. Actually, he _____ (speak, not) on the phone for half an hour, just a couple of minutes.
7. How long _____ (wait, she) for us?
8. We _____ (look for) the exit to the highway for more than an hour.
9. Mary _____ (not, write) in her diary.
10. _____ (grandma, walk) the whole morning?

Practice Makes Perfect

Write the correct questions / sentences in Present Perfect Continuous. No. 0 has been done for you.

1. you / the homework / copy
You have been copying the homework.

2. they / a new gadget / invent

3. Kim / on the task / concentrate / not

4. the cat / the mouse / chase

5. you / at the door / knock / how long

6. the dog / run around / how long

PRESENT PERFECT vs. PRESENT PERFECT CONTINUOUS

Use

Both tenses are used to express that an action began in the past and is still going on or has just finished. In many cases, both forms are correct, but there is often a difference in meaning:

We use the *Present Perfect Simple* mainly to express that an action is completed or to emphasise the result. We use the *Present Perfect Progressive* to emphasise the duration or continuous course of an action.

Result or Duration?

Do you want to express what has happened so far or how long an action has been going on yet?

| Present Perfect Simple | Present Perfect Progressive |
|---|--|
| Result (what / how much / how often) I have written 5 letters. / I have been to London twice. | Duration (how long) I have been writing for an hour. |

Certain verbs

The following verbs are usually only used in Present Perfect Simple (not in the progressive form).

- **state:** be, have (for possession only)
Example: We have been on holiday for two weeks.
- **senses:** feel, hear, see, smell, taste, touch
Example: He has touched the painting.
- **brain work:** believe, know, think, understand
Example: I have known him for 3 years.

Emphasis on completion or duration?

Do you want to emphasise the completion of an action or its continuous course (how has somebody spent his time)?

| Present Perfect Simple | Present Perfect Progressive |
|---|---|
| Emphasis on completion I have done my homework. (<i>Meaning: My homework is completed now.</i>) | Emphasis on duration I have been doing my homework. (<i>Meaning: That's how I have spent my time. It does not matter whether the homework is completed now.</i>) |

Result or side effect?

Do you want to express that a completed action led to a desired result or that the action had an unwanted side effect?

| Present Perfect Simple | Present Perfect Progressive |
|--|---|
| desired result I have washed the car. (<i>Result: The car is clean now.</i>) | unwanted side effect Why are you so wet? - I have been washing the car. (<i>side effect: I became wet when I was washing the car. It does not matter whether the car is clean now.</i>) |

Time + negation: last time or beginning of an action?

In negative sentences: Do you want to express how much time has past since the last time the action took place or since the beginning of the action?

| Present Perfect Simple | Present Perfect Progressive |
|--|--|
| <p>since the last time I haven't played that game for years. <i>(Meaning: It's years ago that I last played that game.)</i></p> | <p>since the beginning I haven't been playing that game for an hour, only for 10 minutes. <i>(Meaning: It's not even an hour ago that I started to play that game.)</i></p> |

Permanent or temporary?

If an action is still going on and we want to express that it is a permanent situation, we would usually use the Present Perfect Simple. For temporary situations, we would prefer the Present Perfect Progressive. This is not a rule, however, only a tendency.

| Present Perfect Simple | Present Perfect Progressive |
|---|--|
| <p>permanent James has lived in this town for 10 years. <i>(Meaning: He is a permanent resident of this town.)</i></p> | <p>temporary James has been living here for a year. <i>(Meaning: This situation is only temporary. Maybe he is an exchange student and only here for one or two years.)</i></p> |

(Source: <http://www.ego4u.com/en/cram-up/grammar>)

Practice Makes Perfect – Present Perfect Simple or Present Perfect Continuous

A. Fill in the blanks with correct form (Present Perfect or Present Perfect Continuous). No. 0 has been done for you.

- Daughter : Mum, Lynn **(0) has just phoned (just, phone)** to ask if I will go to the cinema with her. May I?
- Mum : (1) _____ (you, do) your homework yet?
- Daughter : Well, I (2) _____ (do) it for about 2 hours now, but I (3) _____ (finish, not) it yet.
- Mum : Remember, you (4) _____ (promise) me to study harder this year.
- Daughter : But Mum, I (5) _____ (work) really hard this year and I (6) _____ (improve, already) in Maths and Chemistry.
- Mum : But that's only because I (7) _____ (push, always) you to do something.

Daughter : But I also need a break some time. Look, I (8) _____ (be, not) to the cinema for four months. May I go? Please, just this once...

B. Fill in the blanks with correct form (Present Perfect or Present Perfect Continuous). No. 0 has been done for you.

Amrit : Hi Ana! I (0) **have been trying (try)** to ring you several times today. Where (1) _____ (you, be)?

Ana : I (2) _____ (be) at home all the time. But I (3) _____ (clean) the house all day, so maybe I didn't hear the phone ring.

Amrit : (4) _____ (you, clean) everything now?

Ana : No, not yet. I (5) _____ (tidy, not) up the kitchen yet. But why are you here?

Amrit : Don't you remember? Su (6) _____ (invite) us to her birthday party and we (7) _____ (buy, not) a present for her yet.

Ana : Oh, that's right. (8) _____ (you, find out, already) what she wants?

Amrit : Well, she (9) _____ (learn) Japanese for the past six months to prepare for her university studies in Japan next year. Maybe we could get her a suitable guide book.

Ana : That's a good idea. There is a good bookshop in the big shopping centre. I (10) _____ (see) some nice books about Japan there recently.

LISTEN UP!

Before Listening

Think about the following questions.

1. Have you heard of the word 'longevity'? What do you think it means?
2. Think about your grandparents and the people of their generation. Is there a difference in life expectancy of their generation and the present one? Which generation suffers from more illnesses and diseases?
3. Do you know of any tips or 'secrets' on how to live longer? Share them with your class.
4. The people of the East is renowned for their customs or traditions that they still practice in the quest to stay young and

live longer. Discuss this with your partner and compare them to the Western ways of life.

You are going to listen to an interview between two friends, Tina and Jimmy, who are discussing about the increasingly popular exercise of Tai Chi and the secrets of having a long and healthy life.

Listening 1 (Track 4)

Listen to the first part of the recording for the information you need to answer the questions below.

Read each statement and decide whether it is **TRUE (T)** or **FALSE (F)**.

- | | | | |
|----|---|----------|----------|
| 1. | Tina has recently joined a Tai Chi club. | T | F |
| 2. | Tina dislikes yoga. | T | F |
| 3. | Japanese people prefers the fast-moving Tai Chi. | T | F |
| 4. | Tai Chi often makes Tina feels tired and sleepy. | T | F |
| 5. | Tai Chi is recommended for all sports except tennis. | T | F |
| 6. | Apart from contributing to our physical and mental well-being, doing Tai Chi can also help us to live longer. | T | F |

Listening 2 (Track 5)

Listen to the second part of the recording for the information you need to answer the questions below.

1. What did Tina often do to keep her face young and clean?
2. In the recording, the three (3) secrets to having a long life as discussed between Tina and Jimmy are:
 - i) _____
 - ii) _____
 - iii) _____
3. Why is the Japanese diet considered healthy?
4. According to Tina, how can laughter contribute to one's longevity?

SPEAK UP!

Speaking Focus

There are many ways to ask for and give opinions in English. The exact English expression depends on how strong your opinion is.

Below are some helpful expressions that we usually use when we ask for and give opinions.

Asking for and Giving Opinions

Asking for Opinions

What do you think?
What's your opinion?
What are your ideas?
Do you have any thoughts on that?
How do you feel about that?
What's your reaction to that?
Any comments?

Giving Opinions

I think ...
I don't think ...
I believe (that) ...
I don't believe (that) ...
As far as I'm concerned, ...
In my view, ...
In my opinion, ...
I feel that ...
I don't feel that ...

Try and use the expressions listed above in the activities that follow.

A. Discussion 1

Topic : Fashion is a complete waste of time, money and resources.

With your partner, discuss the statement above. Start by asking for his / her opinion about fashion and its influences on our daily life. Then, reverse the role.

B. Discussion 2

In a group, find out / brainstorm which Malaysian food that is considered healthy and unhealthy. As you discuss, find out each of your group members' opinions on how they decide on the two categories. Do not worry if you cannot arrive to a group consensus.

WRITING

Developing a 5-Paragraph Essay

Knowing how to organize your ideas when writing academic essays is very important for academic success. Generally, most academic essays have a similar format. They are at least five paragraphs long, although often they are much longer. Also, the basic structure of each of these paragraphs usually can be divided into three basic divisions:

(1) the **introductory** paragraph, (2) the **body** paragraphs, and (3) the **concluding** paragraph.

INTRODUCTION

Introductory Paragraph

Introductory paragraphs should accomplish two tasks:

1. They should get the reader's interest so that he or she will want to read more.
2. They should let the reader know what the writing is going to be about.

The introductory paragraph should also include the thesis statement, a kind of mini-outline for the paper: it tells the reader what the essay is about. The last sentence of this paragraph must also contain a transitional "hook" which moves the reader to the body paragraph of the paper.

BODY:

Body — First paragraph:

The first paragraph of the body should contain the strongest argument, most significant example, cleverest illustration, or an obvious beginning point. The topic for this paragraph should be in the first or second sentence. This topic should relate to the thesis statement in the

introductory paragraph. The last sentence in this paragraph should include an appropriate transition (“transitional hook”) to tie into the second paragraph of the body.

Body — Second paragraph:

The second paragraph of the body should contain the second strongest argument, second most significant example, second cleverest illustration, or an obvious follow up the first paragraph in the body.

Body — Third paragraph:

The third paragraph of the body should contain the weakest argument, weakest example, weakest illustration, or an obvious follow up to the second paragraph in the body. The last sentence in this paragraph should include a transitional concluding hook that signals the reader that this is the final major point being made in this paper. This hook also leads into the last, or concluding, paragraph.

CONCLUSION:

Concluding paragraph:

This paragraph should include the following:

1. An allusion to the pattern used in the introductory paragraph,
2. A restatement of the thesis statement, using some of the original language or language that "echoes" the original language. (The restatement, however, must not be a duplicate thesis statement.)
3. A summary of the three main points from the body of the paper.
4. A final statement that gives the reader signals that the discussion has come to an end. (This final statement may be a "call to action" in a persuasive paper.)

SAMPLE OF A 3-PARAGRAPH ESSAY

HEALTHY LIFESTYLE

You hear a lot about living a healthy lifestyle, but what does that mean? In general, a healthy person doesn't smoke, is at a healthy weight, eats healthy and exercises. Sounds simple, doesn't it? The trick to healthy living is making small changes...taking more steps, adding fruit to your cereal, having an extra glass of water...these are just a few ways you can start living healthy without drastic changes. ► **INTRODUCTION**

One of the biggest problems in the world today is lack of activity. We know it is good for us but avoid it like the plague either because we are

used to being sedentary or afraid that exercise has to be vigorous to be worth our time. The truth is, movement is movement and the more you do, the healthier you'll be. Even moderate activities like chores, gardening and walking can make a difference. Just adding a little movement to your life can reduce the risk of heart disease, stroke and diabetes, increase and improve range of movement and enhance your self-esteem. ► **BODY (with just 1 main point)**

So, even if you opt for small changes and a more modest weight loss, you can see the benefits are still pretty good. A little weight reduction and plenty of exercise can help you a long way to maintain a good health and increase one's longevity. ► **CONCLUSION**

SAMPLE OF 5-PARAGRAPH ESSAY

THE UNIQUE CHALLENGES OF OUTER SPACE EXPLORATION

Throughout human history, the physical universe has often presented dangers to explorers. For example, when primitive humans left their tribal villages to search for food and water, they risked death or injury from dangerous animals. Later, when people sailed the oceans in search of new lands for settlement or trade, many died in terrible storms. Similarly, the ocean of outer space has many dangers, but it also has several unique challenges for explorers.

→ **INTRODUCTION**

One of the challenges that are unique to space is the fact that space is a vacuum, which is a risk for various reasons. First, in a vacuum there is no atmosphere and therefore no air pressure. Without air pressure, the human body has no oxygen to sustain itself. After too many minutes without oxygen, a person would lose consciousness and eventually die. Also, in a vacuum a person's blood will gradually begin to boil. Finally, without an atmosphere, the rays of the Sun can cause radiation poisoning. → **BODY (1st. Body Paragraph)**

Another difficulty that is unique to outer space is the presence of meteors and micrometeors. These are pieces of rock and metal that are left over from the formation of the solar system. Many of these objects travel at very high speeds. Under the Earth's blanket of air, people are usually protected from meteor impacts. However, in space, people and spaceships are vulnerable to collisions with meteors. It is true that the chance of meteor impacts is relatively small, but if even a small micro meteor happens to collide with a spacecraft, it could cause serious damage. → **BODY (2nd. Body Paragraph)**

A third special challenge involved with the environment of space involves the fact that it is very difficult to find life-sustaining water off the Earth. For example, the planet Mercury, which is closest to the Sun, is too hot to have water, so space travellers must take water from Earth if they want to visit Mercury. A similar situation exists on the planet Venus, second from the Sun. This planet is likewise too hot for water to exist. Similarly, the fourth planet, Mars, is too cold and dry, although there may be some water frozen at the north and south poles of the planet.

→ **BODY (3rd. Body Paragraph)**

There are other difficulties involved with space exploration, but these are three of the most important ones. In summary, without adequate air pressure, the unprotected human body may be seriously harmed in a vacuum. In addition, meteors can threaten human life and damage spacecraft. Finally, the lack of water in space means that human life may have a difficult time surviving on other planets. As one can see, the challenges of space travel are rather different from terrestrial dangers. → **CONCLUSION**

Writing Activity

Before trying to write a complete 5-paragraph essay, work with a partner for each of the following essay topics. Think of three main points that you can develop for your three-paragraph Body of an essay.

Example:

Topic : **Maintaining a Healthy Lifestyle**

- Main Points : **1. *Exercise regularly***
2. *Eat a balanced healthy diet*
3. *Reduce salt and sugar intake*

Topic : The Contribution of the Internet to Education

- Main Points : 1. _____
2. _____
3. _____

2. Topic : Studying Locally for Tertiary Education is Better than Studying Overseas

Main Points : 1. _____
2. _____
3. _____

3. Topic : The Advantages of Learning A Foreign Language

Main Points : 1. _____
2. _____
3. _____

4. Topic : Why Violence Should Be Banned on Television

Main Points : 1. _____
2. _____
3. _____

CHAPTER FOUR

CRIME

LEARNING OBJECTIVES

After completing this chapter, you will be able to:

1. **Read** a passage to obtain an overall idea, and specific details.
2. **Use** the past perfect tense correctly in oral and written communication.
3. **Listen** to:
 - (i) obtain an overall idea, and specific details;
 - (ii) to identify the speaker's attitude;
 - (iii) to make inferences.
4. **Manage** the flow of communication by asking for clarification.
5. **Write** cause-and-effect essays using effective topic sentences, organizing supporting details, and using suitable transitions.

Before You Read

Discuss the following questions.

1. Based on the title of the passage that follows, what do you think is the subject of the passage?
2. In your opinion what is the worst or most heinous crime?
3. What do you think are the most probable motives for committing a crime?
4. What are the various methods used by murderers to dispose of the bodies of their victims?
5. Read the passage and verify if any of the methods you have brainstormed is similar to that found in the passage.
6. Look for the following expressions in the passage and look up a dictionary for their meanings.

- a. bound for
- b. in the heat of the moment
- c. went cold
- d. took charge of
- e. drew a blank

READING

Read the passage below and answer the questions that follow.

The Torso in the Trunk

- I Barely glancing up, the left-luggage clerk handed the man a ticket and **heaved** his heavy trunk into a corner of the office. It was 6th June and it was a busy day at Brighton railway station, with racegoers bound for Epsom and early holidaymakers **swelling** the usual commuting crowd. The trunk was the seventieth to be deposited in a few hours and stuffing ticket CT1945 in his pocket, the man **vanished** in the crowd. He probably caught the next train to London. 5
- II It was not until 17 June that a clerk at Brighton station, noticing an unpleasant smell, opened the trunk and **recoiled** in horror at the terrible sight that met **his** eyes. Inside was the **torso** of a woman, wrapped in brown paper and tied around with a venetian blind cord. An immediate search of other railway left-luggage offices led to the discovery of a suitcase containing the murder victim's **severed** legs at London's King's Cross station. **It** had been deposited there on 7 June. 10 15
- III What had happened to the head and arms? No one can be sure. But on 10 June a couple walking on the beach found a female human head in a pool. Incredibly, **they** left it there and reported it to no one. When police heard of their find a month later and questioned them, they said they assumed someone had committed suicide by jumping off a cliff, and that the police had swept the remains they did not need into the sea. 20 25
- IV Pathologist Sir Bernard Spilsbury said the murder had taken place on about 30 or 31 May, and that the victim had been a healthy young woman aged 21 to 28. She was about 1.7m tall, weighed 54 kg and was pregnant. And there was no other means of identification. 30

- V Police came to the conclusion that the killer was probably a married man of some social standing who had an affair with the woman. She became pregnant, and when her condition became noticeable she asked him for help. He refused, and she threatened to tell his wife about their affair. They had a **row**, which became violent, and in the heat of the moment she was killed by a blow to the head. On one of the pieces of brown paper detectives found the final part of a word written in blue pencil. The syllable FORD was easily recognizable, and the previous letter could have been a D or an L.
- VI A woman working in a London warehouse came forward to identify the writing as her own. **She** regularly returned **defective** consignments to a confectionery firm at Bedford. Police identified the brown paper she used as the type wrapped around the woman's remains. And **they** established that when such sheets arrived at the Bedford factory, **they** were re-used to **dispatch** goods to all parts of the country.
- VII They followed every possible lead, but the trail went cold. Chief Inspector Robert Donaldson from Scotland Yard took charge of the case. In an attempt to identify the victim, he launched a massive round-up of missing girls. In all, 732 of them who had left home were traced. He had detectives check every hospital, nursing home and doctor's surgery for details of women who had sought pre-natal advice. One London hospital alone produced 5,000 names.
- VIII Other detectives checked makers and retailers of trunks, and made **discreet** inquiries into thousands of purchases. But again **they** drew a blank. Of all the thousands of clues that led nowhere, one statement seemed to point to the killer. Porter Todd, at London Bridge Station, recalled helping a man with a heavy trunk on the 15.00 train for Brighton on 6 June. **He** had bought his cheap-day third-class ticket at Dartford, and was noticed by a girl on the same train. Only five cheap-day tickets had been sold at Dartford that day. Four of the travellers were traced by the police . . . but the fifth was never found.

(Source: Adapted from Boar, R., & Blundell, N. (1984). *The world's greatest unsolved crimes*. London: Hamlyn.)

Read the questions below and answer the questions.

1. Why was the Brighton railway station busy on 6 June?

2. Why did the clerk at Brighton Station open the trunk?

3. What was discovered as a result of a search of other left-luggage offices?

4. On finding a human head why didn't the couple report it to the police?

5. How, according to the police, was the victim killed?

Vocabulary Check

Read the text again, and match the words taken from the passage on the left with their meanings on the right. The vocabulary items are boldfaced in the passage.

- | | |
|------------------------|-------------------------|
| 1. heaved (line 2) | a. disappeared suddenly |
| 2. swelling (line 5) | b. faulty |
| 3. vanished (line 8) | c. increasing in number |
| 4. recoiled (line 12) | d. cut off |
| 5. torso (line 13) | e. lifted or dragged |
| 6. severed (line 18) | f. send |
| 7. row (line 39) | g. suddenly moved back |
| 8. defective (line 48) | h. tactful |
| 9. dispatch (line 53) | i. trunk |
| 10. discreet (line 65) | j. quarrel |

Pronoun References

Identify what the following pronouns refer to in the passage. They are italicized and boldfaced in the passage

1. his (line 13)
2. it (line 18)
3. they (line 22)
4. she (line 47)
5. they (line 51)
6. they (line 52)
7. they (line 66)
8. he (line 70)

GRAMMAR

The Past Perfect Tense

Form

We form the past perfect tense with *had/ hadn't* and the past participle.

Positive and negative forms

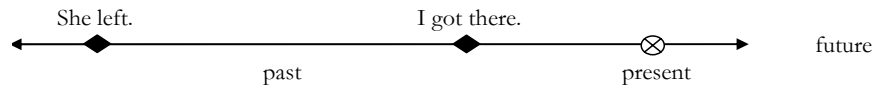
| | | |
|-----------------------|-------------------|---------|
| I You He She | 'd had | done it |
| It We They | hadn't had not | |

| Questions | Short Answers |
|-------------------------|--|
| Had I/ you/ he done it? | Yes, I/ you/ he had. No, I/ you/ he hadn't. |

Use

- We use the past perfect tense to show that one action happened before another action in the past.

When I *got* there, she had *left*.
(= First she left. Then I got there.)



We use many of the same time expressions we use with the present perfect.

- a. **already** and **just**
 We *got* to the cinema late and the film *had* already *started*.
 I *had had* breakfast, so I *wasn't* hungry.
- b. **for** and **since**
 I *was* sad to leave Jakarta because I *'d lived* there for five years.
 Hamdan *had known* his wife since he *was* seven.
- We often use the following words and phrases with the past perfect.
- c. **by** and **by the time**
 By 6.30 everyone *had left*. (= they left before this time.)
 By the time she *got* to the airport, her flight *had left*.
- d. **when, after, before, and as soon as**
 With these words, we use the past perfect for the first action to happen.

 When Nasrul got up, the others *had* already *left*.
 After we *'d ironed* our clothes, we *went* for a walk.
 He *'d finished* his assignment before he *went* out.
 As soon as Fatima *had left*, she *phoned* her mother.
- It's often possible to use either the past perfect or the simple past with **after, before, and as soon as**.

 After we *ironed* our clothes, we *went* for a walk.
 He *finished* his assignment before he *went* out.
 As soon as Fatima *left*, she *phoned* her mother.
- If we use **when** with the past perfect, it means that the first action was finished when the second action happened.

 When Nasrul *got up*, the others *had* already *left*.
 (= The others left. Then Nasrul got up.)
- If we use **when** with two past simple verbs, the two actions happened at more or less the same time.

When Nasrul *got up*, the others *left*. (= Nasrul got up. Then the others left.)

- We use the past simple (not the past perfect) to talk about single actions in the past.

I *left* Kota Kinabalu six months ago.

(Not ~~I'd left Kota Kinabalu six months ago.~~)

- We don't use the past perfect for both actions in a sentence if one happened after the other.

They'd *drunk* all the rose syrup by the time we *got* there.

(Not ~~They'd drunk all the rose syrup by the time we'd got there.~~)

A. *Study the following sentences. Underline the verbs found in each sentence. The first one has been done for you.*

0. It had been deposited there on 7 June.
1. What had happened to the head and arms?
2. They assumed that someone had committed suicide.
3. The police had swept the remains into the sea.
4. The murder had taken place on 30 or 31 May.
5. The victim had been a healthy young woman.
6. In all, 732 who had left home were treated.
7. Detectives checked health institutions for details of women who had sought pre-natal advice.
8. He had bought his cheap-day third-class ticket at Dartford.
9. Only five cheap-day tickets to Brighton had been sold at Dartford that day.

B. *Fill in the blanks with the past perfect tense of the verb.*

1. The police stopped the Mercedes because the driver _____ (not, stop) at the red light.
2. A young man started stealing as he _____ (lose) his job.
3. A woman was found guilty today of murdering her husband. The court was told that the man had been violent towards his wife and _____ (often, beat) her up.
4. My house _____ (be, burgle) twice last year, so I put in a burglar alarm.
5. Police caught the middle-aged man after he _____ (break) a window and climbed into the flat. He was found guilty of unlawful entry,
6. He learned to forge the Chief Executive Officer's signature and _____ (embezzle) large amounts of money from the company before he was caught.
7. Two _____ of Jamaluddin's employees _____ (lie) to the judge to protect him, before they were both convicted of perjury.
8. The drunken driver was convicted of manslaughter after his car _____ (leave) the road and hit four school children.
9. A newsman was taken hostage by terrorists while travelling in Afghanistan. The same terrorist group _____ (hijack) a passenger plane earlier.
10. Three men who _____ (steal) top secret documents were sentenced to life imprisonment for espionage.

Practice Makes Perfect

Fill in the blanks with either the simple past tense or the past perfect tense, whichever is appropriate. The first example has been done for you.

Thai police recently (0) **nabbed** (nab) a Caucasian school teacher accused of sexually abusing over a dozen boys in rural Thailand. The arrest was the result of an unprecedented public appeal from Interpol, which (1) _____ (turn) him into the world' s most wanted suspected paedophile. The suspect had been hiding in Nakhon Ratchasima province where a Thai friend (2) _____ (arrange) some of his sexual liaisons with boys. The suspect (3) _____ (make) no comments to reporters. Shortly before the arrest, police Major-General Wilmol Powintra said police (4) _____ (rush) to the northeast province after receiving credible news that the suspect (5) _____ (flee) there. Residents said they (6) _____ (spot) the Caucasian near the home of the Thai friend. The suspect (7) _____ (live) in Thailand from 2002 to early 2004. The authorities (8) _____ (issue) an arrest warrant after determining that the suspect may have sexually abused boys in the country, in addition to a dozen Cambodian and Vietnamese boys, some as young as 6. The Thai police acted on the testimony a boy (9) _____ (make). He (10) _____ (allege) that he was lured to the suspect's apartment by a Thai man.

LISTEN UP!

You are going to listen to an extract from a panel discussion on an aspect of crime.

Before Listening

Think about the following questions.

1. What is the meaning of corporal punishment?
2. How are children usually punished in your culture?
3. What is spanking?
4. In addition to punishment, is there or are there any other reason(s) why an adult is spanked?
5. Can you think of any other words or expressions that are used in the context of hitting or beating children, in order to punish?

LISTENING 1 (Track 6)

A. *Listen to a panel discussion and decide if the following statements are TRUE (T) or FALSE (F). Circle the correct option.*

1. According to the announcer, Mr. Sivasambu is a criminologist who interviews criminals before they go to trial.
T / F
2. Violent criminals were almost always subjected to corporal punishment when they were children.
T / F
3. In the research that was carried out some parents used caning as a form of discipline.
T / F
4. According to Ms. Lee Wei Lian corporal punishment is the best way to discipline children.
T / F
5. The announcer does not provide for audience participation.
T / F

B. *Listen to the panel discussion again and answer the following questions by circling the appropriate option.*

1. What is this passage mainly about?
 - A. Raising young children
 - B. Violence in the society today
 - C. Effects of caning on grown-ups
 - D. Viewpoints on corporal punishment
2. According to Mr. Sivasambu, what is the result of caning children?
 - A. It teaches children to avoid trouble.
 - B. It paves the way for future abuse and crime.
 - C. It leads to the breakdown of the family structure.
 - D. It enables parents to exercise more control over their children.

3. What is the speaker's attitude when he says, "And then their children grow up to be violent, and the cycle continues."?
- A. Angry
 - B. Apologetic
 - C. Concerned
 - D. Optimistic
4. Which of the following statements best describes the opinion of Dr. Jafar Kassim?
- A. Caning increases the crime rate.
 - B. Caning is a choice for parents to discipline their children.
 - C. Children need discipline, but caning is not effective.
 - D. Parents have to cane their young children.
5. Why does Ms. Lee Wei Lian say "But look at the statistics."?
- A. She wants people to see their error in thinking.
 - B. She wants to demonstrate that caning makes society less violent.
 - C. She wants academics to do more research on the subject.
 - D. She wants to stress that parents cane their children less than before.
6. According to the passage, which speaker would be most likely to cane their child?
- A. The announcer
 - B. Mr. Sivasambu
 - C. Dr. Jafar Kasim
 - D. Ms. Lee Wei Lian
7. How do the three speakers present their opinions?
- A. By telling personal stories
 - B. By using specific examples
 - C. By offering supporting facts
 - D. By asking interesting questions

SPEAK UP!

Asking for Clarification

One of the techniques that a speaker and listener need to manage the flow of communication is asking for clarification. If you don't understand or don't hear someone clearly you must ask for clarification.

To clarify means to check your understanding. It also means to ask the speaker to speak more clearly. In academic setting as well as in the workplace it's important to ask a question for clarification. Here are some examples of questions that you can ask:

- Could/ can we have some more details about the new legislation, please?
- Did you say fifteen lashes?
- How do you spell that?
- I'm sorry *mens rea*?
- So, what you really mean is . . .
- What does battery mean?
- What exactly are you getting at?
- What is the purpose of this approach?
- What was that again?
- Would/ could / can you please repeat that?
- Would/ could/ can you say that again?
- Would/ could/ can you tell us a bit more?

Practice

Below is an extract from an interview with an economist about prospects for economic recovery in Malaysia.

A. *Study how the expressions for clarification given in the box below are used in the conversation.*

| | |
|------------------------|--------------------------------|
| are you saying | in other words |
| as I've already said | to paraphrase what you've said |
| explain in more detail | |

- E: An unfavorable labour market is threatening the prospects for economic recovery in many sectors of the economy.
- J: Could you **explain in more detail** what that means?
- E: Well, labour costs and a highly regulated employment market make unit labour costs much higher than in competitor economies.
- J: **Are you saying** wages are too high?
- E: Certainly that's true. But other factors contribute to labour costs, such as insurance costs, equal pay laws, restrictive working practices, health and safety conditions.
- J: So, **in other words** a whole range of social legislation is responsible for labour costs.
- E: Yes. All this, as **I've already said**, makes labour very expensive.

J: So, to **paraphrase what you've said**, high labour costs and a restrictive labour market are damaging the prospects for recovery?
 E: That's it. I believe so.

B: *A local training organization is telephoning a small company in Malaysia to explain ways in which the two could work together.*

Fill in the spaces in the conversation by adding the appropriate clarification phrases from the box. The first one has been done for you.

I don't quite follow you.
 Could you describe in a little more detail your ...
 Could you repeat that, please?
 In other words ...
 So you've got subsidiaries throughout the Middle East?
 So you sell material to help the local firms?

| | |
|----|--|
| A: | We are based in Shah Alam but we work with colleagues all over Malaysia helping to solve clients' training problems. |
| B: | (0) I don't follow you. (1) _____? |
| A: | Certainly. We are a national company based in Shah Alam in Selangor but we operate in all regions of the country, and even throughout the Middle East. |
| B: | (2) _____ |
| A: | No, I didn't say that. We have got agents who look after regions throughout the Middle East. |
| B: | (3) _____ relationship with these agents? |
| A: | Certainly. We advertise our services nationally and we contact local organizations that can help to meet the needs of the companies who contact us. |
| B: | (4) _____ you act as a contact between companies with certain needs and companies who can supply those needs. |

| | |
|-----|---|
| A : | That's exactly right. And we supply support material to local firms. |
| B: | (5)_____ |
| A: | No, not exactly. We offer to work in partnership with local firms, creating a team to help resolve a particular client's needs. |

FOCUS ON WRITING

Writing a Cause-and-Effect Essay

“Why?” may be the question most commonly asked by human beings. Explaining why something occurs can be the most fascinating and difficult category of expository writing. Answering the question “why” usually requires analyzing cause- and effect relationships. Cause focuses on the reasons an event or behaviour happened whereas effect is the explanation of what happens as a result of an action or event. Understanding cause-and- effect helps us to analyze events, and knowing how to write about cause-and-effect is essential to being a competent writer.

Patterns in Causal Analysis

In order to explain why something happens or what the effects of something are, writers often use one of the following three patterns of cause-and-effect to shape their material:

Cause 1 + Cause 2 + Cause 3 + Cause n → Effect

Three or more causes together may lead to a single effect. These causes do not have to occur in any special sequence; they must all be present at the same time. However, for historical events writers usually list causes in chronological order. For instance, a student may choose accounting as a major because they liked business in school, found the salary level in businesses very attractive to resist or have a brother who is doing very well as an accountant.

Sometimes one cause has several effects. In that case we reverse the pattern:

Cause 1 → Effect 1 + Effect 2 + Effect 3 + Effect n

Suppose, for example, a part-time worker decided to reduce their hours at work. A number of effects are likely to follow. Firstly, there will be a reduction in income. Secondly, they could have more time for family and

friends. Another likely outcome is the availability of more time for other activities such as exercise.

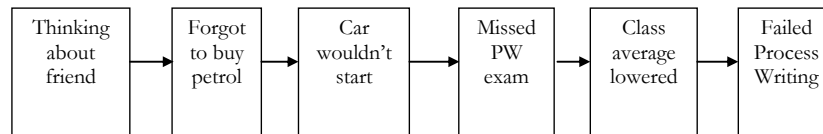
The first and second pattern separate causes(s) from result(s) and treat causes or results as a **block**.

In the third pattern, causes and effects form a pattern of **chain** reactions. One cause leads to an effect that then becomes the cause of another effect, and so on:

Cause 1 → Effect 1 (Cause 2) → Effect 2 (Cause 3) → Effect 3

Let's consider an everyday situation. You turn the ignition key, but your car won't start because it is out of petrol. Perhaps your car was out of petrol because you forgot to buy petrol, and you forgot because you were making preparations for the upcoming visit of a good friend. Suppose you missed your Process Writing class because the car would not start and exam was scheduled for that day. Missing the exam lowered your average and as a result you failed the course.

You can notice that cause and effect often works like a chain reaction: one cause triggers an effect, which in turn becomes the cause of another effect. In a chain reaction, each event in a series influences the next, as shown in the following diagram:



Organizing Details

There are several ways to arrange the details in a cause-and-effect essay. The method one chooses depends on the purpose in writing as well as the topic.

1. **Block.** In this kind of organization as we saw above, causes (reasons) are separated from effects (results) and treated as a block.
2. **Chain.** In this kind of organization, as we saw above, each result subsequently becomes a cause leading to a chain pattern.
3. **Chronological.** A chronological organization arranges details in the order in which events happened. For example, the order in

which a flood damage occurred becomes the order for the writer's details.

4. **Order of importance.** In this kind of organization, the details are arranged from the most to the least important or from the least to the most important. In describing the effects of a flood, you could start with the most severe damages. Alternatively, you could move up from the least to the most important damages for dramatic effect.
5. **Spatial.** Spatial arrangement of details uses geographical or physical position as means of organization. In describing the flood damages, you could start by describing damage to the coastal area first and then work towards the centre of town.
6. **Categorical.** This form of arrangement divides the topic into parts or categories. Using this pattern to describe the flood damages, you could discuss what the natural disaster did to business, roads, railway tracks, bus services, electricity and water supplies and homes.

Useful Transitions and Signal Words

If you make your essay cohesive, readers will be able to follow your ideas easily. If you arrange the supporting points in your essay according to time order or order of importance, the two most frequently used plans of organization, readers will be able to understand your thought processes. Use the transition signals in this chart to tell the readers which plan of organization you have used:

Table 4.1

Transitions for Plans of Organization

| Transitions to Indicate | | |
|--|--|--|
| Time Order | A Sequence | Order of Importance |
| First/ firstly/ First of all.... Secondly Then After that Finally | One reason (cause) Result (effect) Another reason (cause) / result (effect) | An important reason/ effect A more important reason/ effect..... The most important reason/effect |

To blend your details smoothly, use the transitional words and phrases listed below:

Table 4.2

Transitions for Cause-and-Effect

| <i>For Causes</i> | <i>For Effects</i> |
|--|--|
| <p>For Because, since, as To result from To be the result of Due to because of the effect of The consequences of As a result of as a consequence of</p> | <p>So As a consequence As a result Therefore Thus Consequently Hence To result in To cause To have an effect on To affect The cause of The reason for Thereby</p> |

Analyzing a Cause-and-Effect Essay

Read the essay and answer the questions that follow.

Why do people abuse their spouses, partners, or children? Many explanations have been proposed most of which have some plausibility. These causative explanations are often referred to as theories of domestic violence. The most important perspectives that together can contribute to an understanding of the causes of family abuse are the social learning perspective, the frustration- aggression perspective and the social exchange perspective.

The causative explanation that is probably cited the most draws upon the social learning perspective. According to this perspective, individuals learn behaviour they will later exhibit by observing what others do and seeing the consequences of the actions. Thus children from violent homes are said to learn by observation and personal experience that aggressive or violent behaviour is an acceptable and often successful way of controlling others and getting what you want. Children who grow up in homes characterized by domestic violence are more likely as adults to beat their wives if they have witnessed battering or been hit by their parents. However, the vast majority of men who have witnessed hitting or been hit by their parents do not beat their wives. This shows the

limitations of the social learning perspective as an explanation for violent behaviour. It doesn't explain why most people who have been exposed to violence are not themselves violent.

An alternative causative explanation is derived from the frustration-aggression perspective. According to this perspective, aggressive behaviour occurs when a person is blocked from achieving a goal, such as when economic inequalities cause men and women to work for low wages or high unemployment rates make it hard to find a job. When these conditions occur, it is said the person may displace his or her frustration and anger onto a preferred target such as his or her spouse or children. These targets are safer than employers and strangers because there is the chance of being arrested, being hit hard in return, or losing one's job. In contrast to the social learning approach, violent behaviour is not viewed as directed toward a specific end, such as dominating a wife. Rather, violence is seen as an emotional outburst of displaced anger, usually by a man. So this perspective suggests that regardless of what people have learned about violence as children, they will be more likely to act violently if they are frustrated by forces they feel are blocking their ability to get a job or attain other important goals. Consequently, the frustration-aggression approach helps us to understand why domestic violence is somewhat more common among the lower income groups, whose members are more likely to be blocked from attaining their goals.

A third causative explanation draws upon the social exchange perspective. This explanation proposes that people calculate whether to engage in a particular behaviour by considering the rewards and costs of that behaviour and the rewards of alternatives to it. It suggests that a man may decide whether to beat his wife by considering a reward such as controlling her against the cost of violence such as the probability of the wife seeking a divorce. Simultaneously he may consider the rewards of not being violent (an alternative) such as her willingness to continue to do much of the child care and contribute the paycheck from her job. This approach helps to explain why wives are more likely to be the victims of violence if they don't work for wages. In that case, the costs of violence to the husband (she might seek a divorce) are lower and the rewards of not being violent (she will contribute earnings) are lower because the wife is not employed. The social exchange perspective is also consistent with cross-cultural evidence that severe violence against women is less common in societies such as matriarchies in which women have more economic independence. Moreover, it helps to shed light on the greater violence against women among the lower social classes. Thus the social exchange perspective suggests that people engage in violent behaviour against intimates when the rewards exceed the costs.

In conclusion the interaction of multiple interrelated factors viewed from the standpoints of some collections or related propositions such as the social learning perspective, the frustration-aggression perspective, and the social exchange perspective seem to be made for explaining the causes of family abuse. At the present time, we don't know enough to tie together the currently available plausible propositions into a single coherent explanation which requires further research.

(Source: Adapted from Cherlin, A.J. (2008). *Public and private families* (5th ed.). New York, NY: McGraw-Hill.)

Answer the following questions.

1. What three causative explanations does the author suggest to account for the incidence of family abuse?

2. Does the thesis statement suggest what patten of organization, if any, will be used in the essay?

3. What techniques are used in the introduction and conclusion?

4. What transition does the author use to achieve the coherence? List them according to paragraphs.

The Writing Process: Writing an Essay of Effects

Very few people are capable of producing a perfect piece of writing on the first try. Generally writers work through a series of steps and often

these steps are not linear. Rather they are recursive. The final essay is usually the outcome of numerous thoughtful revisions.

Step One: Prewriting

Every essay addresses a specific topic. The topic that has been assigned to you or you have chosen is: The effects of child sexual abuse. You now have to generate ideas about your topic by doing a prewriting activity such as free writing, brainstorming, branching/clustering, or questioning.

Step Two: Outlining/Planning

After you have generated your ideas, identify three major effects and organize them:

(i) chronologically – if they happened in a time sequence, (ii) in climax order, moving them from the least to most important if they happened at or near the same time, (iii) in descending order of importance, moving from the most to least important, or (iv) categorically. At this stage your ideas may be presented in the form of an outline. An outline helps you to see which areas of the essay are strong and which ones are weak. Some outlines consist of only words or phrases. Others have full sentences. Use the type of outline that best suits you.

Here is an example of an outline that uses words, phrases and sentences.

Topic: The Effects of Child Sexual Abuse

- I. Introduction
 - A. Background information/General statements
 - B. Thesis statement: Sexual abuse of children leads to a negative impact on survivors in three significant areas: emotions, interpersonal relations, and future adult behaviours.

- II. Effects on Emotions
 - A. Topic Sentence
 - B. Effect 1: Depression
 - C. Effect 2: Low self-esteem

- III. Effects on Interpersonal Relations
 - A. Topic Sentence
 - B. Effect 1: Isolation/Alienation
 - C. Effect 2: Fear and distrust of men

- IV. Effects on Future Adult Behaviours
 - A. Topic Sentence
 - B. Effect 1: Self- mutilation
 - C. Effect 2: Suicide

- V. Conclusion
 - A. Summary or restatement/ paraphrase of thesis
 - B. Comment

Step Three: Writing the First Draft

As you start work on your first draft, begin with some background information in the introduction and include an explicit thesis statement that states the topic and delineates the sub-topics (effects). Explore the effects in the body paragraphs. Explain them and support them with specific examples. Consider introducing them through narrative, description or process analysis. In the concluding paragraph summarize the main effects or restate the thesis statement. End the essay with a final comment that (i) makes a prediction, (ii) suggests results or consequences, (iii) suggests a solution, or (iv) quotes an authority on the subject.

Step Four: Personal Revising

Use the following checklists to guide you in revising your essay.

Revision checklist

| | YES | NO |
|--|-----|----|
| Does the topic sentence state the topic and clearly summarize the effects? | | |
| Is each effect presented in a clear organizational order? | | |
| If the essay uses climax organization, is the strongest effect presented last? | | |
| Are the transitions between ideas clear? | | |
| Is the conclusion logical or reasonable? | | |

Make sure all your paragraphs exhibit unity and are coherent. In addition, check to ensure that there are adequate supporting details to describe each effect.

Step Five: Peer Revising

You can now exchange drafts with a course mate for further suggestions for improvement. Read your partner's essay and consider its merits and demerits. Make suggestions to your partner. Act on any suggestions your partner has made that you are in agreement with.

Step Six: Further Revising and Editing

Revise the paragraph again. Edit and proofread it. Correct all the grammar, punctuation, capitalization and spelling errors and hand in a clean copy.

Writing Activities

- A. Choose one of the following topics and write an essay of causes or effects
1. Drug addiction among teenagers
 2. The death penalty
 3. Road rage
 4. Violence at sporting events
 5. Stress among the young in Malaysia
- B. Choose one of the following topics and write an essay of causes (reasons).
1. The increase in school violence in Malaysia.
 2. The increasing/ decreasing crime rate in Malaysia.
 3. The increasing/ decreasing number of crimes in your city/ district.
 4. Clinical depression.
 5. An important historical event in Malaysia.
- C. Choose one of the following topics and write an essay of causes or effects, as appropriate.
1. The effects of e-mail on society.
 2. The effects of obesity.
 3. The effects of a modern invention.
 4. The effects of poverty.
 5. The reasons why Universiti Utara Malaysia is my first-choice university.

CHAPTER FIVE

DISCOVERIES AND INVENTIONS

LEARNING OBJECTIVES

After completing this chapter, you will be able to:

1. **Demonstrate** a grammatical understanding of the simple future tense and the passive voice.
2. **Construct** WH-questions that can be used to ask for detailed information.
3. **Write** passive and active sentences in essays about processes.
4. **Enrich** their vocabulary of technical terms relating to technology.
5. **Listen** for important points to be applied in daily life.

Before You Read

Discuss the following questions.

1. If you had to choose, which of the following conditions would you rather prefer?
 - a. A house without proper plumbing for toilet and drainage.
 - b. A house without proper water supply from taps, pipes, or tanks.
 - c. A house without electrical power supply.
 - d. A house without telephones.
2. What would you think would happen if the whole world should experience 24 hours without electricity?
3. Scan the passage for the following words relating to electricity. In which paragraph are they first found?
 - a. electromagnetism paragraph _____
 - b. conduction paragraph _____
 - c. lightning paragraph _____
 - d. spark paragraph _____
 - e. solenoids paragraph _____
 - f. circuits paragraph _____

READING

Read the passage and answer the questions that follow.

The History of Electricity

- I Without its discovery and development, human civilization would have been stuck in prehistoric era. Though **it** is sometimes taken for granted nowadays, electricity is the core of modernization, considered by most scientists to be more significant than petroleum. Imagine living in a world where everything else exists but the practical application of electricity. 5
- II Surprisingly, humans have known about the existence of static electricity for thousands of years. However, scientists did not really understand electricity until the 18th century. The ancient Greeks found that amber, when rubbed, attracted small, light objects. About 600 BCE, Greek philosopher Thales of Miletus held that amber had a soul, since **it** could make other objects move. In a treatise written about three centuries later, another Greek philosopher, Theophrastus, stated that other substances also have this power. These were in fact the first observations of electromagnetism. 10 15
- III For almost 2000 years after Theophrastus, progress was slow in understanding electricity. An English physician, William Gilbert, published a book in 1600 noting that many substances besides amber could be charged by rubbing. **He** gave these substances the Latin name “*electrica*,” which is derived from the Greek word “*electron*” (meaning: “amber”). English writer and physician, Sir Thomas Browne was the first to use the word “*electricity*” in 1646. 20 25
- IV The fact that electricity can flow through a substance was discovered by 17th century German physicist Otto von Guericke, **who** observed conduction in a linen thread. Von Guericke also described the first machine for producing an electric charge in 1672. The machine consisted of a sulphur sphere turned by a crank. When a hand was held against the sphere, a charge was induced on **it**. Conduction was rediscovered independently by Englishman Stephen Gray during the early 1700s who also noted that some substances are good conductors while others are insulators. Also during the early 1700s, Frenchman Charles Dufay observed that electric charges are of two kinds. He found that opposite kinds attract each other while similar kinds repel. Dufay called one kind vitreous and the other kind resinous. 30 35 40

- V American scientist Benjamin Franklin theorized that electricity is fluid-like. According to Franklin's theory, when two objects are rubbed together, electric fluid flows from one object to the other. The object that gains electric fluid acquires a vitreous charge, which Franklin called positive charge. The object that loses electric fluid acquires a resinous charge, which Franklin called negative charge. In 1752, Franklin demonstrated that lightning is a form of electricity when **he** constructed a kite and flew **it** during a storm. Once the string became wet enough to conduct, Franklin, who stood under a shed and held the string by a dry silk cord, put his hand near a metal key attached to the string. A spark jumped. Electric charge gathered by the kite had travelled down the wet string to the key and then jumped across an air gap to flow to the ground through Franklin's body. 45
- VI In 1791, Italian biologist Luigi Galvani published the results of experiments that he had performed on the muscles of dead frogs. Galvani had found earlier that the muscles in a frog's leg would contract if he applied an electric current to **them**. In 1800, another Italian scientist, Alessandro Volta, announced that he had created the voltaic pile, a form of electric battery. The voltaic pile made the study of electric current much easier by providing a reliable, steady source of current. Danish physicist Hans Christian Oersted demonstrated that electric currents are surrounded by magnetic fields in 1819. Shortly afterward, André Marie Ampère discovered the relationship known as Ampère's law, which gives the direction of the magnetic field. Ampère also demonstrated the magnetic properties of solenoids. Georg Simon Ohm, a German high school teacher, investigated the conducting abilities of various metals. In 1827, Ohm published his results, including the relationship now known as Ohm's law. 60 65 70 75
- VII In 1830 American physicist Joseph Henry discovered that a moving magnetic field induces an electric current. The same effect was discovered a year later by English scientist Michael Faraday. Faraday introduced the concept of lines of force, a concept that proved extremely useful in the study of electricity. About 1840, British physicist James Prescott Joule and German scientist Hermann Ludwig Ferdinand von Helmholtz demonstrated that electricity is a form of energy and that electric circuits obey the law of the conservation of energy. 80 85

- VIII Also during the 19th century, British physicist James Clerk Maxwell investigated the properties of electromagnetic waves and light. He developed the theory that **they** are identical. **His** work paved the way for German physicist Heinrich Rudolf Hertz, who produced and detected electric waves in the atmosphere in 1886, and for Italian engineer Guglielmo Marconi, who harnessed these waves in 1895 to produce the first practical radio signalling system. 90
- IX The electron theory, which is the basis of modern electrical theory, was first advanced by Dutch physicist Hendrik Antoon Lorentz in 1892. American physicist Robert Andrews Millikan accurately measured the charge on the electron in 1909. The widespread use of electricity as a source of power is largely due to the work of pioneering American engineers and inventors such as Thomas Alva Edison, Nikola Tesla, and Charles Proteus Steinmetz during the late 19th and early 20th centuries. 95 100
- X Thanks to the people who had contributed to the study and discovery of electricity, humans have the capacity to harness **its** power. Once fully understood, this clean energy can now be generated from various sources. Electricity can also be converted efficiently into other forms of energy, and it can be stored. Because of this versatility, electricity plays a part in nearly every aspect of modern technology. Electricity provides light, heat, and mechanical power. It makes telephones, computers, televisions, and countless other necessities and luxuries possible. 105 110

(Source: Adapted from Microsoft Encarta. (2008). 1993-2007 Microsoft corporation.)

Read the questions below and answer the questions.

1. Why did the Greek philosopher, Thales of Miletus, believe that amber had a soul?
2. If conductors allow electricity to flow through them, what are insulators capable of?
3. What was Benjamin Franklin's main theory regarding electricity?
4. What had Luigi Galvani proven through his experiment with electric current?

5. From the passage, who was considered to be the first person able to store and preserve electric current?
6. Why was Guglielmo Marconi able to produce his radio signalling system?
7. Who were the pioneers of electrical power supply?
8. In what way is electricity versatile to the aspect of modern life?

Vocabulary Check

Match the words from the passage with their meanings.

- | | |
|---------------------------|---|
| a) amber (line 11) | 1. changed in form or function |
| b) treatise (line 14) | 2. a cylindrical coil of wire acting as a magnet when carrying electric current |
| c) conduction (line 29) | 3. control and make use of a resource |
| d) induced (line 33) | 4. ability to adapt or be adapted to many different conditions |
| e) contract (line 61) | 5. transmission of electricity through a medium |
| f) solenoids (line 72) | 6. hard yellow translucent fossilized resin originating from extinct coniferous trees |
| g) conservation (line 85) | 7. made to happen or appear |
| h) harnessed (line 92) | 8. move rapidly by growing and shrinking repeatedly |
| i) converted (line 108) | 9. careful use of resource as not to waste |
| j) versatility (line 109) | 10. a written work dealing formally and systematically with a subject |

Pronoun Reference

Find the words that these pronouns refer to in the passage. The first one has been done for you.

- a) **it** (line 3) electricity
- b) **it** (line 14) _____
- c) **He** (line 22) _____
- d) **who** (line 29) _____
- e) **it** (line 33) _____
- f) **he** (line 50) _____
- g) **it** (line 50) _____
- h) **them** (line 62) _____
- i) **they** (line 89) _____
- j) **His** (line 89) _____
- k) **its** (line 106) _____

GRAMMAR

The Simple Future Tense

| | | |
|--|---|---|
| Simple future has two different forms in English: “will” and “be going to.” Although the two forms can sometimes be used interchangeably, they often express different meanings. “Shall” is used for the subjects I/we, often in polite statements or proper requests. | | |
| positive form | negative form | question form |
| Subject + will + verb (base form) | Subject + will not/won’t + verb (base form) | Will/won’t + subject + verb (base form) |
| I/you/she/he/it/we/they will help. | I/you/she/he/it/we/they will not help | Will I/you/she/he/it/we/they help? |
| I/we shall go. | * [very uncommon] I/we shall not go. | Shall I/we go? |

We use the simple future “will/shall” for offering, requesting, or declining voluntary actions. Examples:

- I **shall prepare** dinner for us.
- He **will drive** you to the airport.
- **Will** you **wash** my car?
- I **won’t show** you my photos.

We also use the simple future “will” to express a promise. Examples:

- I **will keep** your secret safe, so don’t worry.
- She said she **will call** you back as soon as possible.
- He promised that he **won’t lie** to me again.

| positive form | negative form | question form |
|---|--|---|
| Subject + BE going to + verb (base form) | Subject + BE not going to + verb (base form) | Is/are + subject + going to + verb (base form) |
| I am going to help. You/we/they are going to help. She/he/it is going to help. | I am not going to help. You/we/they are not going to help. She/he/it is not going to help. | Am I going to help? Aren’t you/we/they going to help? Is she/he/it going to help? |

We use the future tense “be going to” to express a plan. It does not matter whether it is realistic or not. Examples:

- I **am going to become** rich one day.
- They **are going to drive** from Singapore all the way to Bangkok.
- Who **is going to lead** our team?

Both “will” and “be going to” can express the idea of a general prediction about the future. They can be used interchangeably with no difference in meaning. Examples:

- He **is going to win** the race = He **will win** the race.
- Tomorrow **will be** bright and sunny = Tomorrow **is going to be** bright and sunny.
- **Am I going to pass** the exam? = **Will I pass** the exam?

(Note: Only the present form of BE [is/am/are] can be used with “be going to.” Also, when making predictions, “will” has a strong emphasis while “be going to” has a weak emphasis.)

Fill in the blanks with the verb in simple future tense. The first one has been done for you.

0. Manufacturers (continue) **will continue** to produce cars despite the scarce petroleum resources.
1. Sarah says that she (go) _____ to the PC Fair tomorrow.
2. I (need) _____ to check my schedule first before I decide to go with you to the cinema.
3. “ _____ I (get) _____ you some more coffee, sir?” asked the waiter.
4. Firemen (put out) _____ fires, they (help out) _____ with road accidents, and they (catch) _____ even _____ wild animals on the loose, so they (not, tolerate) _____ prank calls and false alarms.
5. Next week, we estimate that the global oil price (rise) _____ by 1.5 %.
6. Why _____ you (not, listen) _____ to me when I told you not to play with my computer?
7. _____ you (change) _____ the light bulb for me? I’m afraid I’m still too short for that ladder.
8. Since you (not, study) _____ for the exam tomorrow, _____ you (keep) _____ the noise down a little bit?
9. Razman decided that he (buy) _____ only _____ his dream car, the Lancer Evolution X, once he has saved enough money.
10. Now that everybody is present, _____ we (begin) _____ this ceremony?

Practice Makes Perfect

Fill in the blanks with the verb in simple future tense. The first one has been done for you.

Petrol (0) **is going to be** (be) tough to compete as an energy source for most vehicles. It is easily transported and sold. Internal-combustion technologies have advanced far enough that in October 1997 the Honda

Motor Company announced that, soon it (1) _____ (be) able to build gas-burning engines with near-zero emissions. Honda calls the cars with these engines Zero-Level Emissions Vehicles because they claim the vehicle would contribute less pollution similar to the generation of electricity needed for an electric car. But even this amazing engine requires petrol, which (2) _____ (run out) someday. So the world's automakers are investing money and engineering talent into researching other fuels. Fuels derived from shale oil, alcohols such as methanol and ethanol, and natural gas are leading alternatives. Governments (3) _____ (consider) giving subsidies to research companies for developing compressed natural gas and methanol, which can be made from garbage, trees, or seaweed. Currently, all the alternatives to gas have drawbacks in terms of cost, ease of transport, and efficiency that prohibit their spread. Any fuel combustion contributes to greenhouse gas emissions and automakers predict that energy-consumption standards (4) _____ (be) stricter in the future. Therefore, research (5) _____ (continue) to focus on other means of propulsion, including cars powered by electricity. So far, we have been exposed to the two candidates as alternatives to petrol cars; hybrid and pure electric. The question is, which of these alternatives (6) _____ (win out), and when? Automakers do not know the answer. Experts think that the industry (7) _____ (go) through a period of uncertainty, with many alternatives on the road, before a technology proves to have the advantages in cost, fueling infrastructure, and efficiency that make it clearly preferable. Or perhaps different types of vehicles (8) _____ (use) different technologies. Pure electric cars are best in short-range, stop-and-go situations, and therefore make good urban commuter cars and delivery vehicles. Hybrids have advantages for inter city travel as do diesel engines for cross-country distances. Petrol-powered internal-combustion engines (9) _____ (be) with us for quite a long while. The lightweight body structures and efficient transmissions and tires developed for electric vehicles and hybrids can also be applied to internal-combustion cars, and the advantages of parallel development are likely to benefit traditional cars as much as the new-generation vehicles. Whatever the future has in store, innovation (10) _____ (carry on) to drive the auto industry in the future, as it did in the days of the first "horseless carriage."

[Source: Adapted from Microsoft Encarta. (2008).]

The Passive Voice

| <p>The passive voice can only be converted from the active voice when a sentence contains a transitive verb (action performed to another object/recipient). In such cases, when converted to the passive, the subject from the active voice switches position with the object. Compare the following examples:</p> <ul style="list-style-type: none"> • (Active) Beckham kicked the ball → (Passive) The ball was kicked by Beckham. • (Active) I am studying for my exam → NO PASSIVE VOICE | | |
|---|--|--|
| <p>In the first form of the passive voice, we use the preposition “by” to emphasize both <u>the action</u> and the <u>subject doing the action</u>. Examples:</p> <ul style="list-style-type: none"> • The car is driven <u>by my sister</u>, not my brother. • “The Lord of the Rings” series were written <u>by JRR Tolkien</u>. | | |
| <p>In this form, the preposition “by” is not used because the emphasis is on the <u>object receiving the action</u> and <u>the action</u> itself. The subject doing the action is not important. Examples:</p> <ul style="list-style-type: none"> • That car was driven with amazing speed on the race track. • Panavision cameras and lenses are used to film most Hollywood movies. | | |
| <p>Conversion from active voice to passive voice according to tenses: (Note: The present form of BE = [am/is/are], while the past form = [was/were])</p> | | |
| Active Voice | Simple Present Tense | Passive Voice (“by” is optional) |
| <ul style="list-style-type: none"> • I show the object • We do not show the object | Object + BE + verb (past participle) | <ul style="list-style-type: none"> • The object is shown (by me) • The object is not shown (by us) |
| Active Voice | Present Continuous Tense | Passive Voice (“by” is optional) |
| <ul style="list-style-type: none"> • I am showing the object • It is not showing the object | Object + BE + being + verb (past participle) | <ul style="list-style-type: none"> • The object is being shown (by me) • The object is not being shown (by it) |

| Active Voice | Present Perfect Tense | Passive Voice ("by" is optional) |
|--|--|---|
| <ul style="list-style-type: none"> • They have shown the object | Object + have/has been + verb (past participle) | <ul style="list-style-type: none"> • The object has been shown (by them) |
| Active Voice | Simple Past Tense | Passive Voice ("by" is optional) |
| <ul style="list-style-type: none"> • I showed the object • He did not show the object | Object + BE + verb (past participle) | <ul style="list-style-type: none"> • The object was shown (by me) • The object was not shown (by him) |
| Active Voice | Past Continuous Tense | Passive Voice ("by" is optional) |
| <ul style="list-style-type: none"> • They were showing the object | Object + BE + being + verb (past participle) | <ul style="list-style-type: none"> • The object was being shown (by them) |
| Active Voice | Past Perfect Tense | Passive Voice ("by" is optional) |
| <ul style="list-style-type: none"> • We had shown the object | Object + had been + verb (past participle) | <ul style="list-style-type: none"> • The object had been shown (by us) |
| Active Voice | Modal Auxiliaries | Passive Voice ("by" is optional) |
| <ul style="list-style-type: none"> • I will show the object • He might have shown the object | <p>Object + AUX + be + verb (past participle)</p> <p>Object + AUX + have been + verb (past participle)</p> | <ul style="list-style-type: none"> • The object will be shown (by me) • The object might have been shown (by him) |

Underline the main verb from the active voice sentences. Rewrite the active voice sentences into the passive voice. The first one has been done for you.

0. Human civilization is using computers to handle all sorts of task.
Computers are being used by human civilization to handle all sorts of task.
 1. The children can easily read this book.
-

2. This entry took the first prize in the web-design competition.

3. I should have bought the Pentium Quad-core processor yesterday.

4. The astronomer has spotted several satellites orbiting around the moon.

5. The writer is forcing us to do these ridiculous exercises.

Underline the main verb from the passive voice sentences. Rewrite the passive voice sentences into the active voice. The first one has been done for you.

0. A special application **is being written** by the programmers for their company's security system.
The programmers are writing a special application for their company's security system.
1. The symptoms must be checked by the physician.

2. The ingredients for that delicious roast meat have been mixed by the chef.

3. "The Imperial March" was composed by John Williams for the Star Wars films.

4. The driver for the hardware was being installed onto the hard drive.

5. A meeting will be arranged with the writer to discuss his royalty payment.

Practice Makes Perfect

Fill in the blanks with the verb in the active or the passive voice. The first one has been done for you.

A television program (0) is created (create) by focusing a television camera on a scene. The camera (1) _____ (change) light from the scene into an electric signal, called the video signal, which varies depending on the strength, or brightness, of light received from each part of the scene. In color television, the camera (2) _____ (produce) an electric signal that varies depending on the strength of each color of light. Three or four cameras (3) _____ (use) to produce a television program. The video signals from the cameras (4) _____ (process) in a control room, then combined with video signals from other cameras and sources, such as videotape recorders, to provide the variety of images and special effects seen during a television program. Audio signals from microphones placed in or near the scene also flow to the control room, where they (5) _____ (amplify) and combined. Except in the case of live broadcasts (such as news and sports programs), the video and audio signals (6) _____ (record) on tape and edited, assembled with the use of computers into the final program, and broadcast later. In a typical television station, the signals from live and recorded features, including commercials, (7) _____ (put) together in a master control room to provide the station's continuous broadcast schedule. Throughout the broadcast day, computers (8) _____ (start) and stop videotape machines and other program sources, and switch the various audio and visual signals. Then the signals (9) _____ (send) to the transmitter. The transmitter amplifies the video and audio signals, and (10) _____ (use) the electronic signals to modulate, or vary, *carrier waves* (oscillating electric currents that carry information). The carrier waves (11) _____ (combine), then sent to the transmitting antenna, usually placed on the tallest available structure in a given broadcast area. In the antenna, the oscillations of the carrier waves (12) _____ (generate) electromagnetic waves of energy that (13) _____ (radiate) horizontally throughout the atmosphere. The waves excite weak electric currents in all television-receiving antennas within range. These currents have the characteristics of the original picture and sound currents. The currents flow from the antenna attached to the television into the television receiver, where they (14) _____ (separate) electronically into audio and video signals. These signals are amplified and sent to the picture tube and the speakers, where they (15) _____ (produce) the picture and sound portions of the program.

[Source: Adapted from Microsoft Encarta. (2008).]

LISTEN UP!

Listening 1 (Track 7)

You are going to listen to a talk about an aspect of computer security focusing on the type of threats posed to computer systems in general.

Before Listening

Think about the following questions.

1. What does it mean by computer security?
2. Why is it important for users to safeguard their computers?
3. How can the threat to computers be hazardous to the users?
4. What can governments around the world do to eliminate these threats?

While Listening

Listen for the information you need to answer the questions below.

1. How does a computer virus infect a computer file?
 - A It copies the memory after being loaded into computer.
 - B It copies the programmes or applications in the computer.
 - C It copies itself into other files located in the computer.
 - D It infects other files by simple definition.
2. Which is NOT a common characteristic of the “worm” virus?
 - A It is usually spread across the network by e-mail.
 - B It is usually disguised as something useful when in fact it is harmful.
 - C It is usually sent in many separated segments.
 - D It could be portrayed by the analogy of the human flu virus.
3. Which is TRUE regarding the “Trojan Horse” programme?
 - A It is an accurate technical definition of a computer virus.
 - B It was created by the Trojans to defeat the Greeks.
 - C It does not infect a file if the computer is already infected by “worms”.
 - D It does damage to computer files although it appears to be safe.

4. What are the packages that can detect harmful programmes and repair the damage done by them?
 - A Digital certificates of validation.
 - B Anti-virus software packages.
 - C Secure Electronic Transaction (SET) mechanisms.
 - D Digital signatures of identification.

5. Which is the worst method to be used as a precaution against computer viruses?
 - A Erasing all known viruses by formatting the hard disc.
 - B Installing a legal copy of an anti-virus programme.
 - C Sorting and deleting anonymous or potentially harmful e-mail.
 - D Backing up important files and setting onto a USB flash drive.

6. Who is Agent Smith from The Matrix Trilogy movies?
 He is a (a) _____ (b) _____ of a real-life computer virus.

7. What is a “worm” referred to?
 A virus that _____ itself across computer networks, usually by medium of e-mail.

8. When a “Spyware” appeared in 2002, how did it harm computer users?
 Allowed (a) _____ users to access private information such as personal (b) _____ details.

9. What is the most crucial method to safeguard PCs from viruses?
 Installing a _____ copy of an anti-virus software.

10. What is the speaker’s opinion about formatting the PC’s hard drive to eradicate viruses?
 Such is the cost to pay for (a) _____ and (b) _____.

| <i>Metaphorical differences between “Worm”, “Trojan Horse”, and “Spyware”.</i> | |
|---|--|
| Worm | Think of it as the (a) _____ virus spreading among humans by acts of (b) _____ or (c) _____. |

| | |
|--------------|---|
| Trojan Horse | Although (a) _____ not a virus, it is a (b) _____ in sheep's (c) _____. |
| Spyware | This virus was like an (a) _____ (b) _____ version of (c) _____. |

SPEAK UP!

Speaking Focus – Asking Questions

In the English grammar, a question is an interrogative sentence. In written form, it ends with a question mark. Traditionally, the questions used to gain information are called WH-Questions. You can practice asking random WH-questions to your friends or family members.

WHAT? General questions to ask about objects, actions, concepts, and specific time

- (Object) What is that machine over there?
- (Action) What will you do with all that money?
- (Concept) What does it mean by computer security?
- (Specific time) What time are we going to Penang?

WHERE? Questions to ask for locations and directions

- (Location) Where is your office?
- (Direction) Where should I put this chair?

WHEN? Questions to ask for definite or indefinite time

- (Definite time) When is your birthday?
- (Indefinite time) When will this traffic jam end?

WHO? Questions to ask about a person, groups of people, and random individuals

- (Person) Who is that pretty girl?
- (Groups) Who are those boys?
- (Random individuals) Who will help me carry these bags?

- WHICH?** Questions to ask for selections, identifications, and directions
- (Selection) Which would you prefer, pizza or spaghetti?
 - (Identification) Which one is your mother in this photo?
 - (Direction) Which way is to the bank?
- WHY?** Questions to ask for reasons and causes
- (Reason) Why didn't you come to work yesterday?
 - (Cause) Why are your clothes dirty?
- WHOSE?** Questions to ask about possessions or relations
- (Possession) Whose mobile phone is this?
 - (Relation) Whose fathers were born here in this town?
- HOW?** Questions to ask about processes, durations, conditions, distances
- (Process) How do you format a computer hard drive?
 - (Duration) How long will this recording session last?
 - (Condition) How is your father's health?
 - (Distance) How far is the petrol station from here?

Dialogue

Read the following conversation and construct appropriate logical WH-questions in the blanks by using the clues provided in the brackets. The first one has been done for you.

Azim: Hello, my name's Azim and I'm calling to ask about your music studio.

(0) What type of services do you offer ? (type of services)

Azril: I'm Azril. Yes sir, we offer voice recording, musical instrument recording, sound mixing, track editing, and digital mastering, as well as sessions for jamming or practicing.

Azim: That sounds fantastic, a complete package. These are exactly what I'm looking for. Anyway, (1) _____?
(rate for voice recording)

Azril: Well, the rate depends on the amount of time you spend in the recording studio. We only charge RM15 per hour. I assure you, that's a bargain.

Azim: Yes, that's rather affordable. (2) _____?
(types of microphones)

Azril: We use several types of microphones including dynamic, condenser, ribbon, overhead, and ambient. However, it really depends on the type of style being recorded.

Azim: I don't get it. (3) _____?
(mean)

Azril: I mean, if you were recording a narrative, overhead is preferable. And if you're recording something loud, the condenser is better.

Azim: Okay, I'm interested in recording voice while playing an acoustic guitar. (4) _____ (better),
separate track recording or live recording?

Azril: Again, it depends on your preference. I can safely tell you that live recording is cheaper but separate track recording sounds way better in quality.

Azim: Right, I think I'll opt for the separate track recording. (5)
_____? (in charge)

Azril: I will be the only sound engineer in charge so I'll be happy to handle your recording. Sir, may I know (6)
_____? (time)

Azim: I want to record next week, possibly on Saturday afternoon around 2pm.

Azril: Sounds great. I'll see you then. Thank you for calling.

Exercise

Construct the appropriate logical WH-questions for the following general knowledge.

Q1: _____?

A1: The boiling point for water is 100°C or 212°F or 373.15 K

Q2: _____?

A2: The D-Day Invasion of Normandy by the Allied forces was on 6th June 1944.

Q3: _____?

A3: The current longest road tunnel in the world is located in Laerdal, Norway.

Q4: _____?

A4: The KLCC 88-storey Twin Towers are 452m tall.

Q5: _____?

A5: The actor John Voight is well known as Angelina Jolie's father.

Q6: _____?

A6: Electricity is considered to be more important than water because unlike water, pure electricity could not yet be harnessed from nature.

Q7: _____?

A7: Germany is believed to be the world capital of Heavy Metal music.

Q8: _____?

A8: Sir Timothy John Berners-Lee invented the World Wide Web.

Q9: _____?

A9: “Kaabah”, from the Arabic word “Kaab” simply means “cube” in English.

Q10: _____?

A10: Nobody knows when the world will come to an end except God.

Extra Activity

Find a speaking partner to practice this exercise. Use the following prompts to ask your partner WH-questions.

- His/her favourite electronic devices
- His/her first love (or crush)
- His/her dream places to visit
- His/her preference between silver and gold
- His/her daily average time spent on watching TV
- His/her methods of dealing with stress
- His/her favourite time of day
- His/her reasons for taking this particular course

FOCUS ON WRITING

Using Active and Passive Voice in Describing Processes

Both active and passive voice verb constructions are used in describing processes. The decision to use active or passive voice depends on whether the verb is transitive or intransitive. If the verb is transitive, these guidelines can help to determine which voice to use:

1. The passive voice is used when a human agent is manipulating the objects although not stated in the sentence using the preposition “by”.

Human agent involved: Passive voice

- The molten steel **is pounded** constantly to remove impurities as well as to mold the sword into its proper shape and length. [The blacksmith repeatedly pounded the sword]
- The furnace fire **is monitored** at regular intervals to avoid loss of heat. [The blacksmith makes sure the fire provides constant temperature]

- The active voice is usually used when no human is directly responsible for manipulating the objects.

| |
|--|
| <p>No human agent involved: Active voice</p> <ul style="list-style-type: none"> A car battery provides the initial electrical current to the starter coil of the engine. The alternator in a modern car charges the car battery while its engine is running. |
|--|

In previous examples above, the active voice indicates that no human are directly involved in performing both actions/verbs.

- The passive voice may be used to describe actions involving a nonhuman agent, but the preposition “by” **MUST** be stated to show the agent. The prepositional phrase is underlined below.

| |
|--|
| <p>No human agent involved: Passive voice</p> <ul style="list-style-type: none"> Lighting in the theatre hall was provided <u>by 12 floodlights</u> with a 120W bulb each. |
|--|

Read the following passage and do the tasks that follow.

| How MP3 Files Are Compressed | |
|-------------------------------------|--|
| 1. | The MP3 files have become widely accepted by consumers as a way to store and listen to music. MP3 players can hold hundreds of songs in a small, lightweight package. Sparked by the release of the Apple iPod in 2001, MP3 players have almost completely replaced personal cassette-tape players and have largely replaced portable CD players as convenient devices for listening to recordings on the go. |
| 2. | In MP3 format, the large data files of CD quality recordings are greatly reduced in size. The complex process uses special digital audio encoding and a compression format, along with an algorithm (sequence of mathematical steps) that causes loss of particular parts of the original data. This data is discarded on purpose and in a way intended to make the loss only minimally noticeable to an ordinary listener. A four-minute song on a CD would create a file of 42 MB (megabytes), while the same song encoded to MP3 would be reduced to just 3.84 MB. This reduction means that the file requires one-tenth of the hard disc space, allowing music to be stored ten times as much in the same space. |

3. The process involves the sound being first encoded (compressing the data) to create a bit stream of data that is the MP3 format. This bit stream is then decoded (decompressing the data), at which point it can be converted to an electrical current and sent to earphones, headphones, or loudspeakers to be heard. How the sound gets encoded to the MP3 file format can vary greatly. It is an interesting and unusual process. There is no precise specification for an MP3 encoder though the decoding algorithm and the file format of the bit stream are well defined. This contrast between encoding and decoding is intentional. When a new encoding algorithm is developed next week or in three years, an iPod will still be able to play that new MP3 file. One consequence, though, is that not all MP3 recordings will have the same quality because of the quality differences between encoders.
4. MP3 encoding is a “lossy” process. This means some information of the original sound is “lost.” In fact, the data is purposefully discarded. MP3 actually uses two compression techniques to reduce files sizes: “lossy” and “lossless.” The encoder will first throw away portions of the sound that are most readily perceived by humans, making what was determined to be an “acceptable” reduction in sound quality by the designer of the encoder. Then it encodes redundancies (repeating information) in the bit stream to achieve further compression. It is the first part of the process that makes the biggest difference between encoders and the quality of the MP3 files they create.
5. The study of how humans perceive sound (the ear-brain connection) is called psychoacoustics. The designers write and program compression algorithms that mimic psychoacoustic patterns more or less accurately. Psychoacoustic models are complex algorithms that take into account sounds outside the human hearing range (too high, too low, or too soft), simultaneous and temporal masking of sounds (when one sound causes another to not be perceived), and sound changes (loudness or pitch) that are too subtle for the typical listener to hear. The encoder will analyze the incoming signal, reduce it to set mathematical patterns, and compare those patterns to psychoacoustic models that are stored in the encoder. The encoder might then discard much of the data that does not match the stored models, and keep the data that does match. Encoders also differ by the sample rates (times a second that the signal is captured) and bitrates (how many bits should be allotted to store each second of music) used or available to the consumer.

| | |
|----|--|
| 6. | <p>The encoder has been designed (that is, its software has been written) to work best at certain sample and bitrates. Higher rates will result in higher quality sound, all other things being equal.</p> <p>Considering the MP3 files have only 10 percent of the original sound-information, they sound amazingly good to most people. The typical consumer is probably not concerned with the lost data, if the person is even aware of it. The loss in sound quality is less than what is encountered in moving from a CD to FM radio. However, audiophiles—people who care deeply about the sound quality of recordings—readily notice differences. Also, people in the business of making recordings can quickly tell whether or not they are hearing an original file or one that has been compressed.</p> |
|----|--|

[Source: Adapted from Microsoft Encarta. (2008).]

- Task 1: Underline the verbs in the passive voice where human agents are involved.
- Task 2: Circle the verbs in the active voice where nonhuman agents are involved.
- Task 3: Bracket the verbs in the passive voice where nonhuman agents are involved.

CHAPTER SIX

DISASTERS

LEARNING OBJECTIVES

After completing this chapter, you will be able to:

1. **Conduct** discussions using vocabularies and expressions on natural/man-made disasters.
2. **Make** hypothetical statements using 'if' and past modal verbs.
3. **Write** compare and contrast type of essays.

Before You Read

Discuss the following questions.

1. Look at the title of the following passage and discuss with a partner what you know about it.
2. In your opinion, what caused the *Titanic* to sink?
3. What do you think could have been done to avoid the disaster from happening?
4. What are other disasters (human-induced) that you know of?

READING

Read the passage below and answer the following questions

Titanic

| | | |
|---|--|---------|
| I | From the comfort of our modern lives we tend to look back at the turn of the twentieth century as a dangerous time for sea travelers. With limited communication facilities, and shipping technology still in its infancy in the early nineteenth hundreds, we consider ocean travel to have been a risky business. But to the people of the time, it was one of the safest forms of transportation. At the time of the <i>Titanic's</i> maiden voyage in 1912, there had only been four lives lost in the previous forty years on passenger ships on the North Atlantic crossing. And the <i>Titanic</i> was confidently proclaimed to be unsinkable. She represented the pinnacle of technological advance at the time. Her | 5 10 |
|---|--|---------|

| | | |
|-----|---|----------------|
| II | <p>builders, crew and passengers had no doubt that she was the finest ship ever built. But still she did sink on April 14, 1912, taking 1,517 of her passengers and crew with her.</p> <p>The <i>RMS Titanic</i> left Southampton for New York on April 10, 1912. On board were some of the richest and most famous people of the time who had paid large sums of money to sail on the first voyage of <i>the most luxurious ship in the world</i>. The <i>Titanic</i> was larger than any other ships ever built and with nine decks, she was as high as an eleven storey building. For her maiden trip, the <i>Titanic</i> carried 329 first class, 285 second class and 710 third class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. She also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five day journey.</p> | 15 20 25 |
| III | <p>In the ten hours prior to the <i>Titanic's</i> fatal collision with an iceberg at 11.40pm, six warnings of icebergs in her path were received by the <i>Titanic's</i> wireless operators. Only one of these messages was formally posted on the bridge; the others were in various locations across the ship. If the combined information in these messages of iceberg positions had been plotted, the ice field which lay across the <i>Titanic's</i> path would have been apparent. Instead, the lack of formal procedures for dealing with information from a relatively new piece of technology, the wireless, meant that the danger was not known until too late.</p> | 30 35 |
| IV | <p>There were around two and a half hours between the time the <i>Titanic</i> rammed into the iceberg and its final submersion. In this time, 705 people were loaded into twenty lifeboats. There were 473 empty seats available on the lifeboats while over 1,500 people drowned. These figures raise two important issues. Firstly, why there were not enough lifeboats to seat every passenger and crew member on board. And secondly, why the lifeboats were not full.</p> | 40 45 |
| V | <p>The belief that the <i>Titanic</i> was unsinkable was so strong that passengers and crew alike clung to the belief even as she was actually sinking. This attitude was not helped by Captain Smith, who had not informed <i>his</i> senior officers of the full situation. For the first hour after the collision, the majority of people aboard the <i>Titanic</i>, including senior crew, were not aware that she would sink, that there were insufficient lifeboats or that the nearest ship responding to the <i>Titanic's</i> distress calls would arrive two hours after she</p> | 50 55 |

| | | |
|-----|---|----|
| | was on the bottom of the ocean. As a result, the officers in charge of loading the boats received a very half-hearted response to their early calls for women and children to board the lifeboats. People felt that they would be safer, and certainly warmer, aboard the <i>Titanic</i> than perched in a little boat in the North Atlantic Ocean. Not realizing the magnitude of the impending disaster themselves, the officers allowed several boats to be lowered only half full. | 60 |
| VI | As the <i>Titanic</i> sank, another ship, believed to have been the <i>Californian</i> , was seen motionless less than twenty miles away. The ship failed to respond to the <i>Titanic</i> 's eight distress rockets. Although the officers of the <i>Californian</i> tried to signal the <i>Titanic</i> with their flashing Morse lamp, they did not wake up their radio operator to listen for a distress call. At this time, communication at sea through wireless was new and the benefits not well appreciated, so the wireless on ships was often not operated around the clock. In the case of the <i>Californian</i> , the wireless operator slept unaware while 1,500 <i>Titanic</i> passengers and crew drowned only a few miles away. | 65 |
| VII | After the <i>Titanic</i> sank, investigations were held in both Washington and London. In the end, both inquiries decided that no one could be blamed for the sinking. However, they did address the fundamental safety issues which had contributed to the enormous loss of life. As a result, international agreements were drawn up to improve safety procedures at sea. The new regulations covered 24 hour wireless operation, crew training, proper lifeboat drills, lifeboat capacity for all on board and the creation of an international ice patrol. | 70 |
| | | 75 |
| | | 80 |
| | | 85 |

[Source: *Lessons from the Titanic: IELTS Preparation*. (1999).]

Read the questions below and answer the questions.

- (1) Why was the *Titanic* called *the most luxurious ship in the world* at that time?
- (2) According to the passage, what was the main flaw that contributed to *Titanic*'s sinking?
- (3) Why were the lifeboats lowered from the *Titanic* half full?
- (4) What was the name of the ship that was approaching the *Titanic* and why didn't it detect *Titanic*'s distress call?
- (5) What was the result of the inquiries held in investigating the sinking of the *Titanic*?

Vocabulary Check

The following words can be found in the passage. Match the words below with their correct meanings.

| | | | |
|------------|------------|-----------|------------|
| Maiden | Iceberg | Collision | Motionless |
| Proclaimed | Submersion | Impending | Distress |

1. An event that is about to happen soon: _____
2. Not moving / still : _____
3. The first journey made by a ship/plane: _____
4. To have something put under the surface of water:

5. The action of two moving vehicles, ships, aircraft, or other objects hitting each other: _____
6. A large mounded mass of ice that has broken away from a glacier and floats in the sea, with the greater part of its bulk under the water: _____
7. To announce something publicly or formally: _____
8. Great danger or difficulty, with a need for immediate assistance:

Pronoun Reference

Identify what the following pronoun referents refer to in the passage. They are italicised and **boldfaced** in the passage.

1. **her** (para I) _____
2. **his** (para V) _____
3. **their** (V) _____
4. **they** (para VI) _____
5. **they** (para VII) _____

GRAMMAR

Conditional Sentences with 'If'

1. First conditional sentence / Conditional 1

This type of sentence is sometimes called a *real condition* and it is used to show that the things you are talking about will happen or are true.

Examples of sentences:

If Linda *has* enough money, she *will buy* that lovely blue dress.

If Jim *meets* Melinda tomorrow, he *will take* her to the art exhibition which will take place at the town's art gallery.

Riley *always feels* nervous *if* he *talks* to girls.

Amy *will take* those pills *if* she *feels* sick.

The structure of the first conditional sentence is:

If* + *simple present* + *simple present/simple future

2. Second conditional sentence / Conditional 2

This type of sentence is sometimes called an *imaginary condition*, whereby it is used to show things that might happen in the future or things that you imagine will happen.

Examples of sentences:

If I *had* enough money in the bank, I *would buy* the car.

If Reid *wasn't* so busy with his assignments, he *would go* out for a movie with Linda.

If Amy's father *was* there, he *would advise* them not to go to the concert.

If we *weren't* ready to go back to school, we *wouldn't wake up* so early.

The structure of the second conditional sentence is:

If + simple past + would/could/might + simple form

3. Third Conditional sentence / Conditional 3

This type of sentence is sometimes called the *impossible condition*. This sentence refers to things which had happened in the past and it is impossible for you to change that past event.

Example of sentences:

If you had told me earlier, I would have bought you the ticket.

I would have died of embarrassment if you had not told me about the price.

If Lisa had completed her first task, she would have continued with her second.

If they had not paid for the ticket, they wouldn't have entered the cinema.

The structure of the third conditional sentence is:

If + past perfect + would/could/might have + past participle

Fill in the blanks with the correct verb in the parentheses. The first example has been done for you.

0. If I (become) **become** a millionaire, I (send) will send my parents off for a holiday to Hawaii.
1. If city dwellers (use) _____ bikes instead of driving their own cars to move around, there (not be) _____ so much pollution!
2. If you (follow) _____ my instructions earlier, you (get lost) _____ finding your way to the bus station.
3. If Sara (fail) _____ her driving test, her father (buy, not) _____ the car that he promised to buy for her birthday.

4. If I (take) _____ my umbrella to class today, I (get wet, not) _____.
5. If you (phone) _____ me yesterday, I (remember) _____ to bring your book to class.
6. If today (be) _____ a holiday, I (invite) _____ all my friends to go for a picnic.
7. If it (rain) _____ all night, we (have) _____ another case of flashflood in our housing area.
8. If we (walk) _____ slowly like this, we (miss) _____ the last train to Kuala Lumpur.
9. If you (ask) _____ for my help to find your missing cat, I (help) _____ you find it.
10. If they (study) _____ harder this time, they (pass) _____ the test.

Past Modal Forms (Could Have/Should Have)

1. The use of *could have*

Could have is used for situations which were possible in the past, but did not happen.

It is also used to offer suggestions or possible solutions in the past but because the action has already happened, these suggestions can be seen as "lost opportunities".

Example of sentences:

She *could have/could've* accepted the position at the company in Kuala Lumpur.

I *could've* taken a taxi to work.

He *could've* taken the wallet left on the table.

The stranger *could have entered the room and stolen* the money left in the drawer.

The structure of *could have* sentence is:

***could have/could've OR could not have/couldn't have +
past participle***

2. The use of *should have*

Should have is used when something should be done in the past, but it was not done. This is also used when we talk about past actions which we regretted doing or didn't do.

Example of sentences:

I *should've come* earlier to work.

They *should've submitted* their assignments on time.

He *should've told* his parents the truth.

Allan *shouldn't have skipped* his class yesterday.

The structure of *should have* sentence is:

***should have/should've OR should not have/ shouldn't
have + past participle***

*Fill in the blanks with could have or should have and the correct past participle form.
The first one has been done for you.*

0. Ali (come) **should have come** earlier to class and not be scolded by the teacher.
1. Ben (finish) _____ his homework yesterday if he had not gone to the cinema with his friends.
2. The megamall project (receive) _____ the endorsement from the state government if not for the slight error in the proposed budget.
3. The settlers (receive) _____ the agreed payment by the developer by now.
4. The police (issue) _____ a warrant of arrest to those who were involved in the illegal gathering held yesterday.
5. Amir (get better) _____ better from his illness if he had taken the doctor's medicine on time.
6. We (persuade) _____ our lecturer to give us an extension for our assignment due tomorrow.
7. Aman and Bala (score) _____ in their final exams if they had more time to answer the last question.

8. The federal government (instruct) _____ local city officials to be more efficient when distributing food and medical supplies to the flood victims.
9. The victims of the tornado that struck Colorado (take) _____ extra precautions when the tornado warning-signal went off the first time.
10. The rescuers (reach) _____ the victims of the recent mudslide in India sooner if not for the poor transportation system.

Fill in the blanks with the correct second or third conditional form, and the correct use of could have and should have of the verbs in the brackets. No.0 has been done for you.

- Seri : Hey, Amir. Did the police catch the robbers yet?
 Amir : Huh? What robbers? I don't know what you're talking about, Seri.
 Seri : What?! Didn't you hear? Mr. Lim's house was broken into and many of the family's possessions were stolen!
 Amir : Oh god! Was anyone hurt?
 Seri : All of his children were in the house but luckily, nobody got hurt. But if he (0) **had installed** (install) a security system in his house, this (1) _____ (not, happen) in the first place. And if he (2) _____ (remind) the children to lock all doors before going to bed, the robbery (3) _____ (not, occur). Amir, you (4) _____ (know) about this much earlier than me! You just live next door to them.
 Amir : Oh, I didn't realize that. You see Seri, I just came back from London yesterday and didn't have the time to say hi to them yet. But luckily no one was hurt in the robbery. If that were to happen to me, I wouldn't know what to do. Would you?
 Seri : If it (5) _____ (be) me, I (6) _____ (make) sure that all the doors were locked and alarms switched on.
 Amir : Mr. Lim (7) _____ (employ) a maid or at least a babysitter to accompany the children if he knew that he was going on a business trip or he (8) _____ (send) his children to his mother's house, but he didn't.
 Seri : Yes, he should have. He (9) _____ (not, leave) his children alone without any adults around. If they're not lucky enough, someone (10) _____ (get) hurt.

LISTEN UP!

You are going to listen to a radio programme on the tips for creating your own natural disaster survival kit.

Before Listening

Think about the following questions

1. What is a survival kit and why is it important for you to have one?
2. What are some of the important things to be kept in the survival kit?
3. If you and your family are caught in a middle of a natural disaster (e.g. flood, hurricane and etc.), what are the things that you would have in your own survival kit? Give reasons why.

While Listening

Listen to the recording for the information you need to answer the questions below.

- a) *Read each statement and decide whether it is true or false by putting a circle on the answer.*
1. Experts recommend keeping at least 2-3 gallons of distilled water for the whole household for emergency situations. T/F
 2. An entire spare or wardrobe is unnecessary during emergency situations. T/F
 3. Flashlights and candles are essential items in providing victims of natural disaster with emergency lighting. T/F
 4. You are advised to make copies of all important documents and store them in water-proof plastic bags in the survival kit. T/F
 5. An up to date map is important during a disaster to let you navigate your way to help other people find shelter. T/F

b) *Fill in the blanks with not more than 3 words.*

| List of items for your survival kit | |
|--|---|
| 1) Food and water | It is advisable to have at least 2-3 gallons of (1)_____ water in the household. Foods which are best kept are (2)_____ like dried and canned food items. Another recommendable type of food is those that are packaged foods that can last for long period of time. |
| 2. Protective clothing | Items such as heavy rain gear including (3)_____, a spare pair of (4)_____ work gloves and (5)_____ gear like goggles should be stored with the emergency kit. |
| 3. Emergency lighting | One or two (6)_____ with spare batteries. |
| 4. First aid kit | Items include bandages, pain relievers, (7)_____ cream, a pair of tweezers, antiseptic solution and burn cream or spray. |
| 5. Documentation | Keep (8)_____ plastic bags to store important documentation. |
| 6. Spare keys | Keep spare keys for your vehicles, (9)_____ boxes and etc. |
| 7. Map | Keep an up to date map to help you (10)_____ your way out of a disaster area. |

SPEAK UP!

Before You Speak

Which of the following natural disasters do you think is the most frightening/life-threatening: earthquake, forest fire, volcanic eruption, hurricane, tornado, flood, mudslide or the tsunami?

Give reason(s) for your choice.

What natural disasters have you or someone you know experienced?

Describe your / their experiences.

Imagine that you and your family are caught in the middle of a natural disaster. What are you going to do?

Stating and Justifying Opinions

When you justify a point of view, you are actually giving valid reasons to substantiate your opinion. In order for you to do that, you need to strengthen your argument and make your point more convincing. This can be done by presenting factual information, examples and explanations.

Some phrases that help to state and justify your point of view:

| Stating and Justifying Opinions | |
|---------------------------------|---------------------------|
| I believe that..... | I feel that..... |
| I strongly believe that..... | I think it is better..... |
| In my opinion..... | I still feel that..... |
| As for me..... | I think..... |

Read the dialogue below and pay attention to the phrases used to state and justify your opinions.

- Mala : Adam, did you hear about the university's new regulation that prohibits the students from using motorcycles in campus?
- Adam : No, I didn't. Oh no! That means, I can't use my motorcycles anymore to class then? I think that's going to bring problems to many students.
- Mala : Well, in my opinion, the new ruling can help reduce many problems in campus. You see, if the students are allowed to use their own vehicles to class, this will not only contribute to the traffic jam problem, but also can lead to accidents in the campus.
- Adam : I don't think so, Mala. I feel that it is unfair for the university to take that action without considering the students. I still think that it is better to let the students ride their motorcycles so they will not rely on the university bus to go to classes.
- Mala : I think it is better for the students to use the bus service, since they don't have to pay much for petrol. The bus operator will also give discounts for students who purchase the bus-card and the fare is quite reasonable.
- Adam : I can see what you mean but I strongly believe that riding their own motorcycles will be much better and more convenient for them.

Read the dialogues below and fill in the blanks with the correct phrases.

- Ally : Mark, did you hear of another recent theft case in the campus?
- Mark : Yes, I did. And I think this is the 3rd case in 2 weeks. The university should be doing something by now.
- Ally : (1) _____, they should consider hiring more security officers to patrol the campus at night. By having more security officers around, these thieves will not dare to break into any of the students' rooms.
- Mark : I don't think that is going to work well here because the university has about 20,000 students living on campus. How many security officers do you think will be enough to cover the whole area? (2) _____, another way of combating this problem is by restricting any outsiders or non-student visitors from entering the campus.
- Ally : I disagree with you because this will pose problems to families of the students. If they are not allowed entry to the campus, how are they going to visit their children? (3) _____ that there are other ways to help reduce this problem. Since all the thefts took place in the hostel, (4) _____ another possible solution is to make the students aware of any foreigners in the hostel compound and if there are any, they need to alert their warden as soon as possible.
- Mark : Yes, that's a good suggestion Ally. (5) _____ the students need to be more responsible with their belongings and valuables in the rooms. They should not leave any money or valuable items in their rooms. (6) _____ that they should lock their doors all the time.
- Ally : Yes, I agree with that suggestion too.

Practice

You and your friends are having a group discussion about the steps to be taken when one is caught in a natural disaster (e.g. earthquake, flashflood and etc.). Use the expressions above to state your opinion and justify your preferences to the group.

FOCUS ON WRITING

Comparison and Contrast Essay

Comparison and contrast essay is written to show the similarities or the differences of a topic. There are four basic features of a good comparisons and contrast essay:

- a) Subjects used in the essay need to have common features so that they can be compared and contrasted.
- b) The essay needs to serve a purpose, either to help readers make a decision, to help them to understand the subjects better or to show your understanding of the subject.
- c) The points used in the essay need to be arranged according to its logical order.

How to get started

Free writing

Identify the topic of the essay and list down all the similarities or the differences that you can think of, possibly on the same page. You don't have to evaluate your points whether they are good or bad ideas yet. Simply write them down on the paper.

Categorize your ideas

The next step is to look back at your list again and find the ideas which are similar in nature and put them under the "similarities" category and these ideas will be elaborated further under the 'comparison' part of the essay. The same procedure goes for contrasting ideas but this time put them under the "differences" category and these ideas will be under the 'contrast' part of the essay.

Writing the paragraph

Once you are done putting the ideas under their correct categories, you can start elaborating the points, i.e writing a topic sentence (paragraph) or thesis statement (essay) that identifies the subjects and states the main point you want to make about them. After that, you need to add support for your points to make them more convincing and understandable, and this can be done through explaining them with facts, examples or personal experience.

Example:
Subjects + Main point = Topic sentence/Thesis statement



My two sisters have completely different personalities

Subjects + Main point = Topic sentence/Thesis statement



Both of the wars in Iraq have several significant similarities.

Organizational Pattern for Comparison or Contrast Essay

There are two organizational patterns for comparison or contrast essay. The first one is called the *whole-to-whole or block organization*. This is used when you use the whole one paragraph to write about a particular subject but containing different main points. For example you want to write about the similarities or differences of studying at a local university as compared to studying overseas.

Block Arrangement

- I. *Introduction*
Introduction in which you state your purpose which is to discuss the similarities or differences of studying locally as compared to studying overseas.
- II. *Studying locally*
 - a. Fees and expenses
 - b. Daily activities
 - c. Culture
- III. *Studying overseas*
 - a. Fees and expenses
 - b. Daily activities
 - c. Culture
- IV. *Conclusion*

If you use the block arrangement, your pattern involves writing all three points (fees and expenses, daily activities and exposure to culture) under the same heading, which is either studying locally or overseas.

Point-by-Point Arrangement

Another way of expanding your essay is by discussing the same main point in each paragraph but by looking at both headings at the same time

- I. *Introduction*
Introduction in which you state your purpose which is to discuss the similarities or differences of studying locally as compared to studying overseas.
- II. *First difference/similarity between studying locally and overseas is fees and expenses.*
 - a. Studying locally
 - b. Studying overseas
- III. *Second difference/similarity between studying locally and overseas is daily activities.*
 - a. Studying locally
 - b. Studying overseas
- IV. *Third difference/similarity between studying locally and overseas is culture.*
 - a. Studying locally
 - b. Studying overseas
- V. *Conclusion*

(Source: Retrieved from: www.bedfordstmartins.com)

SAMPLE ESSAY

Consuming Fresh Foods Instead of Canned Foods

Eating is an activity that we as humans do at least two times a day. We live in a world where the variety of food is immense, and we are responsible for what we eat. We decide what we are about to eat and how it will affect our bodies. The purpose of this essay is to compare and contrast the differences between eating fresh foods instead of canned foods. **The three main differences are flavor, health benefits and cost.**

The most notable difference between these two kinds of foods is their flavor. Fresh foods have great flavor and taste because they keep all their natural conditions. Canned foods however, lack a lot of its flavor characteristics because there are some other chemical products added to the natural foods. It is logical that the fresh foods will have a greater taste and flavor when consumed just because of the time in which they have been prepared.

Comparing both types of foods we will notice another difference. *There is a health factor that affects both of them.* Canned food lose some of the original fresh food nutrients when stored, and also it has to be tinned with many conservatives and chemical factors that prolong the shelf life and apparent freshness of the food but could also become toxic if consumed too often.

Yet another difference between these two types of foods is the cost. Canned foods are much more expensive than fresh foods. Here the benefit of buying tinned foods is that they are easier to find, for example, in a supermarket instead of the market like the fresh foods, and they require less work to prepare than fresh foods, just open and serve.

Here are the main three differences between buying fresh foods and buying canned foods. **As we can see it comes down to a personal choice, based on the time each person has, the money and the importance he /she gives to his/her nutrition and health.** Therefore it is important that you consider your possibilities and choose the best type of foods for your convenience and lifestyle.

(Source: Retrieved from: www.eslbee.com)

Choose one of the following topics and write a 4-5 paragraph comparison and contrast essay.

1. Discuss the similarities or differences of the disaster prevention strategies undertaken by the government in Malaysia and Indonesia during the 2004 Tsunami.
2. Discuss the similarities or differences of the effects brought upon by the recent heavy downpour to houses situated at lowland areas and those at higher grounds.

ANSWER KEY

CHAPTER ONE

Reading

1. Family relationships, Friendships, and casual relationships/acquaintances.
2. The family is a domestic group of people with some degree of kinship be it through blood, marriage, or adoption.
3. Our relationship with our family members is essential to our emotional development. Who we are, and how we should emotionally react and behave in different circumstances is mainly learned by our interaction with our family members.
4. By communicating openly and talking through the problems or conflicts we face in our relationships.
5. By being supportive and encouraging of each other's efforts in whatever they do.
6. Because healthy relationships are likely to spring from healthy casual relationships.
7. Mutual respect and communication.

Vocabulary Check

A.

- | | |
|-------------|----------------|
| 1. kinship | 6. trust |
| 2. tough | 7. interaction |
| 3. barely | 8. appropriate |
| 4. intimate | 9. essential |
| 5. hampered | 10. dedication |

B.

1. kinship
2. interaction
3. trust
4. hampered
5. tough
6. essential
7. dedication
8. appropriate
9. intimate
10. barely

Grammar
Simple Present

A.

1. are
2. think, means
3. is, have
4. establish
5. Remember, is
6. express, is

B.

1. is
2. Remember
3. have
4. believe
5. Express
6. have
7. disagree
8. are
9. are
10. respect

Present Continuous

A.

1. are finding
2. is leaving
3. are having
4. are feeling
5. are growing
6. are coping
7. are delaying
8. are thinking
9. are traveling
10. are planning

B.

1. are not heading
2. are not looking
3. Am going

4. is trying
5. Am always worrying
6. Is always threatening
7. Is always putting
8. Is threatening
9. are also putting
10. is happening

Practice Makes Perfect

A.

1. get
2. give
3. find
4. feels
5. know
6. experiences/is experiencing
7. has
8. is
9. am floating
10. is behaving
11. am always looking
12. is constantly following/follows
13. looks
14. is driving
15. is complaining/complains
16. is keeping/keeps

B.

1. are joking
2. don't know
3. does
4. know
5. believe
6. forget
7. is
8. has
9. are trying
10. believe

Listening 1

1. The fear of intimacy, the fear of change, and the fear of abandonment
2. The fear of intimacy is the fear of being swallowed up by another person and losing our unique selves.
3. They are to be aware of your fears, to express yourself appropriately, and to get educated

Focus on Writing

- A. 3 - Comics have educational value.
- B. 4, 2, 1, 3, 5
- C. 2, 1, 4, 3

D. Suggested Answers

1. There are two easy ways to make friends. One way is to be involved in activities on campus or in the community. In these places, one is likely to meet people of the same age.

This would afford one the opportunity to interact with new people and get to know them.

Another way is to be friendly and helpful to other people. When one is friendly and helpful to others, there is a greater chance of being liked. When liking takes place, there is room for more talking. This in turn leads to finding out about common interests. More lasting friendships can spring from there.

2. Communication is the key to a healthy relationship. The main reason why relationships fail is because of the lack of communication. For individuals or groups to get on well together, there is a need to have common goals and aspirations. The only way people will know they have the same goals and aspirations is through communication. It is through communication - the talking through of problems, the discussing of expectations, the revealing of satisfaction or dissatisfaction - that mistrust and suspicion can be replaced with trust and openness. And no one can deny that trust and openness are essential ingredients for a healthy relationship.

CHAPTER TWO

Before You Read

1. Accept any one of the answers provided.
2. Accept any possible answers.
3.
 - a) An unwillingness to be with others, especially strangers.
 - b) A desire to be alone and away from others.
 - c) Being alone and free from observation by others.
 - d) Being alone with members of one's own family/friends.
 - e) The desire to go unnoticed in a crowd.

Reading Comprehension

1. The innate and universal characteristic of the human species: the need for privacy
2. Privacy: is a “boundary control” process in which people sometimes make themselves accessible to others and sometimes close themselves off from others.
3. Similarity between humans and animals: both humans and animals have a natural tendency to seek privacy at some times and companionship at other times.
4. Culture (or cultural norms and rules) determines variations in people’s need for privacy. For example, in the US African-Americans are more concerned, and believe others are more concerned, with invasions of privacy than the white Americans.
5. Yes. Because it can help contribute to competent communication (or determine when and where communication can and should take place).
6. The effect of the built environment on privacy: It can promote, encourage, or restrict communication or interaction with others. For example, the Javanese have developed a kind of psychological privacy in their behaviour and communication such as speaking softly, concealing their feelings, restraining their emotions, and indirectness in their verbal and nonverbal communication, which results from the physical living environment they live in where there is little or no private areas. They live in small bamboo-walled houses that have no interior walls or doors, and where the bathroom is only private area.

Vocabulary Check

- | | |
|-------------------------|---|
| a) affiliate (line 3) | 6) form a close connection with |
| b) seclusion (line 9) | 3) the state of being private and away from people |
| c) innate (line 10) | 7) having qualities or abilities which one is born with |
| d) seizure (line 16) | 2) the act of suddenly taking control of something, especially by force |
| e) violate (line 30) | 8) disobey or do something against |
| f) invasions (line 38) | 1) unwanted actions (e.g. trying to find out details about another person's private affairs in a way that is upsetting and often illegal) |
| g) interior (line 56) | 4) the inner part or inside of something |
| h) conceal (line 60) | 5) hide something carefully |
| i) restrained (line 61) | 10) remained calm and controlled |
| j) distorted (line 80) | 9) changed facts, ideas, etc. so that they are no longer correct |

Pronoun Reference

- | | |
|--------------------|---|
| b) they (line 6) | <u>Americans</u> |
| c) it (line 13) | <u>the right to privacy</u> |
| d) this (line 20) | <u>cultures engaging in seeking privacy and companionship</u> |
| e) those (line 36) | <u>opinions and policy preferences</u> |
| f) it (line 53) | <u>the built environment</u> |
| g) they (line 58) | <u>the Javanese</u> |
| h) their (line 59) | <u>Javaneses'</u> |

- i) themselves (line 68) Moroccans'
- j) they (line 75) people
- k) these (line 79) cultural and environmental factors

The Simple Past Tense

- 1. visited
- 2. studied
- 3. heard
- 4. did not expect, were
- 5. Did, lose
- 6. realised, was
- 7. considered, discovered
- 8. Did, bring
- 9. used, knew, were
- 10. saw, did not pose, learned/learnt

Practice Makes Perfect

- 1. was
- 2. did not/ didn't know
- 3. was
- 4. was
- 5. was
- 6. realized
- 7. did (my parents) know
- 8. were
- 9. had
- 10. developed
- 11. went
- 12. made
- 13. had
- 14. knew
- 15. was
- 16. was
- 17. had
- 18. plowed

The Past Continuous Tense

- 1. were going
- 2. was (still) benefiting
- 3. Was (Eric) laughing
- 4. was speaking

5. were gazing
6. was not/ wasn't selling
7. were collaborating
8. was laughing
9. was learning
10. Were (they) celebrating

The Past Continuous Tense versus the Simple Past Tense

1. was sightseeing, saw
2. were waiting, approached
3. chose, was sponsoring
4. was undergoing, learned/learnt
5. was promoting
6. was leaving, started, made
7. was experimenting, came out, set
8. was talking, noticed, didn't/did not pay
9. wasn't/ was not selling, became, was
10. was, was helping, (was) providing

Practice Makes Perfect

1. was living
2. was undergoing
3. was staying
4. was (also) travelling
5. became
6. was
7. wanted
8. was dinning
9. offered
10. was moving
11. jumped
12. moved
13. was buying
14. collecting
15. went
16. was opening
17. caught
18. stumbled
19. were hanging
20. was gracing

Listening

Listening 1

1. (a) terrestrial.
(b) physical.
(c) its.
(d) natural
(e) adaptations
(f) housing
(g) landscaping
2. (a) more
(b) likely
(c) restricts

Listening 2

1. D
2. C
3. B
4. A
5. D

Speaking

Comparative Adjectives

- 3 more healthy than
- 4 not as ready as
- 5 more careful than
- 6 more protective than
- 7 lower than
- 8 as innovative as
- 9 not as traditional as
- 10 warmer (in London) than

Other Words or Expressions of Similarities and Differences

A. Similarities – a, d, e; Differences – b, c

B.

1. but
2. similar

3. Similarly
4. also
5. While

Practice Makes Perfect

1. as much as
2. as guilty as
3. more serious than
4. more enjoyable than
5. simpler
6. larger
7. more educated
8. more peaceful
9. happier
10. more ethnocentric

Writing

Task 1: Delete Sentences 6 and 7 because they are not relevant to Supporting Statements 1 or 2.

Task 2:

Repeated phrases - 'the kitchen' and 'Japanese homes'

Demonstrative pronoun - 'This'

Personal pronouns - 'her'

Task 3:

Three other transition words in Paragraph 1 - 'because,' 'For example,' 'as a result'

Task 4:

Transition word in Paragraph 2 - 'even'

Task 5:

1. Outline for Paragraph -
Topic Sentence: There are differences between the English and the American in how space is used.

Supporting Statement: The American is brought up to have his own space.

2. Continuing connectors:
Repeated words and phrases – there's a number of these e.g. room, space, his own room/space

Personal pronouns – there's a number of these e.g. he, his, it, themselves, etc.
3. Transition connectors:
In addition, then, or, but

Practice Makes Perfect

1. However
2. Similarly
3. In addition
4. Therefore
5. Otherwise
6. Nevertheless
7. For example
8. Indeed
9. In brief
10. Eventually

CHAPTER THREE

Reading

1. He was a wholesale dry goods merchant.
2. Jacob Davis
3. It was preferred because it was a very sturdy fabric and this was suitable for men doing manual labour. (It also became more comfortable the more one washed it while simultaneously maintained its strength.)
4. They were portrayed as independent and rugged individuals.
5. After the World War II.
6. Male labourers.
7. Waist overalls/jean pants

Vocabulary Check

- (a) forever
- (b) thrown away
- (c) one who buys and sells goods in large quantities
- (d) bought
- (e) strong, well-made

- (f) death
- (g) closely associated with something
- (h) original
- (i) achievement
- (j) the origin of (a word)

Pronoun Reference

- (a) Denim
- (b) One of the most successful clothing companies in the world
- (c) Levi Strauss' /Levi's
- (d) Jacob Davis'
- (e) Levi Strauss and Jacob Davis
- (f) Levi's waist overalls / denim pants
- (g) The selling of Levi Strauss' products nationally for the first time
- (h) Working adult men, leisure-loving teenage boys and their older college-age brothers
- (i) Jeans pants

Grammar

Present Perfect

1. has fallen
2. has not chosen
3. have drunk
4. has already begun
5. has become
6. have eaten
7. has broken
8. have lost
9. has run
10. have slept

Practice Makes Perfect

1. have known
2. have treated
3. have moved
4. have played
5. has had
6. has found
7. has seen
8. has also x-rayed
9. has decided
10. has promised

Present Perfect Continuous

1. have been going
2. have you been doing
3. have been writing
4. has not been feeling
5. has been eating
6. has not been speaking
7. has she been waiting
8. have been looking for
9. has not been writing
10. Has grandma been walking

Practice Makes Perfect

1. You have been copying the homework.
2. They have been inventing a new gadget.
3. Kim has not been concentrating on the task.
4. The cat has been chasing the mouse.
5. How long have you been knocking at the door?
6. How long has the dog been running around?

Present Perfect vs. Present Perfect Continuous

A.

1. Have you done
2. have been doing
3. have not finished
4. have promised
5. have been working
6. have already improved
7. have always been pushing
8. have not been

B.

1. have you been?
2. have been
3. have been cleaning
4. Have you cleaned
5. have not tidied
6. has invited
7. have not bought
8. Have you already found...

9. has been learning
10. have seen

Listening 1

1. T
2. F
3. F
4. F
5. F
6. T

Listening 2

1. Splashed her face daily with cold water
2.
 - a) take cold showers every morning
 - b) (good) diet
 - c) laughter
3. Their diet is low in fat and salt and they take plenty of fluid (water) in their diet.
4. Laughing releases natural endorphins, and this helps us physically, physiologically and psychologically.

Writing (Answers may vary)

Topic : The Contribution of the Internet to Education

- Main Points :
1. acts as a library – huge amount of resources available from around the world
 2. a cheap, fast and convenient way to access information
 3. enhances IT skills when assessing information

Topic : Studying Locally for Tertiary Education is Better than Studying Overseas

- Main Points :
1. more economical
 2. near to family; support is nearby
 3. convenient, as one is studying in a familiar environment

Topic : The Advantages of Learning a Foreign Language

- Main Points :
1. can make many new friends from a different country
 2. can understand a different culture better

3. provides one with better job opportunities (it is considered as having an edge)

Topic : Why Violence Should be Banned on Television

- Main Points :
1. it promotes violence among TV viewers and this may lead to an increase in crime rate
 2. more children and youths tend to become bullies after watching violence
 3. domestic abuse will be on the increase

CHAPTER FOUR

Before You Read

Answers will vary for Questions 1 – 5.

- a. travelling to
- b. because of anger or excitement
- c. was difficult to follow
- d. assumed responsibility for
- e. got no response

Reading Comprehension

1. It was busy because there were racegoers travelling to Epsom and there were also some early holidaymakers.
2. He opened the trunk as he noticed an unpleasant smell.
3. A suitcase containing the murder victim's severed legs was discovered.
4. They didn't report to the police because they assumed someone had committed suicide by jumping off a cliff and the police had swept the remains they did not need into the sea.
5. She was killed by a blow to the head.

Vocabulary Check

| | | | |
|----|--------------------|----|----------------------|
| 1. | heaved (line 2) | e. | lifted or dragged |
| 2. | swelling (line 5) | c. | increasing in number |
| 3. | vanished (line 8) | a. | disappeared suddenly |
| 4. | recoiled (line 12) | g. | suddenly moved back |

| | | | |
|-----|---------------------|----|---------|
| 5. | torso (line 13) | i. | trunk |
| 6. | severed (line 18) | d. | cut off |
| 7. | row (line 39) | j. | quarrel |
| 8. | defective (line 48) | b. | faulty |
| 9. | dispatch (line 53) | f. | send |
| 10. | discreet (line 65) | h. | tactful |

Pronoun References

| | | | |
|----|------|-----------|---------------------------------------|
| 1. | his | (line 13) | a clerk's |
| 2. | it | (line 18) | a suitcase |
| 3. | they | (line 27) | a couple |
| 4. | she | (line 47) | a woman working in a London warehouse |
| 5. | they | (line 51) | the police |
| 6. | they | (line 52) | sheets of brown paper |
| 7. | they | (line 66) | inquiries |
| 8. | he | (line 70) | a man with a heavy trunk |

Grammar

The Past Perfect Tense

A.

1. had happened
2. assumed, had committed
3. had swept
4. had taken place
5. had been
6. had left, were treated
7. checked, had sought
8. had bought
9. had been sold

B.

1. had not stopped
2. had lost
3. had often beaten
4. had been burgled
5. had broken
6. had embezzled
7. had lied

8. had left
9. had hijacked
10. had stolen

Practice Makes Perfect

1. turned
2. had arranged
3. made
4. had rushed
5. had fled
6. had spotted
7. lived
8. issued
9. had made
10. alleged

Listen Up!

Before Listening

1. The activity of punishing people, especially children, by hitting or beating a part of their body, often with a stick.
2. (Answers vary.)
3. Hitting (especially a child) with one's open hand or a flat object usually several times on the bottom as punishment.
4. In order to get or give sexual pleasure.
5. box, cane, flog, kick, lash, pinch, slap, smack

FIRST LISTENING (Track 6)

1. True
2. True
3. True
4. False
5. False

SECOND LISTENING (Track 6)

1. D
2. B
3. C
4. B
5. A
6. D
7. C

Speak Up!

Practice

B.

1. Could you repeat that, please?
2. So you've got subsidiaries throughout the Middle East?
3. Could you describe in a little more detail your ...
4. In other words ...
5. So you sell material to help the local firms?

Focus on Writing

Analyzing a Cause-and-Effect Essay

1. The social learning perspective, the frustration-aggression perspective, and the social exchange perspective.
2. Cause aspect of cause-and-effect organizational pattern.
3. (i) asking questions/ funnel approach
(ii) a call for action
4. Body paragraph 1
thus, however

Body paragraph 2

such as, such as, than, in contrast, such as, so, consequently

Body paragraph 3

such as, such as, such as, moreover, thus

Conclusion

in conclusion, such as

The Writing Process: Writing an Essay of Effects

Writing Activities

The Effects of Child Sexual Abuse

An analysis of the long-term effects of child sexual abuse on adult survivors has been beset with many problems such as biases in sampling and differences in impact between survivors. However, recent researchers have highlighted the considerable negative effects of child sexual abuse. Sexual abuse of children lead to a negative impact on survivors in three significant areas: emotions, interpersonal relations, and future adult behaviours.

The first category of negative effects experienced by adult survivors of child sexual abuse is negative emotional effects. The most commonly reported symptom in the category of emotional effects is that of depression. Many studies have found women who had experienced sexual abuse involving physical contact had a high incidence of depression including depressive episodes which necessitated frequent hospitalization. Another commonly observed long term effect is low self-esteem with survivors expressing feelings of inferiority and worthlessness.

The second category of negative effects experienced by adult survivors of child sexual abuse is in the area of interpersonal relations. Interpersonal relations are predominantly characterized by feelings of isolation and alienation. A sense of isolation has been found to affect social functioning in many general social relationships including difficulties in relationships with parents. In addition, adult survivors experience problems in relating to men and often express a distinct fear and distrust of men.

The third category of negative effects experienced by adult survivors of child sexual abuse is in the arena of future adult behaviours, particularly self-destructive behaviours. Most self destructive behaviours is expressed, among others, through self-mutilation and suicide. During self-mutilation, adult survivors cause physical damage to themselves most commonly by scratching, biting, cutting or piercing parts of their bodies. The severity of self-mutilation can range from scratching too hard at one area of the skin, to slashing wrists, or to simulating suicide. In addition, there is considerable evidence linking child sexual abuse to suicide and attempted suicide.

In conclusion, among the various negative long term effects of child sexual abuse three domains stand out namely emotions, interpersonal relations and adult behaviours. To stem the tide of sexual abuse society as a whole needs to turn to the fundamentals of moral/ religious education and renew its pledge to strictly adhere to moral/ religious principles.

(Source: Adapted from Saunderson, C. (1995). *Counseling adult survivors of child sexual abuse* (2nd ed.). London: Jessica Kingsley Publishers.

CHAPTER FIVE

READING

1. Thales of Miletus held that amber had a soul, since it could make other objects move.
2. Insulators are capable of resisting or stopping electrical flow through them.
3. Electricity is fluid-like and two objects when rubbed together, electric fluid flows from one object to the other.
4. Galvani had found earlier that the muscles in a frog's leg would contract if he applied an electric current to them.
5. Alessandro Volta announced that he had created the voltaic pile, a form of electric battery.
6. After Heinrich Rudolf Hertz produced and detected electric waves in the atmosphere in 1886, Marconi was able to harness them with this knowledge.
7. The widespread use of electricity as a source of power is largely due to the work of Thomas Alva Edison, Nikola Tesla, and Charles Proteus Steinmetz.
8. Electricity can also be converted efficiently into other forms of energy, and it can be stored.

VOCABULARY CHECK

- | | |
|---------------------------|--|
| a) amber (line 11) | hard yellow translucent fossilized resin originating from extinct coniferous trees |
| b) treatise (line 14) | a written work dealing formally and systematically with a subject |
| c) conduction (line 29) | transmission of electricity through a medium |
| d) induced (line 33) | made to happen or appear |
| e) contract (line 61) | move rapidly by growing and shrinking repeatedly |
| f) solenoids (line 72) | a cylindrical coil of wire acting as a magnet when carrying electric current |
| g) conservation (line 85) | careful use of resource as not to waste |
| h) harnessed (line 92) | control and make use of a resource |

- | | |
|---------------------------|---|
| i) converted (line 108) | changed in form or function |
| j) versatility (line 109) | ability to adapt or be adapted to many different conditions |

Pronoun Reference

- | | |
|--------------------------|---------------------------------|
| a) it (line 3) | <u>electricity</u> |
| b) it (line 14) | amber |
| c) He (line 22) | William Gilbert, |
| d) who (line 29) | Otto von Guericke |
| e) it (line 33) | sphere |
| f) he (line 50) | Benjamin Franklin |
| g) it (line 50) | kite |
| h) them (line 62) | muscles |
| i) they (line 89) | electromagnetic waves and light |
| j) His (line 89) | James Clerk Maxwell |
| k) its (line 106) | electricity |

GRAMMAR

Simple Future Tense

1. is going to go/will go
2. will need
3. Shall I get
4. will put out, will help out, will even catch, are not going to tolerate
5. is going to rise/will rise
6. will you not listen/won't you listen
7. will you change
8. are not going to study, will you keep
9. is only going to buy/will only buy
10. shall we begin

Practice Makes Perfect

1. will be
2. is going to run out/will run out
3. will consider
4. is going to be/will be
5. will continue
6. will win out
7. will go
8. will use
9. is going to be/will be
10. will carry on

The Passive Voice

Exercise 1

1. can easily read – This book can easily be read by the children
2. took – The first prize was taken by this entry in the web-design competition
3. should have bought – The Pentium Quad-core processor should have been bought (by me) yesterday.
4. has spotted – Several satellites have been spotted orbiting around the moon (by the astronomer)
5. is forcing – We are being forced (by the writer) to do these ridiculous exercises

Exercise 2

1. must be checked – The physician must check the symptoms
2. have been mixed – The chef has mixed the ingredients for that delicious roast meat
3. was composed – John Williams composed “The Imperial March” for the Star Wars films.
4. was being installed – (Someone/a user) was installing the driver for the hardware onto the hard drive.
5. will be arranged – We will arrange a meeting with the writer to discuss his royalty payment.

Practice Makes Perfect

1. changes
2. produces
3. are used
4. are processed
5. are amplified
6. are recorded
7. are put
8. start
9. are sent
10. uses
11. are combined
12. generate
13. radiate
14. are separated
15. produce

LISTENING

1. C
2. B
3. D
4. B
5. A
6. a. fictitious
b. portrayal
7. propagates
8. a. unauthorized
b. financial
9. legitimate
10. a. negligence
b. ignorance
11. a. influenza
b. coughing
c. sneezing
12. a. technically
b. wolf
c. clothing
13. a. evil
b. digital
c. James Bond

SPEAKING

Dialogue

(Any suitable answer)

1. How much is the rate sound recording?
2. What type of microphones do you use?
3. What do you mean?
4. Which one is better?
5. Who will be in charge?
6. When do you want to start recording?

Exercise

(Any suitable answer)

1. What is the boiling point for water?
2. When was the D-Day Invasion of Normandy?
3. Where is the current longest road tunnel in the world?

4. How tall are the KLCC Twin Towers?
5. Whose father is John Voight well known as?
6. Why is electricity considered to be more important?
7. Which country is believed to be the Heavy Metal music capital of the world?
8. Who invented the World Wide Web?
9. What does Kaabah mean in English?
10. When will the word come to an end?

Writing

Task 1:

- This data is discarded on purpose (p2)
- the file format of the bit stream are well defined (p3)
- a new encoding algorithm is developed next week (p3)
- the data is purposefully discarded (p4)
- the sound that are most readily perceived by humans (p4)
- The study of how humans perceive sound is called psychoacoustics (p5)
- The encoder has been designed, its software has been written (p5)
- one that has been compressed (p6)

Task 2:

- MP3 players can hold hundreds of songs (p1)
- MP3 players have almost completely replaced personal cassette-tape players and have largely replaced portable CD players (p1)
- The complex process uses special digital audio encoding (p2)
- the file requires one-tenth of the hard disc space (p2)
- MP3 actually uses two compression techniques (p4)
- The encoder will analyze the incoming signal, reduce it to set mathematical patterns, and compare those patterns to psychoacoustic models (p5)
- The encoder might then discard much of the data (p5)

Task 3:

- the large data files of CD quality recordings are greatly reduced in size (p2)

CHAPTER SIX

READING

BEFORE YOU READ

1. The Titanic was the ocean liner built to ferry passengers and mail service between Southampton and New York, which collided with an iceberg and sank in 1912.
2. The Titanic sank because of the lack of formal procedures in handling the wireless system, which is a new technology at that time. This caused the communication failure that led to the collision of the Titanic and an iceberg which happened to be on the Titanic's path.
3. If the iceberg was detected earlier, Titanic would have sufficient time to avoid from colliding with it, thus stopping or minimizing the effect of the disaster.
4. The Space shuttle 'Challenger' disaster in 1981, etc.

AFTER YOU READ

1. Titanic was called *the most luxurious ship in the world* at that time because she had all the features that other ships before her never had; larger than any other ships ever built - nine decks and as high as an eleven storey building and she was able to carry more than 2,000 passengers at the same time.
2. The main flaw that contributed to Titanic's sinking was the failure of handling the wireless system, which led to the communication failure in detecting the iceberg that was on Titanic's path.
3. The lifeboats lowered from the Titanic were half full because the passengers and crew still strongly believed that Titanic would not sink and they thought that it was safer and warmer for them to be on the ship rather than in the lifeboats.
4. *The Californian*. They failed to detect the distress call from the Titanic because the ship's radio operator was asleep.
5. The inquiries decided that no one could be blamed for the sinking and a new international regulation was drawn up to improve the safety procedures at sea.

VOCABULARY CHECK

1. impending
2. motionless
3. maiden

4. submersion
5. collision
6. iceberg
7. proclaimed
8. distress

PRONOUN REFERENCE

1. The Titanic
2. Captain Smith
3. The officers on board of the *Titanic* (who were in charge of loading passenger into the boats).
4. The officers on board the *Californian*.
5. The officials in the inquiries responsible in investigating the sinking of the Titanic.

GRAMMAR

CONDITIONAL SENTENCE WITH 'IF'

1. used, would not be
2. had followed, would not have got/gotten lost.
3. fails, will not buy
4. had taken, would not have got/ gotten wet
5. had phoned, would have remembered
6. was, would invite
7. had rained, would have had
8. walk, will miss
9. had asked, would have helped
10. study, will pass

PAST MODAL FORMS

1. could have finished
2. could have received
3. should have received
4. should have issued
5. could have got/gotten
6. should have persuaded
7. could have scored
8. should have instructed
9. should have taken
10. could have reached

QUESTIONS (PARAGRAPH FORM)

1. would not have happened
2. had reminded
3. would not have occurred
4. should have known
5. had been
6. would have made
7. should have employed
8. should have sent
9. should not have left
10. could have got/gotten hurt

BEFORE YOU LISTEN

1. A survival kit is a list of supplies that you keep in order to survive during a disaster.
2. Some of the important things are food and water, first aid kit, extra clothing and etc.
3. (Answers are based on the types of natural disaster).

QUESTION (a)

1. F
2. T
3. F
4. F
5. F

QUESTION (b)

1. distilled
2. prepackaged dry goods
3. rubber boots
4. leather
5. protective head
6. flashlights
7. antibiotic
8. water-proof
9. safety deposit
10. navigate

TAPE SCRIPT

CHAPTER ONE

Listening 1 (Track 1)

Today, I'm going to talk to you about the three most common relationship problems. The most common relationship problems range from fear of intimacy to fear of rejection. Everyone struggles with fears of intimacy, change, and abandonment, but some people struggle more than others. Here's how to recognize and deal with three common relationship problems.

The first relationship problem is the fear of intimacy.

Even in childhood we fear being swallowed up by another person and losing our unique selves. We want to be independent, with our own personalities, likes, dislikes, strengths, and even weaknesses. This is the first common relationship problem: fear of intimacy – it can involve engulfment and emotional distance.

Engulfment occurs when we lose who we are in our relationship: not only are our preferences lost – we may not even know what our preferences are anymore! People who have a fear of intimacy may be overly anxious about losing their selves, which makes them extremely guarded and hard to know. People with a fear of intimacy fear being trapped or suffocated, which exacerbates their relationship fears.

The second relationship problem is the fear of change.

Sometimes our relationship fears make us afraid our partner will change. At other times, we fear he or she won't change at all. Even good changes can be hard to deal with. When familiar habits and routines are changed, we feel a sense of unease, of discomfort, because we have adjustments to make, new routines to create. Talking honestly about changes is the best way to deal with this common relationship problem. Discussing relationship fears, hopes, motivations, and practical issues will make changes blend in with the daily routine in a much smoother way. Even fighting about your feelings is better than repressing or bottling them up.

The third relationship problem is the fear of abandonment.

Most of us don't want to be alone, and are dismayed at the thought of being rejected or abandoned. Even the healthiest people have some fear of abandonment. We know we could survive, but life is better and easier with others (this is a primal instinct). We fear being left due to death, rejection, illness, physical, or even emotional distance.

Becoming independent and emotionally healthy with your own life and goals is an ideal way to deal with this common relationship problem. There are three ways to minimize these common relationship problems.

The first way is to be aware of your fears.

It is okay to feel fear of intimacy; simply knowing that you're afraid of losing yourself and being engulfed by your relationship or family could prevent it from happening. When you know what you fear, you are in a better position to deal with it. Accepting that you have a common relationship problem will help you solve it.

The second way is to express yourself appropriately.

If you're afraid of being abandoned, try not to suffocate your loved one with excessive attention or jealousy. Talk about your feelings; write them down – see a counselor if you are really struggling. Don't let your relationship problems – which are normal – dictate your behaviour or wreck your relationship.

The third way is to get educated.

Do you have an extreme fear of intimacy or fear of abandonment? Find out how to successfully deal with change and how to be supportive when your loved ones want to change. Read before you seek support groups, or talk to a counselor about your relationship problems. These common relationship problems take some work to overcome, but being aware and open to change will go a long way.

(Source: Retrieved from: http://psychology.suite101.com/article.cfm/three_fears_haunting_relationships)

CHAPTER TWO

Culture and the Built Environment

Listening 1 (Track 2)

In this part of the interview, the interviewer and Mr Richard Lee talk about the built environment and its effect on human communication.

Interviewer : Mr Lee, welcome to the show. Professor Jon T. Lang who teaches urban design at the University of Pennsylvania and writes extensively about the relationship between people, culture, and the environment has this to say: that the built environment organizes and manages communication between people and it differs from culture to culture. Can you explain this?

- Mr Lee : *Yes, that's right and culture influences how the built environment is designed. Ok. Let's start from the basic. First, the natural environment - the natural, or terrestrial, environment includes the physical geography of the earth, its climate, and its natural processes. The terrestrial environment for every person is the planet Earth.*
Second, the built environment of any culture, according to Professor Lang, consists mainly of adaptations to the terrestrial environment, including architecture, housing, lighting, and landscaping. The built environment artificially changes the natural patterns of behaviour, heat, light, sound, odours, and human communication.
Hence, the built environment affects the interaction between people and the natural environment. Moreover, many of these changes are specifically designed to facilitate or restrict human interaction.
- Interviewer : *But the built environment is not random.*
- Mr Lee : *Yes, that's right. The built environment is an intentionally designed pattern of spatial relationships between objects and objects, objects and people, and people and people. In this way, the built environment organizes and manages human communication between people and varies considerably across cultures.*
- Interviewer : *Isn't it true that the built environment is structured for specific activities?*
- Mr Lee : *Yes. Typically, that's true. For example, classrooms are designed for a specific kind of communication. The size of the room, the positioning of the blackboards, and so forth, are all fashioned to facilitate interaction between teacher and student. Sometimes it is designed for purely aesthetic reasons. And culture affects how the built environment is designed. The interior of any given built environment influences and directs the way activities are carried out, how the family is structured, how gender roles are played, attitudes toward privacy, and the overall process of social interaction.*
- Interviewer : *And the overall result or effect of the built environment is reflected in people's communication patterns.*
- Mr Lee : *Exactly. It's the degree of ease or difficulty the built environment allows when moving from one place to another that is a major predictor of human communication patterns. People are more likely to communicate with each other in those environments in*

which access to others is facilitated by the built environment than in environments in which access is restricted.

Interviewer : Yes. That's what anthropologist Edward Hall says - that the physical environment guides behaviour and the way people define the space between themselves and others. Tell us more about that.

Listening 2 (Track 3)

In this part of the interview, the interviewer and Mr Richard Lee talk about Hall's classification of social distances and the role of the built environment in the use of space in social interaction.

Interviewer : Anthropologist Edward Hall says - that the physical environment guides Behaviour and the way people define the space between themselves and others. Tell us more about that.

Mr Lee : Right. Hall classifies social distances into four levels based on ethologists' (people who study animal behaviour) observations of the various distances Animals maintain in their environments. According to Hall, spatial distance between people is a vehicle for communication, much like that of sight, sound, smell, and touch. As distance decreases, people can see, hear, touch, and smell others differently than when distance increases. As distance increases, the privacy of the person increases, but the privacy of the interaction decreases.

Interviewer : What're Hall's four levels of social distance?

Mr Lee : They're: (1) intimate, (2) personal, (3) social-consultative, and (4) public. Intimate distance is reserved for close, intimate contact, including touching, usually in highly personal relationship. The second type, personal distance, is sometimes called "arm's length" distance because a comfortable distance between interactants is literally about one human arm's length. Social-consultative distance is the spacing people practice at casual gatherings and in working situations. In social distance, there is a more formal atmosphere. Public distance is used for talking across a room and for public speaking situations.

Interviewer : So there are differences between cultures in what's considered as intimate, personal, social, and public distances, and they often can lead to serious misunderstanding among cultures.

Mr Lee : Yes. To be sure, intimate, personal, social, and public distances vary by culture, and Hall's classification may not be universal. Other factors such as the relationship between interactants or external environmental factors may influence distances between people.

Interviewer : What about the built environment?

Mr Lee : No doubt, the built environment plays a key role in how space is used. Smaller, more confined spaces increase interaction spaces, whereas larger environments motivate people to adopt smaller distances. For example, people in so-called high contact cultures such as Arabs, Latin Americans, southern Europeans tend to use closer interaction distances than people in low-contact-oriented cultures. People in the United States, for example, prefer greater distances between themselves and others than do persons living in many Latin American cultures. Northern European cultures such as England, Germany, and Scandinavia are said to have larger personal space "bubbles" than southern European such as Greece, Italy, and Spain. In some Middle Eastern cultures, people stand close enough to smell each other's breath. Several studies have shown that Indonesian used less space than Australians and were more likely to initiate conversations with strangers. Other studies comparing Americans with other cultures have found no differences – that is, they share common spatial behaviour patterns.

Interviewer : The dynamics of the interaction between culture and the environment is very powerful and embracing cultural diversity would entail understanding the relationship between culture and the environment. Thank you Mr Lee for sharing your ideas with us. We hope you'll return to talk to us on another aspect of culture diversity in future.

(Source: Adapted from Neuliep, J. W. (2000). *Intercultural communication: A contextual approach*, 107-110. NY: Houghton Mifflin.)

CHAPTER THREE

Listening 1 (Track 4)

You are going to listen to an interview between two friends, Tina and Jimmy, who are discussing about the increasingly popular exercise of Tai Chi and the secrets of having a long and healthy life.

Jimmy : So, Tina, you do Tai Chi?
Tina : Yes, I've just joined a Tai Chi club.
Jimmy : What made you join the Tai Chi club?
Tina: Well, I wanted to do something that was a lot different to what I usually do, which is high impact sports, like basketball and tennis.
Jimmy: So, you wanted to do something slower?
Tina: Yeah, well, I don't usually enjoy exercise that is quite slow such as yoga, but I decided to join this club and I'm really enjoying it.
Jimmy : So, what is exactly Tai Chi? Have heard it many times but I always thought it has got something to do with some Chinese food! (laugh) What do you do in Tai Chi?
Tina: Well, there are different types of Tai Chi. There's the original Tai Chi which involves quick fast movements, and then there's a slower form of Tai Chi which is quite popular in Japan. I think it's called Mr. Young Tai Chi, and that involves very slow pronounced movements, and that's the Tai Chi that I'm doing.
Jimmy : How do you feel? Like after you do Tai Chi, do you feel tired? Or do you feel energetic?
Tina : After I've done Tai Chi, I feel quite energetic, actually, ... feel like all raring to go, if you know what I mean. It's sort of rejuvenate my body really. I don't feel tired at all because I haven't had a really hard workout, but I feel that my mind is very relaxed and focused and that I'm very motivated to do whatever I need to do for the rest of the day.
Jimmy : Now, you actually are a tennis coach, so you teach sports. Would you recommend Tai Chi for other athletes?
Tina : Well, yeah, of course, I would. It's quite difficult to know exactly how you would benefit from Tai Chi, and how it can directly relate to a specific sport, but I've heard that it works on your energy levels, and focuses your mind so that everything is in balance, and I think that can help in any kind of sport because even in a sport like tennis, it's important to have balance when you're hitting the ball, when you're volleying, when you're getting ready for a smash. It actually involves having balance in terms of where your centre of gravity is, so, yeah, the concepts are similar.

LISTENING 2 (Track 5)

Jimmy: So, Tina, a minute ago, we were talking about you and your Tai Chi. Well, it's good to know that this new thing that you're taking up now contributes to both your physical and mental well-being, and I think it does a lot to help one's longevity, too, don't you think so? That's why it's so popular among the Asian people, especially the Chinese.
Tina: Yeah, it is.
Jimmy: One time when I was in Bangkok, I met a guy and he was doing Tai Chi and he looked really young, but he said the secret to his old life ... I

- mean, the secret to his looking young, was Tai Chi and cold showers. He took a cold shower every morning!*
- Tina : *Oh, really? It's quite common actually in warm countries like Thai and Malaysia.*
Do you do that everyday?
- Jimmy : *Well, no, not really. I guess, if I wake up early, I would normally prefer to have a hot shower, as I go out very early in the morning to the gym,*
- Tina : *Yeah, well, you know, I actually tried it for awhile and I tried it for a month actually, and yes, I did feel so energized. In a warm country like Malaysia, there shouldn't be any problem, right, but I would find it very difficult if I was back in England! It's just too cold! There's no way I could do it every day.*
- Yes, I remember when I was young, my mother used to teach me to splash my face with cold water first thing in the morning because she believed that that would help my skin to stay young and clean.*
- Tina : *So, have you heard any other secrets to having a long life?*
Yeah, I've heard quite a few different secrets. I guess one secret that a lot of different cultural groups seem to share is diet. If you take the Japanese as an example, and Japanese people do have a long life expectancy in comparison to other people from other countries, I think the Japanese diet is quite low in fat and reasonably low in salt as well, and I think their fluid intake is quite healthy because they drink a lot of green tea, which has antioxidants in it, and they drink a lot of miso soup, too. Have you heard of it? It has lots of vegetables in it, and is made from fermented barley, so I think that's very healthy.
- Jimmy : *Yes, that's true. I've also heard that laughter can contribute, too. Lots of people who laugh a lot tend to live longer.*
- Yeah, I've heard that too, actually, because laughing releases natural endorphins, and I think that helps you physiologically. I also think psychologically, you're happier if you laughing, so, yes. I think long life is related to how you're feeling, and I think a lot of it is psychological, as well as physical, what you eat and how much you're eating, etcetera.*
- Tina : *Yes, I guess, I'm in the same boat, but I just don't know if I laugh that much. Maybe, I'm in trouble! (laugh)*

CHAPTER FOUR

Listening 1 (Track 6)

You are going to listen to an extract from a panel discussion on an aspect of crime.

Announcer: *Thank you all for coming to attend this panel discussion on the long-term effects of corporal punishment – specifically caning or hitting children as a form of discipline. Before we open the discussion up to questions from the audience, I would*

like to give our esteemed speakers a chance to summarize their points. The first is Mr. Sivasambu, a criminologist who interviews criminals before they go to trial.

Mr. Sivasambu: I've seen it over and over again. Violent criminals were almost always caned when they were children. This corporal punishment teaches children to be violent when they are very young. As a result when they are adults, they commit crimes and abuse their spouses and children. And then their children grow up to be violent, and the cycle continues.

Announcer: Next is Dr. Jafar Kassim from the Ministry of Women, Family and Community Development.

Dr. Jafar Kassim: We conducted a pilot study on 218 families to see how parents' actions affected teenagers' behaviour. We found that teenagers behaved well when they had clear discipline as a child. Some of these parents used caning as a form of discipline, and some didn't. It seems that caning doesn't hurt children if it's done in a loving home, but it's most important to talk to your children and spend time with them. Caning should be the choice of the parents.

Announcer: And finally, Ms. Lee Wei Lian who is with AWAM, the All Women's Action Society of Malaysia.

Ms. Lee Wei Lian: In our country, the number of parents who cane their children is decreasing, and people who are not in favour of caning say that's good because it will make our society less violent. But look at the statistics. Actually, violent crime is rising every year, and the number of cases of juvenile delinquencies is going up too! Parents need to control their children better, and corporal punishment is one way to do that.

Announcer: My sincere thanks to our speakers. We have indeed been privileged to have them with us here today. Now our guests will be happy to answer questions from the audience.

CHAPTER FIVE

Listening 1 (Track 7)

If you have watched *The Matrix Trilogy* movies, you would have been familiar with the character *Agent Smith*. He is in fact a fictitious portrayal of a real-life computer virus. By simple definition, a computer virus is a program that "infects" computer files, especially programmes or applications, by inserting copies of itself in those files. The copies of the virus will be executed when the file is loaded into memory, allowing them to infect other files, and so on. Viruses often have damaging side effects, sometimes intentionally, sometimes not.

A virus that propagates itself across computer networks, usually by medium of e-mail, is sometimes referred to as a “worm”, especially if it consists of many separate segments distributed across the network. Think of it as the influenza virus spreading among humans by acts of coughing or sneezing. Analogically, humans are the computers, the environment is the network, and coughing or sneezing is the medium. Another type of programme is called a “Trojan Horse”. Although technically not a virus, it is a wolf in sheep’s clothing, which when run does damage to the computer system while appearing to do something else. The name’s origin dates back to the classical Greek mythology when the Trojans were defeated by the Greeks who had been hiding inside a wooden horse presented as a spiritual gift to the city of Troy.

PC users can safeguard their files using many of the anti-virus software packs available in the market such as Norton, McAfee, Kapersky, Avira, and Avast, just to name a few. These packages can detect viruses, and often repair the damage done by them. The increase in transactions over the Internet has greatly increased the chance of virus infection, so anti-virus measures have been introduced to promote the growth of electronic business. Digital certificates can be used to validate the identity of people and organizations on the Internet, digital signatures can prove the identity of an individual, and Secure Electronic Transaction (SET) mechanisms have been developed to allow safe credit card transactions. Nonetheless, e-mail viruses are still a major threat. In fact, during the year 2000, many large organizations were brought down by a virus attached to an e-mail message entitled ‘I Love You’. In 2002 a new type of virus often called a “Spyware” appeared that allowed unauthorized users to access private information such as personal financial details. This virus was like an evil digital version of James Bond. It was known as ‘Bugbear’ and was carried via e-mail, affecting many users in its trail.

In conclusion, we could never be too cautious when it comes to computer file protection. Apart from installing a legitimate copy of an anti-virus software, there are few tips that we could put into practice. First, it is always wise to screen our e-mails and avoid opening suspicious or unknown documents. Second, we should regularly update our anti-virus database (virus signature), as well as our operating system. Third, always make back-ups of important files and documents, not to mention the system settings of our computer. Fourth, keep track of external devices being used to access our computers since another medium of infection is from USB flash drives. Finally, formatting the hard disc drive is the last resort to eradicate PC viruses but such is the cost to pay for negligence and ignorance.

[Source: Adapted from Microsoft Encarta. (2009).]

CHAPTER SIX

Listening 1 (Track 8)

TIPS FOR CREATING YOUR OWN NATURAL DISASTER SURVIVAL KIT

With the recent natural disasters affecting large portions of the world, people are wondering if they are prepared. "What would I need? What would I do?" are the questions many people are asking themselves as they watch in horror and dismay at the effects of wide spread floods, wild fires, tornadoes and other natural disasters that have occurred over recent years. Creating and maintaining a natural disaster survival kit can save your life or the lives of someone you know. Depending on what type of area you live in may impact your decision on what to provide for an emergency survival kit, but there are several items that are recommended to build a basic survival kit that everyone should be aware of.

1) Food and water

They are necessary to survive over periods of longer than 24 hours in an emergency situation. Experts recommend keeping at least 2-3 gallons of distilled water per person in the household. Food items which are best kept in an emergency pantry include prepackaged dry goods such as dried and canned foods and items that are packaged to be held for long periods of time at room temperature.

2) Protective clothing

Items such as heavy rain gear including rubber boots, a spare pair of leather work gloves to protect your hands and protective gear like plastic goggles should be stored with the emergency kit. An entire spare wardrobe is not necessary but a change of clothing for each member should be considered. Protective clothing is dependent on what type of climate you are living in.

3) Emergency lighting

Experts recommend storing in your emergency kit one or two flashlights with spare batteries for each. Candles are no longer recommended during power outages because of the risk of fire.

4) First aid kit

A small first aid kit with basic first aid supplies is a necessity for a survival kit. Items inside the kit should include several sizes of bandages for scrapes and abrasive wound, mild pain relievers, antibiotic cream, a pair of tweezers,

antiseptic solution or alcohol swabs and burn cream or spray. Other optional items that may be helpful include a needle and thread in a sterile package, gauze, bandages for sprains and medical or sports tape.

5) Documentation

To store important documents such as birth certificates, driver's license, identification card, debit or credit card and copies of insurance policies, water-proof plastic bags should be made available in the emergency kit. Apart from debit or credit card, it is also convenient to store a small amount of cash in the kit.

6) Spare keys

Keep a set of spare keys to your vehicles, home, safety deposit boxes or anything else you use that is locked up on a regular basis with your emergency kit. If you need to leave your home, you don't want to spend hours hunting for a key that may have been misplaced or lost during a disaster.

7) Map

An up to date map of the general area around where you live is handy if you have to navigate your way out of a disaster area or radio for help and give instructions to your location.

Keeping and maintaining a disaster survival kit could make the difference between making it out alive or not. With a little forethought and planning and regular maintenance, this is something that is easy for anyone to do and in the end can save lives.

(Source: Retrieved from: http://www.associatedcontent.com/article/1208704/tip_for_creating_your_own_natural_disaster_kit.)